

Guide to Periodic Program Review: Undergraduate Programs

[Based on Senate Policy 126: PERIODIC PROGRAM REVIEW OF GRADUATE AND UNDERGRADUATE PROGRAMS](#)

Online Manual available at:

<https://www.torontomu.ca/curriculumquality/>

Prepared by the Office of the Vice-Provost Academic

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KEY CONTACTS

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University Planning Office (UPO)		
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Other Resources		
Donna Bell Secretary of Senate	Provides Senate meeting and policy information, and access to past Senate agendas	dbell@torontomu.ca

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Robyn Parr Registrar Ext 557253	Provides program and admissions information	robyn.parr@torontomu.ca General Inquiries: jzahab@torontomu.ca
Brian Lesser Director, CCS Ext 556835	Provides information about computing and communications resources, computer labs, and technology support for programs	blesser@torontomu.ca
Toronto Metropolitan International Ext 555026	Provides guidance for programs with external international partnerships	General Inquiries: rihelp@torontomu.ca
Office of Equity and Community Inclusion Ext 543511	Provides information and advice on ECI from a curricular perspective	General Inquiries: equity@torontomu.ca
Experiential Learning Ext 553791 Career and Co-op Centre Ext 556618	Provides student and employer data for co-op programs, as well as information about experiential learning	General Inquiries: experiential@torontomu.ca coop@torontomu.ca
Teaching Development; e-Learning Ext 544573	Provides support for and information about teaching and learning, technology-enhanced, blended and fully online learning initiatives and teaching methods	General inquiries: teachingcentre@torontomu.ca elearning@torontomu.ca

INTRODUCTION TO PERIODIC PROGRAM REVIEW (PPR)

OVERVIEW

Periodic program review (PPR) is part of Toronto Metropolitan University's Institutional Quality Assurance Process (IQAP), which adheres to the Quality Assurance Framework (QAF) established by the Ontario Universities Council on Quality Assurance (Quality Council). The Quality Council reviews PPR Final Assessment Reports on an annual basis and audits the quality assurance process on an eight year cycle to determine whether the University has acted in compliance with the provisions of its IQAP, which is comprised of [Senate Policy 126 Periodic Program Review of Graduate and Undergraduate Programs](#), [Senate Policy 110 Institutional Quality Assurance Process](#), [Senate Policy 112 Development of New Graduate and Undergraduate Programs](#), and [Senate Policy 127 Curriculum Modifications: Graduate and Undergraduate Programs](#).

The objective of PPR is to assess the quality of degree programs to ensure that they achieve and maintain the highest possible standards of academic excellence and continue to satisfy societal needs. [Undergraduate Degree Level Expectations](#) (UDLES), program objectives/goals, program-level learning outcomes and the review of the program by external disciplinary scholars provide the benchmarks for assessing a program's standards and quality. These reviews apply to all undergraduate and graduate degree programs both full and part-time, offered solely by Toronto Metropolitan University or in partnership with any other post-secondary institutions, including multi-disciplinary and interdisciplinary programs, offered across all modes of delivery. All Toronto Metropolitan University programs are required to engage in a program review process on an eight year cycle.

The PPR process:

- allows academic departments and programs to reflect, analyze, and evaluate the current state of their program curriculum;
- identifies strengths and weaknesses of the program;
- creates opportunities for program enhancement, thereby improving the quality of the learning experience for students; and
- provides relevant evidence to inform and support future major curriculum modifications.

The self-study provides a reflective, self-critical, and analytical snapshot of the current program. In order to help plan and support continuous improvement, the self-study is also forward-looking, and should actively involve faculty, students, and staff in the process. The Office of the Vice-Provost Academic will offer an orientation session at the beginning of the PPR cycle to review the process with the PPR leads, and will advise programs throughout the review process on matters of content and format in order to ensure that policy requirements are met. In addition, Curriculum Development Consultants are available to assist PPR teams at various stages in the development of the self-study report. To contact a curriculum consultant, email: ovpa.curriculum@torontomu.ca

The information and appendices in this manual provide guidelines, templates, and other supporting resources to assist in completing the PPR.

THE PERIODIC PROGRAM REVIEW PROCESS

A PPR has two stages:

Stage One involves the collection and analysis of data, including:

- Drafting and approval of program-level learning outcomes
- Writing and approval of program objectives
- Curriculum mapping
- SOAR or SWOT analysis
- Analysis of EDI frameworks
- Comparator programs
- Student survey/SFX data
- Alumni survey data
- Employer survey data
- Program Advisory Council (PAC) consultation
- Submission of a Self-Study Report.

Stage Two involves:

- Peer review of the Self-Study (including a site visit and reviewers' report)
- Responses to the reviewers' report
- Final Implementation Plan
- Final approvals from various internal governing bodies.

The following table provides an approximate timeline for completion of an undergraduate PPR:

TIMELINE FOR UNDERGRADUATE PPR COMPLETION

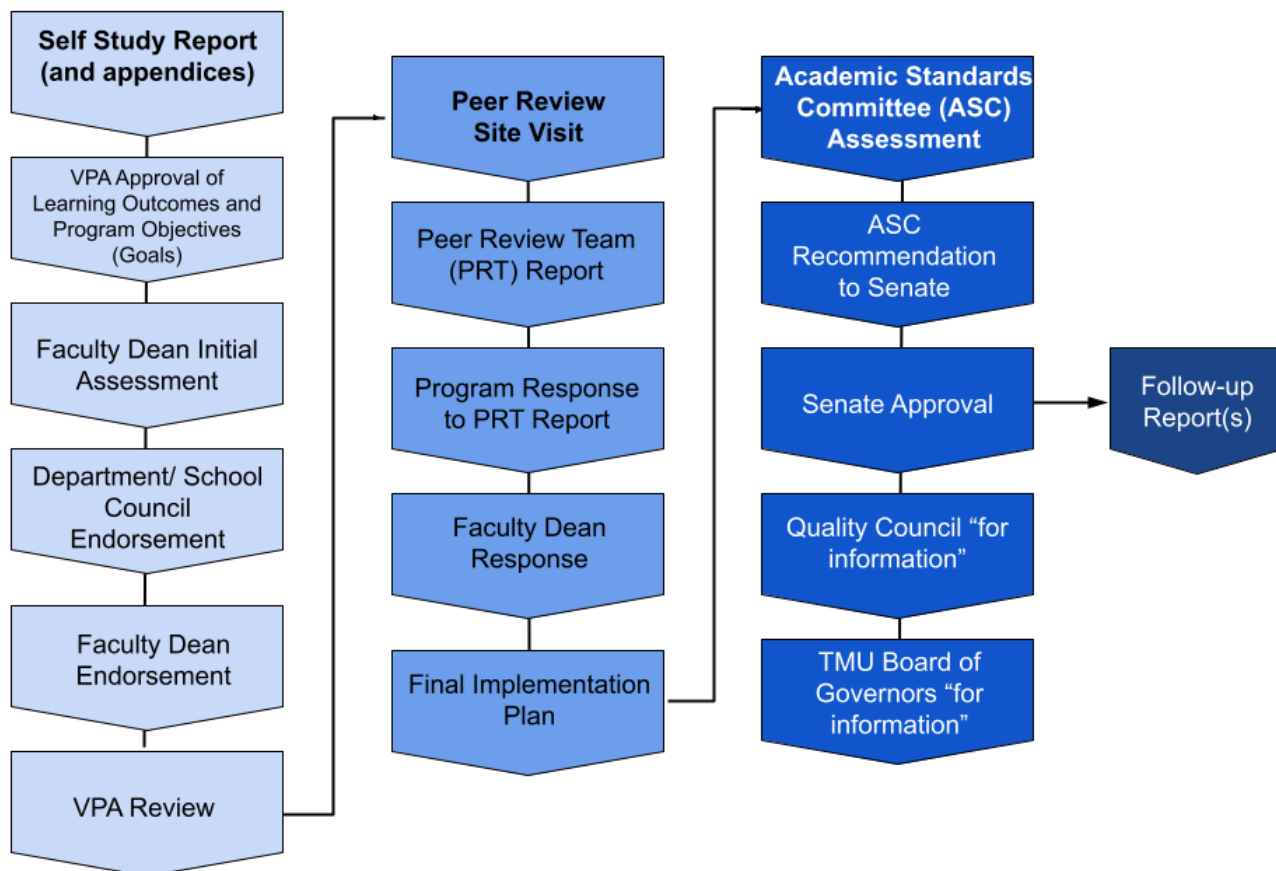
TIME	ACTIVITY
S T A G E 1 –	<ul style="list-style-type: none"> ● Attend PPR Orientation ● Meet with Curriculum Development Consultant to identify/revise program objectives and program-level learning outcomes ● Submit program objectives and program-level learning outcomes to VPA for review no later than end of February ● Schedule in-class student feedback sessions with Curriculum Development Consultant (if applicable)
S E L F – S T U D Y	<ul style="list-style-type: none"> ● Map program-level learning outcomes to UDLES (insert as App. I-A) ● Map program-level learning outcomes to curriculum (insert as App. I-B) ● Map course methods and assessment (insert as App. I-C) ● Conduct & analyze survey/focus group feedback – student, alumni, employer, PAC (App. I-D, I-E, I-F, I-J) ● Compile information on comparator programs (App. I-G) ● Review Library Brief (insert Brief as App. I-H) ● Analyze EDI Tool data provided by OVPECI (tables integrated into self-study document) (insert as App I-K). See APPENDIX H for more information ● Analyze UPO data tables* (tables integrated into self-study document) ● Review current program admission requirements (per TMU calendar) ● Review developments since previous PPR (Appendix II) ● Develop a SOAR or SWOT chart (App. I-I) ● Begin writing self-study narrative report <ul style="list-style-type: none"> ● Mapping of LOs to UDLEs ● Mapping of LOs to Courses ● Mapping of Course Methods and Assessments ● Student feedback ● Alumni feedback ● Employer feedback ● PAC feedback ● Analysis of data from EDI Tool from OVPECI ● UPO data table analysis ● Analysis of developments since previous PPR ● SOAR/SWOT chart
Sep – Dec	<ul style="list-style-type: none"> ● Compile current faculty CVs (App. III) and course outlines (Appendix IV) ● Continue working on self-study narrative report ● Draft Executive Summary based on self study analysis and recommendations ● Complete all PPR documentation: Self-Study Report + Appendices by December <ul style="list-style-type: none"> ● Current faculty CVs ● Current Course Outlines ● Completed Self-Study Report + Appendices

S T A G E 2 - R E V I E W A N D A P P R O V A L S	Jan - Apr	<ul style="list-style-type: none"> ● Review of self-study and appendices by Faculty Dean (Appendix V) ● Endorsement by Department/School/Program/Faculty Council (Appendix V) ● Review of self-study and appendices by Program Advisory Council (App. I-K, Appendix V) ● Endorsement by Faculty Dean (Appendix V) ● Review of self-study and appendices by Vice-Provost Academic (Appendix V) ● After approval from Vice-Provost Academic is received: ● Submit list of potential peer reviewers to Faculty Dean ● Selection and invitation of the Peer Review Team (PRT) by Faculty Dean ● Organize PPR documentation and agenda for PRT (sent by Dean) ● Peer Review Team site visit
	May - Sep	<ul style="list-style-type: none"> ● Receive PRT report (within 1 month of visit) (Appendix V) ● Submit program response for PRT report to Faculty Dean (Appendix V) ● Receive Faculty Dean response to both PRT Report and to program response (Appendix V) ● Finalize Final Assessment Report and Implementation Plan (Appendix V) ● Submit complete PPR to Vice-Provost Academic for evaluation by Academic Standards Committee (ASC)
	Oct - Dec	<ul style="list-style-type: none"> ● Review of PPR by ASC, with feedback to program ● Visit by program to ASC to respond to feedback ● Recommendation to Senate from ASC ● Senate vote for approval of PPR ● Submission of PPR Final Assessment Report to Quality Council and to Board of Governors

*Contact the UPO office to update tables with the most recent data prior to beginning Stage 2.

PPR FLOWCHART – REVIEW AND APPROVALS

Periodic Program Review Undergraduate Flowchart



FORMING THE PERIODIC PROGRAM REVIEW (PPR) TEAM

Appropriate team composition is vitally important for the quality of a periodic program review. Ideally, a team will include at least the Chair/Director, the Chair of the Curriculum Committee (or another faculty member who is committed to curricular excellence), a student, and a capable administrative staff member. A successful and effective PPR team requires strong organization and writing capabilities, commitment and active involvement from all of its members, as well as support from the full Department/School and the Faculty Dean.

PROFESSIONALLY ACCREDITED PROGRAMS

With approval of the Vice-Provost Academic, PPRs may be coordinated with any professional accreditation review, if feasible, and accreditation review information can be used to supplement the PPR. However, a self-study and appendices, separate from an accreditation review report, are required.

In the case of accredited programs, at their discretion, the Vice-Provost Academic may require a separate Peer Review Team (PRT) when the accrediting body's assessment does not fully cover all areas required by the University's PPR process. **The PPR PRT Report must be a separate document from the Accreditation PRT Report.** Professionally accredited undergraduate programs should consult the Vice-Provost Academic for further guidance and assistance.

CONCURRENT UNDERGRADUATE AND GRADUATE PPRs

Where there are concurrent undergraduate and graduate PPRs taking place, **separate self-studies and appendices with evaluation criteria and quality indicators for each discrete program being reviewed are required**. The Faculty Dean or Dean of Record, the Vice-Provost Academic and the Vice-Provost and Dean, YSGS must decide whether a combined or separate PRT site visit is appropriate, and the distinct versions of each program that are to be reviewed. In either case, **separate PRT reports for the undergraduate and graduate programs are required from the PRT(s)**.

JOINT, INTERDISCIPLINARY and MULTIDISCIPLINARY UNDERGRADUATE PPRs

For joint undergraduate programs, the self-study will clearly identify which program(s) is/are the subject of review, and explain how input was received from faculty, staff, and students in each department, school, or partner institution. The self-study is initiated by the Vice-Provost Academic, in consultation with the partner institution. For interdisciplinary and multidisciplinary programs, the Faculty Dean of Record will oversee the PPR, and the self-study will clearly explain how input was received from faculty, staff, and students of the program. There will be a single self-study and site visit. Refer to Sections 3 and 4 of [Senate Policy 126](#) for more details.

DOCUMENT MANAGEMENT

All reviews, endorsements and approvals must be documented and retained for assessment, archival and audit purposes. There are two stages to the document management:

Stage 1 - In the early stages of the preparation of the self-study, a Google Shared Drive will be created for the program to collect and edit the required documents while the PPR is being completed.

Stage 2 - Once the PRT report and responses are complete, prepare and share a final folder in Google Drive with the Office of the Vice-Provost Academic, containing all final versions of the required documentation. Refer to [APPENDIX A](#) in this manual for further details.

CREATING AN EFFECTIVE SELF-STUDY FOR PROGRAM REVIEWS

Feature	Best Practices	Practices to Avoid
Goal/Purpose	The Self-study is a vehicle for continuous improvement and reflects an honest self-analysis of the program's strengths and weaknesses, and considers where and how improvements can be made.	The Self-study is aimed at defending or justifying the status quo or meeting minimum criteria.
Focus of the Self-study	The Self-study is broad-based, reflective, forward-looking and includes critical analysis of the program(s)*. When a single omnibus document is used for the review of different program levels (for example, graduate and undergraduate),	The Self-study is descriptive rather than reflective and analytical. The Self-study focuses exclusively on past-practice and does not include a sense of how analysis of past-practice will inform continuous improvement going forward.

	<p>program modes, and/or programs offered at different locations, each discrete program is still readily identifiable, analyzed and evaluated*.</p> <p>The Self-study focuses on the undergraduate and/or graduate program(s) under review (as required by the IQAP and the Quality Assurance Framework).</p>	<p>Discrete program elements are not identifiable when more than one program (or program level) is being addressed within a single Self-study.</p> <p>The Self-study focuses on the academic unit (department) rather than on the undergraduate and/or graduate program(s).</p>
Process	<p>A methodology/guidance for preparing the Self-study is developed, which includes clear guidelines and suggested methods for the collection of data from a variety of sources, as well as describing the importance of critical analysis and careful record-keeping. The methodology/guidance contains a clear description of how the views of students (past and present), faculty, and staff are to be obtained*.</p> <p>The Self-study includes a description of how it was prepared, including details on how the views of faculty, staff and students were obtained and considered*.</p>	<p>The methodology/guidance for the Self-study is delineated only after the key elements of the Self-study have been completed, or is not developed at all.</p> <p>The views of other faculty, staff and students are not obtained.</p> <p>The process for the drafting and finalizing of the Self-study is ad-hoc.</p>
Record Keeping	<p>The program has developed a plan for record-keeping relating to the Self-study, including ensuring accurate records of feedback, responses to feedback, and sign-offs. The records and associated documentation are accessible for future reference.</p>	<p>Records relating to the Self-study are difficult to access and may not be readily available for future reference.</p>
Authorship	<p>The Self-study results from a participatory, self-critical process and documents involvement in its preparation of all faculty and staff in the program, as well as current and recently graduated students.</p>	<p>The Self-study is written by a single person, without evidence of consultation with (or sometimes even knowledge of) the program's faculty, staff and students.</p>

<p>Student Involvement</p>	<p>The mechanisms for securing active student involvement in the preparation of the self study are established in the methodology/guidance. Students have an active role throughout the process, including planning, self-analysis, and the preparation of the Self-study.</p> <p>Data from a student survey, focus groups, or other mechanisms is used in the self-analysis. The Self-study includes data from a number of graduated cohorts as well as current students.</p> <p>An orientation session or guidebook is available to orient students to the purpose of the Self-study, the role of the Cyclical Program Review in continuous improvement, and the university's QA processes in general.</p>	<p>There is no effective plan in place for student consultation or participation. Students may be consulted, but data collected from student consultations/surveys is not incorporated into the self-analysis.</p> <p>Students may be consulted, but they are not provided with a sufficient orientation to understand the process or their role.</p> <p>Student data relates to current students only; data from recent graduates has not been collected and analysed.</p>
<p>Use of Previous Reviews</p>	<p>Concerns and recommendations raised in previous reviews, especially those detailed in the Final Assessment Report and Implementation Plan and subsequent monitoring reports from the previous Cyclical Review of the program, are treated as a tool for continuous improvement. Descriptions of how these have been addressed indicate that concerns / recommendations have been synthesized and considered in the larger context of how the program approaches continuous improvement and program review*.</p>	<p>The program's responses to concerns and recommendations raised in previous reviews may be included, but there is no indication that these have substantively informed the program's approach to continuous improvement. No reference to the concerns and recommendations raised in the previous review.</p>
<p>Treatment of Items Flagged for Follow-up in the Monitoring Report and/or Items Flagged for Follow-up by the Quality Council, in the Case of the First Cyclical Review of a New Program.</p>	<p>Issues flagged for follow-up by the Quality Council at the time of the program's approval and/or through the new program's monitoring process are treated as a tool for continuous improvement and addressed in the Self-study accordingly. Descriptions of how</p>	<p>The program's responses to issues raised for follow-up reports may be included, but there is no indication that these have substantively informed the program's approach to continuous improvement. No reference to items flagged for the</p>

	these have been addressed indicate that these issues have been synthesized and considered in the larger context of how the program approaches continuous improvement and program review*.	first Cyclical Review of the program.
Treatment of data	Program-related data and measures of performance, including applicable national and professional standards are analysed and used as the basis for performance evaluation. Data analysis contributes to the assessment of strengths and weaknesses of the program*.	Raw data are attached as appendices or used only in a descriptive manner.
Evaluation Criteria	The Self-study addresses each of the evaluation criteria and quality indicators specified in the IQAP and in the Quality Assurance Framework Section 5.1.3.1, for each discrete program being reviewed.	The Self-study does not address each of the evaluation criteria and quality indicators specified in the IQAP and in the Quality Assurance Framework Section 5.1.3.1, for each discrete program being reviewed.
Areas of Strength / Unique Curriculum / Program Innovations / Creative Components / High Impact Practices	The Self-study addresses the program's areas of strength, unique curricular elements, program innovations, creative components, and other high impact practices and indicates how best practices will be shared within the program and across the institution*. The Self-study indicates that best practices in one area will be used as a driver for continuous improvement in other areas.	The Self-study does not include references to the program's unique curricular elements, program innovations, creative components, and other high impact practices. Or, if these are included, they are listed and not integrated into the program's approach to continuous improvement.
Areas for Improvement / Enhancement / Curricular Change	The Self-study notes any areas for improvement, areas holding promise for enhancement and/or opportunities for curricular change identified by staff, faculty and students. The Self-study includes analysis of these areas and/or plans for incorporating these suggestions into concrete actions*. The Self-study takes a forward-looking approach to any identified areas for improvement, enhancement and/or curricular	The Self-study responds to the identification of areas for improvement, areas holding promise for enhancement and/or opportunities for curricular change in a defensive manner.

	change.	
Assessment of Relevant Academic Services	The Self-study includes a clear assessment of the adequacy of all relevant academic services that directly contribute to the academic quality of each program under review*. Each relevant academic service (for example, the library, IT services, and/or the Centre for Teaching and Learning) has had input into the assessment of the adequacy of the respective services.	The Self-study does not include a clear assessment of the adequacy of all relevant academic services that directly contribute to the academic quality of each program under review. Relevant academic services have not been consulted regarding their contributions to the program under review.
NOTE: The university may identify any other pertinent information that it deems appropriate for inclusion. The input of others deemed to be relevant and useful, such as graduates of the program, representatives of industry, the professions, practical training programs, and employers may also be included.		

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Additional Best Practices to Consider:

- **Strategize Engagement with the Program Advisory Council (PAC):** Consultation with the PAC is an integral part of the review process, and the timing and nature of the PAC consultations can vary depending on the program and its specific requirements. In some instances, it may be advantageous to seek input from the PAC earlier in the process and incorporate the feedback into the self-study report. In other cases, the Faculty Dean or Dean of Record may present the endorsed self-study report and its appendices, along with any qualifications or limitations, to the Program Advisory Council (PAC) for its review and comments. In all instances, a record will be kept of the date(s), minutes, and members attending the meeting(s). A response to the comments of the PAC may be included in the Peer Review Team (PRT) Report (see Section 7.6) and/or the responses to the PRT Report (see Section 8). to incorporate feedback in the self-study (industry/employer perspective).
- **Triangulate Data:** Draw on the full range of data points collected for PPR to inform a comprehensive assessment of the program, and supplement data as needed. This approach will facilitate an effective and useful analysis to inform future planning.
- **Focus on Responding to the Specific Prompts in Each Section:** Each section of the PPR is meant to assess a specific component of the program, and the prompts are framed so the analysis meets the specific requirements of Toronto Metropolitan University's IQAP. Try to keep the discussion and analysis aligned with the requirements of the prompt to avoid any gaps or repetition throughout the self-study.

STAGE 1 – PREPARING THE SELF-STUDY REPORT

GENERAL GUIDELINES

- The content and organization of the self-study must follow the requirements set out in this manual.
- On the cover page, please indicate the date(s) the self-study was endorsed by the School/Departmental/Program/Faculty Council(s) as well as the Faculty Dean, and the date(s) of any revisions.
- The self-study document should be single-spaced, using an accessible¹, easy to read font and size (e.g. Calibri, 11), 1-inch margins, and numbered pages. Where appropriate, use footnotes rather than endnotes.
- The narrative should be written in third person (e.g. rather than “We expect...”, write “The Department expects...”)
- All of the text, data and appendices in the self-study must be editable (i.e. do not incorporate PDF pictures, screen shot images or convert charts, tables, etc. to picture mode).
- File names must clearly indicate the Faculty, name of the program, the contents of the file, and the date. For example, *ARTS - English Self-Study - 2022PPR*.
 - Faculty should be listed by their acronym: ARTS, FCS, FEAS, LAW, FOS, TCS, TRSM

SELF-STUDY REPORT TEMPLATE

To ensure all necessary components are included in the document, please follow the format outlined below, using headings and a numbering system similar to those provided in the Sample Table of Contents shown below.

COVER PAGE

Periodic Program Review
Bachelor of Arts in xxx
Self-Study Report

Endorsed by xxx Department Council on [insert date]

Endorsed by Faculty Council on [insert date]

Endorsed by Faculty Dean on [insert date]

Revised (if applicable) on [insert date]

¹ For additional information, review TMU’s guidelines for [How to create accessible documents](#).

TABLE OF CONTENTS

Your table of contents should adhere as closely as possible to the sample template below:

Self-Study Contents:

- 1.0 Introduction
 - 1.1 Basic Information
 - 1.2 Program History
- 2.0 Program Objectives
 - 2.1 Program objectives/goals, and consistency with Toronto Metropolitan University's Mission and Academic Plan
 - 2.2 Program-Level Learning Outcomes, Aligned to Undergraduate Degree Level Expectations
 - 2.3 Societal Need
 - 2.4 EDI Tool Analysis
- 3.0 Admission Requirements
 - 3.1 Admission Requirements Aligned with Program-Level Learning Outcomes
- 4.0 Curriculum
 - 4.1 Curriculum Reflection of Current State of Discipline
 - 4.2 Curricular Innovation and Creativity
 - 4.3 EDI incorporation into Curriculum
 - 4.4 Modes of Delivery
- 5.0 Assessment of Learning
 - 5.1 Methods of Assessment
 - 5.2 Assessment Effectiveness for Achieving Proficiency in Program-Level Learning Outcomes
 - 5.3 Grading Variances
- 6.0 Resources
 - 6.1 Human, Physical and Financial Resources
 - 6.2 Academic Resources
- 7.0 Quality Indicators
 - 7.1 Faculty Qualifications
 - 7.2 Students
 - 7.3 Graduates
- 8.0 Quality Enhancement
 - 8.1 Initiatives since Last Program Review
 - 8.2 Monitoring and Assessment Plans
- 9.0 Proposed Recommendations
 - 9.1 Recommendation 1
 - 9.2 Recommendation 2
 - 9.3 Recommendation 3
 - ...etc.
- 10.0 Executive Summary
 - 10.1 Executive Summary for Publication on TMU Website

Appendices:

[Appendix I](#) (A-J) – Additional Information to Support the Self-Study

[Appendix II](#) – Concerns and Recommendations from Previous Program Review

[Appendix III](#) – Faculty Curriculum Vitae

[Appendix IV](#) – Course Outlines

[Appendix V](#) – Documentation of Approvals and Related Communications

1. INTRODUCTION

For the program(s) being reviewed, provide the degree designation(s) and list any other designations such as concentrations and optional specializations that appear on the diploma and/or transcript. State whether the program is full time, part time, or both.

Provide a brief (approximately 1/2 page) history of the program's development, including the year in which the program started, and the date of the last periodic program review. For accredited programs, provide the date when the program was first accredited as well as the dates of subsequent assessments by the accrediting body.

2. PROGRAM OBJECTIVES

2.1 Program objectives consistent with Toronto Metropolitan University's mission and academic plan.

- Describe the program requirements as follows:
 - Present the program curriculum in a clear table format by semester/year, as shown in the Toronto Metropolitan University calendar.
 - Provide a separate table of core electives.
 - Indicate the total number of courses in the program, and the breakdown of core required (professional), core elective (professional elective), open elective (professionally related), and liberal studies courses.
 - Describe the program balance in terms of percentage of core (professional and professional elective), open elective (professionally-related) and liberal studies courses. Refer to Sections 5 and 6 of [Senate Policy 2](#).
- Provide a list of the program objectives as defined by the [Quality Council](#). ***This is a new requirement for PPRs. Curriculum Development Consultants are available to provide PPR Teams with examples and resources.***
- Describe the consistency of the program and its objectives with Toronto Metropolitan University's Mission (*the advancement of applied knowledge and research to address societal need, and the provision of programs of study that provide a balance between theory and application and that prepare students for careers in professional and quasi-professional fields.*) and the current academic plan.

2.2 Program structure and requirements are appropriate to meet the program's objectives, program-level learning outcomes, and Undergraduate Degree Level Expectations (UDLEs).

- Provide a list of the program-level learning outcomes.
- Describe, by year, how the curriculum structure and requirements are appropriate to meet the program's objectives and support students in achieving the program-level learning outcomes. Referring to [Appendix I-B Mapping Core Required + Core Elective Courses to Program-Level Learning Outcomes](#), analyze the progression of program-level learning outcomes (introduce, reinforce, proficiency) and identify areas for improvement.

- Describe and analyze how the program’s structure, requirements, and program-level learning outcomes are appropriate to meet the Undergraduate Degree Level Expectations (UDLEs), referring to [Appendix I-A Mapping Undergraduate Degree Level Expectations to Program-Level Learning Outcomes](#). (UDLES are presented in [APPENDIX B](#) of this manual)

2.3 Program addresses societal needs.

- Provide a description of the current and anticipated societal need for the program and its graduates including a summary of industry and/or disciplinary trends and other relevant information. A source for labour market information and statistics can be found at [Ontario’s labour market](#).
- Provide representative examples of the career/educational path of program graduates. Discuss if graduates of the program are employed in a field that is closely related to the program’s educational focus. Discuss whether the program provides its students with a comprehensive education that allows them to move to diverse fields including graduate studies. Refer to relevant information from [Appendix I-E Alumni Feedback](#), and/or other relevant data.
- Describe whether/how the program provides a uniquely focused, specialized and/or innovative societal need.
- Comment on the enrolment numbers and the anticipated demand for the program moving forward. Insert [Table 1: Fall Headcount Enrolment by Year Level](#)
- Discuss any relevant information in [Appendix I-F Employer Feedback](#) in order to provide additional reflections of societal needs.

2.4 Equity, Diversity, and Inclusion (EDI)

- Toronto Metropolitan University’s 2020-2025 Academic plan specifically identified equity, diversity and inclusion as essential components of a modern, accessible post-secondary institution. In accordance with TMU’s values, the OVPECI has developed the EDI tool to help programs understand how specific identity areas overlay with curriculum and student experience. These areas include: Women, Racialized People, Black People, FNMI Peoples, Persons with disabilities, 2SLGBTQ+ and people whose identities intersect with more than one of these areas. After PPR Orientation, the Director of Curriculum Quality Assurance will provide data for each program. See [APPENDIX H](#) for more information.
- Provide a synopsis of the data included in the EDI tool. Analyze and discuss items that stand out, with particular attention to areas where the program representation of a particular group is significantly lower than the faculty or university.
- Comment on *EDI Chart 2.3* and *Table 2.4*: Student representation in program by equity group compared with faculty and TMU student representation
 - Discuss significant differences between the representation of EDI within these groups.
- Note *EDI Chart 2.5* and *Table 2.6*: Chart of student representation in program by intersection of students who identify as women and in additional equity groups
 - Describe ways in which the intersecting identities of women in the program impact curricular decisions and classroom experiences.
- Comment on ways in which an EDI/anti-racism lens as applied through this program supports the needs of alumni and/or the current labour market.

3. ADMISSION REQUIREMENTS

3.1 Admission requirements are appropriately aligned with the program objectives and program-level learning outcomes established for completion of the program

- List all admissions requirements, and explain how the admissions criteria are appropriate for the program objectives/goals and program-level learning outcomes. For example, discuss why certain high school courses are required (or not), or why a portfolio or essay may be required to prepare students entering the program.
- List all alternative requirements, if applicable, for admission into a graduate, second-entry or undergraduate program, such as minimum grade point average, additional languages or portfolios, and how the program recognizes prior work or learning experience.
- Comment on *EDI Chart 2.1* and *Table 2.2*, considering whether admission requirements adversely impact students and prospective students from equity deserving groups.

4. CURRICULUM

4.1 The curriculum reflects the current state of the discipline or area of study

- Describe the ways in which the curriculum has maintained currency with respect to the discipline. For example, what trends (as identified in Section 2.3) or what emerging areas in your discipline have been incorporated into your program's curriculum? Discuss their effectiveness and impact.
- Referring to [Appendix I-G Comparator Programs](#), compare your curriculum to that of similar programs where they exist. This may assist in determining currency in the discipline as well as in educational and delivery trends.

4.2 Evidence of any significant innovation or creativity in the content and/or delivery of the program, including experiential learning opportunities

- Describe any evidence of significant innovation or creativity in program content and/or delivery.
- Describe delivery methods used in the program such as active learning, project-based learning, technology-enhanced learning, etc. that enhance learning and teaching.
- Describe required and elective experiential learning (EL) opportunities such as practica, co-ops, internships, service learning, simulations, studios, laboratories, research projects, field trips, exchange programs, etc.
 - Demonstrate how the EL opportunities offered by the program relate to attributes of experiential learning such as knowledge acquisition, critical judgement, engagement, critical reflection, career development, informed citizenship, growth as an individual, and connectivity with the larger community
 - Explain how the EL opportunities offered in the program are particularly valuable ways to meet program-level learning outcomes
 - Does the program ensure that every student has completed at least one EL opportunity by the time they graduate? If so, describe the course/activity
 - Describe elective courses in the program that offer EL opportunities.

4.3 Discuss ways in which an EDI/anti-racism lens has been applied to the program

This may involve curricular content, teaching methods, and assignments and assessments

Consider specifically the way that various groups of equity-deserving people are represented throughout the curriculum, including women, indigenous people, persons with disabilities, racialized people, 2SLGBTQ+ and intersectionally identified community members.

Curricular Content could address:

- intellectual, social, cultural, and political diversity
- Anti-racism, Indigeneity, intersectionality, etc.
- skills/knowledge related to these issues

Teaching Methods could include:

- diverse and inclusive choices of guest speakers, case studies, examples, projects
- methods fostering equitable participation of all students

Assignments and Assessments could comprise:

- diverse approaches to demonstrating proficiency in meeting program-level learning outcomes
 - designing projects to address diverse audiences
 - assignments addressing curricular content elements above
- Use the EDI Tool to identify areas where the program's curriculum uses an EDI antiracism lens to consider the experiences of students and faculty within the program. Discuss how the program's work in the area of EDI aligns with the values outlined in TMU's 2020-2025 Academic Plan.
 - How do the program's objectives and program-level learning outcomes inform or impact equity within the program?

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

- Provide an analysis of the appropriateness and effectiveness of the mode(s) of curriculum delivery and teaching methods in support of students' successful completion of the program-level learning outcomes. Insert the Frequency of Teaching Methods Chart (generated using the Curriculum Insights tool) and refer to [Appendix I-C Mapping Core Required and Core Elective Teaching Methods & Assessments](#) when completing this analysis.
- Provide a summary of students' perspectives of the curriculum from relevant sections of [Appendix I-D Student Feedback](#) and [Appendix I-E Alumni Feedback](#).

5. ASSESSMENT OF LEARNING

5.1 Appropriateness and effectiveness of the methods for assessing student achievement of the defined program-level learning outcomes and degree level expectations

- Describe the various forms of program assignments and assessments and explain how they align with program-level learning outcomes and Undergraduate Degree Level Expectations. Analyze the appropriateness and effectiveness of these methods.
- Insert the Frequency of Assessment Methods Chart (generated using the Curriculum Insights tool) and refer to [Appendix I-C Mapping Core Required and Core Elective Teaching Methods & Assessments](#) when completing this analysis.
- Include a summary of students' perspectives of assessment based on [Appendix I-D Student Feedback](#) and [Appendix I-E Alumni Feedback](#).

- (Optional) Provide a concise summary and analysis of the NSSE (National Survey of Student Engagement) data using selected NSSE indicators that are relevant to your program, if available, along with future considerations and planning. Insert selected **NSSE data**.
- As an additional point of reference, course outlines for all core required and core elective courses offered by the program and other teaching departments are to be included as [Appendix IV](#). All course outlines must be from the most recent academic year in which they were offered, and be dated.

5.2 Appropriateness and effectiveness of the means of assessment, especially in the students' final year of the program, in clearly demonstrating achieved proficiency of the program-level learning outcomes and Undergraduate Degree Level Expectations

- Present an analysis and evaluation of students' achieved proficiency of the program-level learning outcomes and the Undergraduate Degree Level Expectations. This may include an analysis of student performance with capstone courses, required experiential learning opportunities, projects, e-portfolios or other activities that assess overall achievement of the program-level learning outcomes. Rubrics, academic standing distributions, GPAs, and [Appendix I-C Mapping Core Required and Core Elective Teaching Methods and Assessments](#) may be helpful in this analysis

5.3 Grading, academic continuance, and graduation requirements, if variant from Toronto Metropolitan University's graduate or undergraduate policies.

- State any variations from Toronto Metropolitan University's GPA policy, as posted in the Toronto Metropolitan University Calendar, and provide an analysis and evaluation of the appropriateness of the need for these variations.

6. RESOURCES

6.1 Appropriateness and effectiveness of the academic unit's use of existing human, physical and financial resources in delivering its program(s)

- Provide an overview of the number of qualified core faculty who are competent to teach and/or supervise in and achieve the goals of the program and foster the appropriate academic environment
- Include an analysis of the effectiveness of the unit's existing human resources in delivering the program, given the program's class sizes and cohorts, and program-level learning outcomes. The analysis should also include staff and academic assistant complements, if applicable
- Discuss the role and approximate percentage of adjunct and part-time faculty/limited term appointments used in the delivery of the program and the associated plans to ensure the sustainability of the program and quality of the student experience
- Discuss the effectiveness of the supervision of experiential learning opportunities (if required), given the program's class sizes and cohorts and program-level learning outcomes
- Provide information on how the program's physical space, computing facilities, equipment, among other factors, affect the program, curriculum and curriculum delivery

- Convey information in general terms about available financial resources, noting that the Chair/Director and Faculty Dean or Dean of Record are responsible for requesting any additional resources identified in the PPR through the annual academic planning process. The relevant Faculty Dean or Dean of Record is responsible for providing the identified resources, if feasible, and the Provost and Vice-President Academic is responsible for final approval of requests for extraordinary funding
- Describe how the program plans to utilize the existing human, physical, and financial resources to support the program moving forward

6.2 The appropriateness and effectiveness of academic services and resources (e.g. library, co-op, technology, etc.) to support the program(s) being reviewed and sustain the quality of scholarship, research, and creative activities produced by students.

- Provide a summary of library facilities and services available to program students and faculty. The full library report should be included as [Appendix I-H](#). Information on how to request a library report can be obtained from your Curriculum Development Consultant.
- Comment on the adequacy of the resources available (including library support, information technology support, and laboratory access) to sustain the quality of scholarship, research, and creative activities produced by students.
- Provide information on services that directly contribute to the academic quality of the program such as co-operative education, writing support services, math support services, tutoring services, first-year success offices, student experience centres, etc.
- Identify areas that the program's faculty, staff and/or students have identified as requiring improvement, or as holding promise for enhancement and/or opportunities for curricular change.

7. QUALITY INDICATORS

7.1 Faculty: qualifications, funding, honours, awards, innovation, scholarly, research and creative (SRC) record; appropriateness of collective faculty expertise to contribute substantively to the program, commitment to student mentoring, class sizes; percentage of classes taught by permanent or non-permanent (contractual) faculty; numbers, assignments and qualifications of part-time or temporary faculty; and other evidence that the program and faculty ensure the intellectual quality of the student experience.

- Insert and comment on [Table 2: SRC funding activity](#), noting any highlights, deficiencies, etc.
- Provide an overview of faculty members' SRC activities. Indicate how faculty SRC activity is incorporated into the program curricula and/or other ways in which students are affected by SRC.
- Include an overview of faculty honours, awards, and innovation, and comment on the appropriateness of collective faculty expertise to contribute substantively to the program.
- Describe the program's demonstration of student mentoring, including examples of deliberate mentorship initiatives.
- Provide an analysis of how class sizes affect student success and the learning environment in your program. Insert [Table 3: Class Size](#)

- Comment on how student to faculty ratios affect student success and the learning environment in your program. Insert [Table 4: Student to faculty ratio](#)
- Provide the numbers of RFA and CUPE used in the delivery of the core required and core elective courses and the percentage of courses taught by each. Comment on the balance of RFA/CUPE within the program and the level of courses they teach (1st – 4th year).
- Comment on faculty commitment to student mentoring.
- Include any additional evidence that the program and faculty ensure the intellectual quality of the student experience.
- Provide Curriculum Vitae as [Appendix III](#) for all faculty members and contract lecturers in the School or Department and all other instructors who have recently taught core required and core elective courses. CVs should be current and formatted in a consistent manner, as per local norm. Please ensure all personal and confidential information (such as date of birth, gender, home address, etc.) is removed from CVs. CVs should include a list of courses taught.

7.2 Students: applications and registrations; grade-level for admissions; retention rates; time-to-completion; final-year academic achievement; academic awards; scholarly output; success rates in provincial and national scholarships, competitions; professional and transferable skills; and student feedback on their program and learning experiences.

- **For this section, refer to [Appendix I-D Student Feedback](#) and comment on student feedback on their program and learning experiences as appropriate for the following points.**
- Comment on the pattern of application ratios. Compare to the Faculty and University ratios. Insert [Table 5: Applications \(all choices\) to registrants](#)
- Comment on the entering average as it relates to your program. Compare to the Faculty and University entering averages. Insert [Table 6: Entering average](#)
- Comment on the pattern and effect of entering averages for your program. Compare to the Faculty and University entering averages. Insert [Table 7: % with 80 or above entering average](#)
- Comment on the performance of students after the first year, and indicate any barriers to success, if applicable. Insert [Table 8: % of students with a CLEAR standing after one year](#)
- Comment on the retention rates for your program. Discuss any retention rates that are significantly below the Faculty and University averages, and indicate measures taken to rectify the situation. Insert [Table 9: Retention after one year of same program](#); Insert [Table 10: Retention after two years of same program](#); Insert [Table 11: Retention after three years of same program](#)
- Comment on the number of students carrying a full-time course load vs. a part-time course load. If possible, provide some reasons for students carrying a part-time course load. Insert [Table 12: Fall Headcount Enrolment by Registration Status \(F/T load; PT/load\)](#)
- Comment on the final year academic success of graduating students, referring to the data in [Table 13: CGPA Distribution in graduating year](#).
- Academic awards: provide information on University entrance scholarships, annual number of Dean's List recipients, and program-specific academic awards that are available to students in your program, if applicable.
- Provide information on students' scholarly output, success rates in provincial, national and international scholarships and/or competitions, professional and transferable skills.

7.3 Graduates: rates of graduation, employment six months and two years after graduation, post-graduate study, "skills match", employer and alumni reports on program quality when available and when permitted by the Freedom of Information and Protection of Privacy Act (FIPPA).

- Comment on students' time to completion, referring to the data in [Table 14](#): Time to Completion. Discuss any graduation rates significantly below the University and Faculty averages, and indicate measures taken to rectify the situation.²
- Comment on how the data in [Table 13](#) and [Table 14](#) reflect the quality and success of your program. Insert [Table 15](#): % of degree graduates employed in a field related to studies (after 6 months); Insert [Table 16](#): % of degree graduates employed in a field related to studies (after 2 years)
- Insert and comment on how [Table 17](#): Graduate Satisfaction - degree of satisfaction with overall quality of education by year is an indicator of the quality of your program.
- Reflect on how elements of [Appendix I-E Alumni Feedback](#) and [Appendix I-F Employer Feedback](#) are indicators of the quality of your program. If available, provide information on graduates that have undertaken post-graduate studies.

8. QUALITY ENHANCEMENT

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

- Reflect on how the program has made improvements and enhancements to such areas as curriculum, delivery, assessment, student engagement, and experiential learning since the last program review. Refer to [Appendix II: Concerns and recommendations raised in previous reviews](#), for guidance.

8.2 Plans to monitor and assess program quality.³

- Describe and analyze the appropriateness and effectiveness of the program's plans to monitor and assess:
 - The overall quality of the program;
 - Whether the program is achieving in practice its proposed objectives;
 - Whether students are achieving the program-level learning outcomes;
 - How the resulting information will be documented and subsequently used to inform continuous program improvement.

9. PROPOSED RECOMMENDATIONS

9.1 Identify and prioritize a preliminary set of program recommendations.

The Recommendations should place the program's mission and program-level learning outcomes into an operational context, setting out priorities, planned and potential initiatives, and future directions. Prepare a set of preliminary recommendations, as follows:

² This data refers only to students entering TMU directly from secondary education programs and carrying a full-time undergraduate course-load, the standard for retention data. Cohorts refer to the class that entered the program in a given year.

³ This guide may be helpful: [Assessment of Teaching and Learning \(QAF 2.1.2.4 and 5.1.3.1.4\)](#)

- Refer to the completed self-study as well as the information in [Appendix I-I \(SOAR/SWOT\)](#) to assist in developing the Proposed Recommendations. Note from the SOAR/SWOT those areas that hold promise for enhancement and priorities for improvement.
- Refer also to Program Advisory Council comments in [Appendix I-J](#), where appropriate, to identify strengths, weaknesses, and opportunities to consider in the Recommendations.
- **IMPORTANT:** If the Peer Review Team identifies other recommendations that are supported by the program and Faculty Dean, these should be included in the revised final recommendation and implementation plan (refer to Stage 2 – Final Recommendations and Implementation Plan in this manual), prior to submission to Academic Standards.

Sample format for Proposed Recommendations:

Recommendation #1: (1-2 sentence description of the recommendation) *e.g. Offer concentrations within the undergraduate program.*

Priority/Timeline: (High-Moderate-Low / Within 0-9 months; 1-2 years; 3-5 years, etc.)

Rationale: (short description of information from the self-study that supports the recommendation) *e.g. Identified in SOAR/SWOT and the student survey; supported by peer reviewers; supports societal need by providing students with the opportunity to develop in-depth knowledge within the core discipline.*

Recommendation #2: (1-2 sentence description of the recommendation) *e.g. Develop a new required experiential learning course in 3rd year.*

Priority/Timeline: (High-Moderate-Low / Within 0-9 months; 1-2 years; 3-5 years, etc.)

Rationale: (short description of information from the self-study that supports the recommendation) *e.g. In response to academic plan priorities; supported student and employer feedback; addresses gaps identified in relation to program-level learning outcomes 4 and 6.*

Etc...

10.0 Executive Summary

10.1 An executive summary suitable for inclusion on the Toronto Metropolitan University website. Provide a 2-3 page summary of the self study including strengths, weaknesses and opportunities as well as the Recommendation and Implementation Plan. The executive summary will be included in the Senate agenda when the program's PPR is being assessed, will be shared with the Quality Council and TMU Board of Governors, and will be posted for public view on the University's website at at [Curriculum Quality Assurance](#)

LIST OF UPO DATA TABLES REQUIRED FOR PPR

The tables listed below will be provided to your PPR team by the UPO early in the process. These tables are to be inserted into the relevant sections of the self-study report (rather than as a separate section at the end of the document). Where applicable, tables include statistics for Toronto Metropolitan University, Faculty, and Program, for comparison purposes. These and other data elements and indicators are also available directly from the [University Planning Office](#) website at [University Planning Office Key Statistics](#).

Table #	Table Name	Location in self-study
Table 1	Fall Headcount Enrolment by Year Level	Section 2.3
Table 2	* SRC funding activity	Section 7.1
Table 3	Class size	Section 7.1
Table 4	* Student to faculty ratio	Section 7.1
Table 5	* Applications (all choices) to registrants	Section 7.2
Table 6	* Entering average	Section 7.2
Table 7	* % with 80 or above entering average	Section 7.2
Table 8	% of students with a CLEAR standing after one year	Section 7.2
Table 9	Retention after one year of same program (Part-time programs contact UPO for alternate data table)	Section 7.2
Table 10	Retention after two years of same program (Part-time programs contact UPO for alternate data table)	Section 7.2
Table 11	Retention after three years of same program (Part-time programs contact UPO for alternate data table)	Section 7.2
Table 12	Time-to-completion rates	Section 7.2
Table 13	Fall Headcount Enrolment by Registration Status (F/T load; PT/load)	Section 7.2
Table 14	CGPA distribution in graduating year	Section 7.2
Table 15	Graduation rates	Section 7.3
Table 16	% of degree graduates employed in a field related to studies (after 6 months)	Section 7.3
Table 17	% of degree graduates employed in a field related to studies (after 2 years)	Section 7.3
Table 18	* Graduate Satisfaction - degree of satisfaction with overall quality of education by year	Section 7.3
NOTE: <i>in addition to Table 17(above), or for inclusion in Section 5.1 of the Self-Study, you may also incorporate selected data points from the most recent National Survey of Student Engagement. NSSE data is available on request through the University Planning Office or through your Faculty Dean's office. It is presented by Program, Faculty, University, and Province.</i>		Section 5.1 or 7.3

In addition to the tables listed above, programs may elect to incorporate other data tables in the self-study that elaborate on particular aspects of interest or concern. Be sure to adapt table numbering accordingly.

APPENDICES TO ACCOMPANY THE SELF-STUDY

Appendix I: Reports and Data to Support the Self-Study

Include the following items as a **single file** labeled Appendix I:

	Appendix I Documents:	Reference in self-study:									
<p>App I-A</p>	<p>Mapping Undergraduate Degree Level Expectations to Program-Level Learning Outcomes</p> <p>Program-Level Learning Outcomes are mapped to Undergraduate Degree-Level Expectations to indicate how the program-level learning outcomes align with the expected level of knowledge and skill acquisition expected for the credential (Bachelor’s Degree). This appendix can be completed using Toronto Metropolitan University’s Curriculum Insights software. Consult with a Curriculum Development Consultant to develop the mapping (see ‘Resources and Contacts’, pg. 5). The report generated by "Degree Level Expectations Map" from the Insights tab should be included in this appendix. Refer to Undergraduate Degree Level Expectations (UDLEs) in APPENDIX B of this manual for the UDLEs framework.</p> <p style="text-align: center;">Ontario Council of Academic Vice-Presidents (OCAV)</p> <p style="text-align: center;">Undergraduate Degree Level Expectations</p> <table border="1" data-bbox="332 926 1318 1291"> <thead> <tr> <th data-bbox="332 926 511 1020"></th> <th data-bbox="511 926 941 1020"> Baccalaureate/Bachelor’s Degree: Honours <i>This degree is awarded to students who have demonstrated:</i> </th> <th data-bbox="941 926 1318 1020"> Program Outcomes addressing the DLE </th> </tr> </thead> <tbody> <tr> <td data-bbox="332 1020 511 1163"> 1. Depth and Breadth of Knowledge </td> <td data-bbox="511 1020 941 1163"> a) a developed knowledge and critical understanding of the key concepts, methodologies, current advances, theoretical approaches and assumptions in a discipline overall, as well as in a specialized area of a discipline </td> <td data-bbox="941 1020 1318 1163"> LO1, LO3, LO8, LO14 </td> </tr> <tr> <td data-bbox="332 1163 511 1291"></td> <td data-bbox="511 1163 941 1291"> b) a developed understanding of many of the major fields in a discipline, including, where appropriate, from an interdisciplinary perspective, and how the fields may intersect with fields in related disciplines </td> <td data-bbox="941 1163 1318 1291"> LO1, LO9, LO10, LO11, LO12, LO14, LO15, LO21, LO24 </td> </tr> </tbody> </table>		Baccalaureate/Bachelor’s Degree: Honours <i>This degree is awarded to students who have demonstrated:</i>	Program Outcomes addressing the DLE	1. Depth and Breadth of Knowledge	a) a developed knowledge and critical understanding of the key concepts, methodologies, current advances, theoretical approaches and assumptions in a discipline overall, as well as in a specialized area of a discipline	LO1, LO3, LO8, LO14		b) a developed understanding of many of the major fields in a discipline, including, where appropriate, from an interdisciplinary perspective, and how the fields may intersect with fields in related disciplines	LO1, LO9, LO10, LO11, LO12, LO14, LO15, LO21, LO24	<p>Section 2.2</p>
	Baccalaureate/Bachelor’s Degree: Honours <i>This degree is awarded to students who have demonstrated:</i>	Program Outcomes addressing the DLE									
1. Depth and Breadth of Knowledge	a) a developed knowledge and critical understanding of the key concepts, methodologies, current advances, theoretical approaches and assumptions in a discipline overall, as well as in a specialized area of a discipline	LO1, LO3, LO8, LO14									
	b) a developed understanding of many of the major fields in a discipline, including, where appropriate, from an interdisciplinary perspective, and how the fields may intersect with fields in related disciplines	LO1, LO9, LO10, LO11, LO12, LO14, LO15, LO21, LO24									
<p>App I-B</p>	<p>Mapping Core Required + Core Elective Courses to Program-Level Learning Outcomes</p> <p>Program courses are mapped to the Program-Level Learning Outcomes to identify where and how program-level learning outcomes are introduced, reinforced, and when students are expected to demonstrate graduate-level proficiency. This appendix is generated as a report using Toronto Metropolitan University’s Curriculum Insights software, from the "Overall Program Map" report in the Insights tab. Consult with a Curriculum Development Consultant to develop the mapping (see ‘Resources and Contacts’, pg. 5). A sample of the Overall Program Map report, taken from Toronto Metropolitan University’s Curriculum Insights software, is provided below:</p>	<p>Section 2.2</p>									

<p>App I-D</p>	<p>Student Feedback</p> <p>Insert an aggregate summary of the Google Student Survey data and/or other relevant student feedback results (e.g. Student Feedback and Experience Report). The Google Student Survey is a standard student questionnaire which may be used in the program review process, and is available on request through a Curriculum Development Consultant; however, programs undergoing review have the option of modifying the survey or gathering current feedback using other appropriate means. Your Curriculum Development Consultant can facilitate a Student Feedback and Experience (SFX) session to gather qualitative student feedback for the PPR. Academic departments undertaking a program review must ensure that the manner in which they gather student feedback is consistent with accepted ethical practices. Ensure that:</p> <ul style="list-style-type: none"> ● students are made aware that their participation is voluntary and that responding to the survey or declining to answer any question will in no way affect the standing of any student ● students are directed to read the preamble to the questionnaire that identifies the purpose of the survey and potential uses of the data ● completed questionnaires are collected, processed, and maintained in a manner that ensures anonymity and confidentiality ● data produced from completed questionnaires are reported only in such a manner that individuals cannot be identified ● data reported includes information pertaining to the response rate – i.e. # completed responses (n) vs. # of individuals contacted (N) ● data are used only for administrative purposes such as planning; or (subject to the additional requirement noted below) used for scholarly and professional purposes. From time to time, survey data generated through program reviews may be of interest to those conducting secondary research for scholarly and professional purposes. In such cases the proposed secondary research must be approved, in advance, through a Toronto Metropolitan University Ethics review. 	<p>Section 4.3 5.1</p>
<p>App I-E</p>	<p>Alumni Feedback</p> <p>Insert an aggregate summary of the Google Alumni Survey data and/or other relevant alumni feedback results. The Google Alumni Survey is a sample questionnaire which can be used in the program review process, and is available on request through a Curriculum Development Consultant. Programs have the option of adding/deleting questions. Academic departments undertaking a periodic program review alumni survey must ensure that the manner in which they conduct the survey is consistent with accepted ethical practices. Ensure data reported includes information pertaining to the response rate – i.e. # completed responses (n) vs. # of individuals contacted (N).</p>	<p>Sections: 2.3 4.3 5.1 7.3</p>
<p>App I-F</p>	<p>Employer Feedback</p> <p>Insert an aggregate summary of the Google Employer Survey data and/or other relevant employer feedback results. The Google Employer Survey is a sample questionnaire which can be used in the program review process, and is available on request through a Curriculum Development Consultant. Programs have the option of adding/deleting questions. Academic departments undertaking a periodic program review employer survey must ensure that the manner in which they conduct the survey is consistent with accepted ethical practices. Ensure data reported includes information pertaining to the response rate – i.e. # completed responses (n) vs. # of individuals contacted (N).</p>	<p>Section 2.3</p>

	NOTE: Programs often gather Employer Feedback with the assistance of members of their Program Advisory Council.													
App I-G	<p>Comparator Programs Provide a comparison of your program to the curriculum and objectives of similar programs. Where possible, include information such as: certification type, program launch, format, length and cost in a table:</p> <table border="1"> <thead> <tr> <th>Institution</th> <th>Academic Certification (Degree or Certification Type)</th> <th>Program Launch Date</th> <th>Program Format (f/t, p/t; in-person/on line/hybrid)</th> <th>Program Length (eg. #courses/years)</th> <th>Program Cost</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Institution	Academic Certification (Degree or Certification Type)	Program Launch Date	Program Format (f/t, p/t; in-person/on line/hybrid)	Program Length (eg. #courses/years)	Program Cost							Section 4.1
Institution	Academic Certification (Degree or Certification Type)	Program Launch Date	Program Format (f/t, p/t; in-person/on line/hybrid)	Program Length (eg. #courses/years)	Program Cost									
App I-H	<p>Library Report A program-specific Library Report will be provided to your PPR team early in the process. This report will address how well-equipped the Library is to support the program and will include an analysis of collections, teaching and learning services and supports, SRC and advanced degree support (as appropriate), as well as facilities, and other relevant resources and services. Please allow at least four weeks for the report to be completed.</p>	Section 6.2												
App I-I	<p>SOAR/SWOT Charts A SOAR (Strengths, Opportunities, Aspirations and Results) or SWOT (Strengths, Weaknesses, Opportunities and Threats) chart is a helpful working tool to start using at an early stage. It is used to gather observations and insights noted while collecting and analyzing data for all sections of the periodic program review. The SOAR/SWOT working table will help in the preparation of the Recommendation and Implementation Plan in Section 9 of the Self-Study. Consult with a Curriculum Development Consultant for assistance with conducting the SOAR/SWOT.</p>	Section 9.1												
App I-J	<p>Program Advisory Council Comments The timing and nature of the PAC consultations can vary depending on the program and its specific requirements. In some instances, it may be advantageous to seek input from the PAC earlier in the process and incorporate the feedback into the self-study report. In other cases, the Faculty Dean or Dean of Record may present the endorsed self-study report and its appendices, along with any qualifications or limitations, to the Program Advisory Council (PAC) for its review and comments. In all instances, a record will be kept of the date(s), minutes, and members attending the meeting(s). A response to the comments of the PAC may be included in the Peer Review Team (PRT) Report and/or the responses to the PRT Report.</p>	Section 9.1												
App I-K	<p>Equity, Diversity & Inclusion Tool A program-specific report on representation of equity deserving groups in the program, faculty and university will be provided to your PPR team early in the process. Please allow at least four weeks for the report to be completed.</p>	Sections: 2.4 , 4.3 Appendix H												

Appendix II: Concerns and Recommendations from the Previous Program Review

Insert, as a single file, the sections entitled “Developmental Plan” (or Implementation Plan) and “ASC Evaluation” from the Final Assessment Report (FAR) that was approved by Senate following your program’s previous PPR. Document the ways in which the program has addressed these previous concerns and recommendations in section 8.1 of the self-study. Past Senate approved PPR FARs are available at: <https://www.torontomu.ca/curriculumquality/curriculum-review/>

Appendix III: Faculty Curriculum Vitae

Provide abbreviated Curriculum Vitae for all RFA faculty members and contract lecturers in the school or department as well as those outside the department who have recently (within the last two years) taught core required and core elective undergraduate courses. **Curriculum Vitae should all follow a common template which includes at a minimum: name and credentials/education, date modified, undergraduate courses taught, and recent SRC activities.** Please ensure all personal information (e.g. address, SIN, citizenship, etc.) is removed. Provide a Table of Contents listing all CVs with the corresponding page reference at the start of the appendix. For the final PPR submission to the Vice-Provost Academic, Appendix III CVs are to be provided as a separate electronic file in the Google Drive.

Appendix IV: Course Outlines

Provide course outlines for all core required and core elective courses, including those taught by another Department/School, for the most recent academic year. It is strongly recommended that course outlines are submitted in the Senate approved template format to ensure all relevant information is present. All course outlines must be dated. Provide a Table of Contents for the course outlines. For the final PPR submission to the Vice Provost Academic, Appendix IV course outlines are to be provided as a separate electronic file in the Google Drive.

Appendix V: Summary of Self-Study Process, Documentation of Approvals and Related Communications

Reviews, endorsements, approvals and related communications must be documented and retained at every stage of the PPR process. The document archiving information outlined in [APPENDIX A](#) of this manual indicates all components of the PPR that will be assessed by the Academic Standards Committee and that are required in the event of a Quality Council Audit.

STAGE 2 – PEER REVIEW, SITE VISIT, AND APPROVALS

Peer review is an integral and important part of the periodic program review process. It involves a site visit and report that addresses the elements outlined in this manual and in Toronto Metropolitan University’s [Senate Policy 126](#). Peer Review Teams are required for program reviews for all undergraduate programs. The Peer Review Team (PRT) includes external disciplinary scholars from other universities, and may include experts from Toronto Metropolitan University, who evaluate the program under review and the program’s self-study report.

REQUIRED REVIEWS AND ENDORSEMENTS PRIOR TO THE PRT VISIT

1. Faculty Dean/Dean of Record reviews the self-study and appendices for completeness and to determine if there are any issues prior to the next stage of review.
2. Self-study and appendices are reviewed and endorsed by the Department/School/Program/Faculty Council(s), as appropriate. Record the date(s) of the relevant Council meetings on the cover page of the

self-study, and note/incorporate any qualifications/limitations placed by the Council(s) on the endorsement.

3. Consultation with the Program Advisory Council (PAC). Consulting with the PAC is an integral part of the review process. The timing and nature of the PAC consultations can vary depending on the program and its specific requirements. In some instances, it may be advantageous to seek input from the PAC earlier in the process and incorporate the feedback into the self-study report. In other cases, the Faculty Dean or Dean of Record may present the endorsed self-study report and its appendices, along with any qualifications or limitations, to the Program Advisory Council (PAC) for its review and comments. In all instances, a record will be kept of the date(s), minutes, and members attending the meeting(s). Regardless of when the PAC is engaged, best practice recommends sharing the endorsed self study and appendices with the PAC as a final step. A response to the comments of the PAC may be included in the Peer Review Team (PRT) Report (see Section 7.6) and/or the responses to the PRT Report (see Section 8).
4. Faculty Dean/Dean of Record endorses the self-study and appendices for submission to the Vice-Provost Academic. Record the date of Dean's endorsement on the cover page of the self-study.
5. Vice-Provost Academic reviews the self-study and appendices for completeness and to determine if there are any issues prior to submission to a PRT.

PREPARING FOR THE PRT SITE VISIT

Recruitment of PRT members: All members of the PRT will be at arm's length from the program under review. The reviewers will be active and respected in their field, and normally associate or full professors with program management experience, including an appreciation of pedagogy and program-level learning outcomes. For information on arm's length selection of PRT members, refer to [APPENDIX C](#).

The PRT will consist of two external reviewers qualified by discipline and experience to review the program(s), and the option of one further qualified internal reviewer from within the university, but from outside the discipline (or interdisciplinary group) of the program under review. Internal reviewers are not members of the designated academic unit under review. Internal reviewers, when used, will provide external reviewers with an institutional perspective on related policies and processes.

This PRT composition is the same for undergraduate degree programs taught in collaboration with colleges or institutions outside of Ontario. In a joint program with other Ontario universities, unless one internal reviewer is agreed upon by all participating institutions, one internal reviewer will be appointed from each participating institution.

If graduate and undergraduate reviews are done concurrently, the Faculty Dean/Dean of Record, the Vice-Provost Academic, and the Vice-Provost and Dean, YSGS may authorize a combined PRT, if appropriate. In either case, separate PRT reports are required. The PRT for the concurrent review of a program will consist of at least two qualified external reviewers and one further qualified external reviewer, or an internal reviewer from within the university, but from outside the discipline (or interdisciplinary group).

External review of undergraduate periodic program reviews will normally be conducted on-site, but may be conducted by desk review, virtual site visit or an equivalent method if the external reviewers are satisfied that the off-site option is acceptable. The Provost (or designate) will also provide a clear justification for the decision to use these alternatives.

Appointment of PRT Members: The membership of the undergraduate PRT will be determined and appointed by the Faculty Dean/Dean of Record based on written information provided by the program. The

program will provide the Faculty Dean/Dean of Record with names and brief biographies of four or more faculty external to Toronto Metropolitan University and two or more faculty internal to Toronto Metropolitan University (if applicable).

Initial communications to the reviewers, such as interest, availability, and invitation to serve on a PRT, will come only from the Faculty Dean/Dean of Record. The Faculty Dean/Dean of Record will invite one of the external reviewers to act as Chair of the PRT. Refer to [APPENDIX D](#) for a sample letter of invitation.

PRT Honoraria and Expenses: The standard amount set for an honorarium as agreed by the Ontario Council of Academic Vice-Presidents:

- the honorarium per reviewer for undergraduate programs is \$1000
- for a program review combined with an accreditation review the amount is \$1500 per reviewer
- for an internal reviewer the amount is \$500

The Dean's office is responsible for the travel and accommodation expenses of external reviewers, if necessary. The Dean's office is also responsible for any costs during the site visit for agenda activities such as breakfast, lunch, snacks, etc.

Mandate of the PRT: The general mandate of the PRT is to evaluate and report in writing on the academic quality of the program and the capacity of the School or Department to deliver it in an appropriate manner. The PRT will submit a joint report, based on the template provided, that addresses all of the following criteria:

- commentary on the substance of the self-study;
- identification and commendation of the program's notably strong and creative attributes;
- description of the program's strengths, areas for improvement, and opportunities for enhancement;
- commentary about the way(s) in which an EDI/anti-racism lens has been applied to the program;
- evidence of any significant innovation or creativity in the content and/or delivery of the program relative to other such programs;
- at least three recommendations for specific steps to be taken that will lead to the continuous improvement of the program, distinguishing between those the program can itself take and those that require external action; and
- if appropriate, identify the distinctive attributes of each discrete program documented in the self-study, where more than one program/program level, program mode, and/or program location has been simultaneously reviewed.

Information provided to the PRT before the site visit: The Faculty Dean/Dean of Record will provide the PRT with a Letter of Invitation, along with the PRT's mandate, information on the University, and its mission and Academic Plan. Once confirmed, the Dean/Dean of Record will provide to the PRT a site visit agenda (see [APPENDIX E](#)) along with the program's self-study and all appendices. This communication will remind the PRT of the confidentiality of the documents presented.

THE PRT SITE VISIT AND REPORT

The Site Visit: The PRT will be provided with access to program administrators, staff, and faculty (including representatives from joint or collaborative Ontario institutions), administrators of related departments and librarians, and students (including representatives from joint or collaborative Ontario institutions), as appropriate. Access can be via group discussions, one-on-one meetings, tours, or other methods deemed relevant by the program, and as indicated in the PRT site visit agenda.

Site visits to Ontario institutions offering joint programs (excluding college collaborative programs) will be coordinated, where appropriate, together with any additional information that may be needed to support a thorough review.

At the opening of the site visit the Vice-Provost Academic (and Vice-Provost and Dean, YSGS, for concurrent site visits) will review the PRT mandate, outline the role and obligations of the PRT, the format for the PRT Report (refer to [APPENDIX F](#) for a sample template PRT Report to be shared with reviewers), and the timeline for completion of the PRT Report(s). Recognition of the university's autonomy to determine resource priorities will also be clearly indicated.

At the close of the site visit the PRT will hold a debriefing involving the Provost and Vice-President Academic, the Vice-Provost Academic, (the Vice-Provost and Dean, YSGS, for concurrent site visits,) and the Faculty Dean/Dean of Record, or their assigned designates.

For concurrent reviews, the Vice-Provost Academic and the Vice-Provost and Dean, YSGS will review the PRT mandate, the format for the PRT Reports as outlined in the template guidelines, and the timeline for completion of the PRT Reports at the opening of the site visit. At the close of the site visit the PRT will hold a debriefing involving the Provost and Vice-President Academic, the Vice-Provost Academic, the Vice-Provost and Dean, YSGS, the Faculty Dean and any others who may be invited by the Faculty Dean or the PRT.

The PRT Report: Within four weeks of the completion of the site visit, the PRT will submit its written report to the Faculty Dean/Dean of Record and the Vice-Provost Academic. The Faculty Dean/Dean of Record will review the submission for completeness and contact the peer reviewers if further information is required. The Faculty Dean/Dean of Record will then forward this report to the Chair/Director of the program.

The Faculty Dean/Dean of Record may request further input or clarification from the PRT if the PRT report does not meet the requirements of the IQAP.

RESPONSES TO THE PRT REPORT

Program's response: Within four weeks of receipt of the PRT Report, the program will submit a written response to the Faculty Dean/Dean of Record. The response may include any of the following:

- comments, corrections and/or clarifications of items raised in the PRT report;
- a revised implementation plan that identifies and prioritizes recommendations, with an explanation of how the revisions reflect the further PRT recommendations and/or respond to the weaknesses or deficiencies identified in the PRT report; and
- where relevant, an explanation of why recommendations of the PRT will not be acted upon.

Faculty Dean/Dean of Record's response: Within four weeks of receipt of the program's response, the Faculty Dean/Dean of Record must provide a written response to the PRT Report and program's response that addresses each of the following:

- the recommendations proposed in the self-study report;
- any further recommendations of the PRT;
- the program's response to the PRT Report;
- any changes in organization, policy or governance required to meet the recommendations;
- the resources that would be provided to support the implementation of selected recommendations;
- a proposed timeline for the implementation of any of those recommendations.

If the self-study report or the recommendations are revised following, or as a result of, the PRT review, the original and the revised documents must be resubmitted through the Faculty Dean/Dean of Record to the Vice-Provost Academic. If the document differs substantially from the original, it must be resubmitted to the Department/School/Program/Faculty Council(s), where appropriate, for further endorsement followed by decanal endorsement.

FINAL RECOMMENDATIONS AND IMPLEMENTATION PLAN

Once both the Program and the Dean/Dean of Record have responded to the PRT Report, the Program PPR Team revisits the preliminary recommendations set out in Section 9 of the Self-Study. Taking into consideration the recommendations of the PRT that have been endorsed by the Program and the Dean/Dean of Record, identify, in order of priority from highest to lowest, a **final** set of program recommendations, including actions for implementation, who will be responsible for acting on and monitoring those recommendations, and timelines for the implementation. Use the following template as a guideline for each recommendation:

Priority Recommendation #__: (1 – 2 sentence description of the recommendation) <i>e.g. Develop and offer concentrations within the undergraduate program.</i>
Rationale: (short description of information from the self-study that supports the recommendation) <i>e.g. Identified in SOAR or SWOT and the student survey; supported by peer reviewers; supports societal need by providing students with the opportunity to develop in-depth knowledge within the core discipline.</i>
Implementation Actions: <i>e.g.</i> <ul style="list-style-type: none"> • <i>Develop concentrations with Curriculum Committee</i> • <i>Review with faculty</i> • <i>Implement assessment/approvals process for integration of concentrations into curriculum</i> • <i>Clearly communicate availability of concentrations and registration process to students.</i> • <i>Develop any core elective courses required for the concentration, if needed</i> • <i>Monitor course availability</i> • <i>Monitor student enrolments in concentrations</i>
Timeline: (What are the estimated timelines for acting on implementation of the recommendation?) <i>e.g. 2020-21 academic year with submission of proposal to VPA by June 30, 2021; commences Fall 2022</i>
Responsibility for a) leading initiative: <i>e.g. Program Chair/Director</i> b) approving recommendation, providing resources, and overall monitoring: <i>e.g. Faculty Dean, UPO</i>
Status for 1-year Follow-up Report: (To be added as an update 1 year following Senate approval of PPR) <i>e.g. Concentrations developed and submitted to ASC for review, with implementation planned for F2022 (if not yet addressed, then state that the initiative is ongoing with revised implementation planned for F2023)</i>

Submission to Vice-Provost Academic: Once the Program and Faculty Dean/Dean of Record have completed their responses to the PRT and completed any necessary revisions/received decanal endorsement, the program should contact the Vice-Provost Academic via email to indicate that all documentation required for the PPR is available (shared) in the University’s Google Drive under the program’s folder name. Refer to [APPENDIX A](#) for information on PPR document archiving using Google Drive.

ASSESSMENTS, RECOMMENDATIONS AND APPROVALS: Academic Standards, Senate, Quality Council, Toronto Metropolitan University Board Of Governors

Academic Standards Committee (ASC): Upon receipt of the full PPR, which includes the self-study report, executive summary, and appendices (with revisions, if required), the PRT report, the Program response, and the Faculty Dean/Dean of Record response, the Vice-Provost Academic (as ASC Chair) brings the full documentation to the ASC for assessment. The ASC will assess the PPR and make one of the following recommendations:

- that Senate approve the PPR, with a mandated follow-up report(s);
- that Senate approve the PPR with conditions, as specified, and with a mandated follow-up report(s);
- that the PPR be referred to the Faculty Dean/Dean of Record for further action in response to specified weaknesses and/or deficiencies;
- that the PPR, as submitted, be rejected.

Senate Approval: The Office of the Vice-Provost Academic will prepare a Final Assessment Report (FAR) for submission to the Senate. The FAR includes:

- a summary of the program's key outcomes of the PPR process, including: significant strengths of the program, opportunities for further program improvement and enhancement, recommendations of the external reviewers and associated internal responses, explanation of why external reviewers' recommendations may not have been selected for action, additional recommendations requiring action, a confidential section if required, and who is responsible for approving the recommendations set out in the FAR;
- an executive summary suitable for posting on the university website, excluding any confidential information;
- the implementation plan that identifies and prioritizes program recommendations (incorporating PRT feedback, where appropriate), who will be responsible for providing resources needed to address the recommendations, as well as who will be acting on those recommendations, and timelines for acting on and monitoring the implementation of those recommendations;
- the requirements of a mandated follow-up report(s).

If there is a concurrent review of an undergraduate and a graduate program, separate FARs will be prepared for Senate.

Senate has the final academic authority to approve the PPR report, and therefore represents the culmination of the internal academic approval process for PPRs.

Quality Council Approval: Following Senate approval, the Office of the Provost and Vice-President Academic will submit Final Assessment Reports (FAR) to the Ontario Universities Council on Quality Assurance (Quality Council), as per the required process.

Presentation to the Board of Governors: The Provost and Vice-President Academic is responsible for presentation of the PPR Executive Summary and its associated implementation plan to the Board of Governors for its information.

Additional Distribution Requirements: The Office of the Vice-Provost Academic will publish the FAR, and the action of Senate for each approved PPR on Toronto Metropolitan University's Curriculum Quality website (<https://www.torontomu.ca/curriculumquality/>) with links to the Senate website and the Provost and

Vice-President Academic's website, all of which are publicly-accessible. Complete PPR documentation, respecting the provisions of FIPPA, will be made available through the Office of the Vice-Provost Academic, upon request.

IMPLEMENTATION AND FOLLOW-UP

The PPR Report to Senate will include a date, within one year of Senate approval of the PPR, for a mandated follow-up report to be submitted to the Faculty Dean/Dean of Record and the Vice-Provost Academic on the progress of the PPR's Recommendation and Implementation Plan and any further recommendations made by ASC or Senate. The PPR Report to Senate may also include a date(s) for subsequent follow-up reports.

The Chair/Director and Faculty Dean/Dean of Record are responsible for requesting any additional resources identified in the PPR through the annual academic planning process. The relevant Faculty Dean/Dean of Record is responsible for providing the identified resources, if feasible, and the Provost and Vice-President Academic is responsible for final approval of requests for extraordinary funding. Requests should normally be addressed, with a decision to either fund or not fund, within two budget years of the Senate approval of the PPR. The follow-up report will include an indication of any resources that have been provided at the time of the report.

The Follow-Up Report(s) will be reviewed by the Faculty Dean/Dean of Record and ASC. If it is believed that there has not been sufficient progress on the implementation plan, an additional update and course of action by a specified date may be required.

The follow-up report will be forwarded to Senate as an information item following review by the ASC.

APPENDIX A: PPR Document Archiving Using Google Shared Drive

WHY DO WE HAVE TO ARCHIVE THE PPR DOCUMENTS?

The purpose of the PPR document archiving is to:

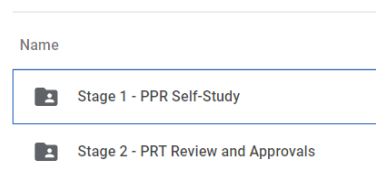
- Provide the information required for the assessment of the PPR by the Academic Standards Committee.
- Store, with ready access, the final versions of PPR documents for departments/programs.
- Maintain a set of required documents for Quality Council audit purposes (every eight years a number of PPRs from programs/departments are selected by the Quality Council for audit).

WHEN SHOULD DOCUMENTS BE UPLOADED TO GOOGLE SHARED DRIVE?

Since the information is part of the assessment of the PPR by the Academic Standards Committee, the files should be uploaded at the same time as the complete PPR is submitted to the Vice Provost Academic. The ASC will not assess the PPR until all the following documents are uploaded to the Shared Drive.

SETTING UP GOOGLE SHARED DRIVE ARCHIVE FOLDER

1. The drive will be created by a Curriculum Development Consultant after the program's PPR Orientation for archiving your program's finalized PPR.
2. Call the folder "**PERIODIC PROGRAM REVIEW ARCHIVE [name of program/department]**".
3. Upload (only) the final version of the required documents to this folder.
4. It is recommended that the word "FINAL" be added to the file name.



WHAT FILES SHOULD BE UPLOADED TO THE ARCHIVE FOLDER BY THE PROGRAM?

A. Upload the versions of the PPR that were submitted to the Vice Provost Academic's Office (after the Peer Review Team's site visit) for review by the Academic Standards Committee:

1. **Self-Study Report (final)**
2. **Appendix I: Data and Reports Supporting the Self Study (App I-A – App I-K)**
3. **Appendix II: Concerns and recommendations from previous program reviews**
4. **Appendix III: Faculty Curriculum Vitae**
5. **Appendix IV: Course Outlines**
6. **Appendix V: Documentation of Approvals and Related Communications – Include:**
 - **Department/School/Program/Faculty Council endorsement of Self-Study (meeting minutes)** - Upload a PDF of the minutes of the Department/School/Faculty Council meetings when the self-study and appendices were endorsed.
 - **Dean's initial endorsement of Self Study prior to site visit (dated correspondence from Dean's office)** - Create a PDF from the email or other correspondence from the Dean's office endorsing the Self Study before the site visit.
 - **PRT site visit invitation for each reviewer sent by Dean's Office** - Upload a PDF of the invitation that was sent by the Dean's Office to the peer reviewers.
 - **Evidence of documents sent to PRT for pre-review before site visit** - Create a PDF of the email that was sent to peer reviewers. Make sure that the PDF also shows the attachments that were sent.

- **PRT Site Visit agenda including all participants in site visit** - Upload the site visit agenda. If the agenda does not include the names (and titles, if appropriate) of all the participants, create a PDF that contains the agenda and the list of participants.
- 7. **Peer Review Report (signed and dated)** - Upload a PDF of the Peer Review Report, making sure it includes signatures of the reviewers and date of the submission of the Peer Review Report.
- 8. **Program Response to Peer Review Report (dated)** - Upload a PDF of the program's response to the Peer Review Report, making sure it is dated.
- 9. **Dean's Response to PRT Report/Program's Response (dated)** - Upload a PDF of the Dean's Response, making sure it is dated.
- 10. **Final Recommendations and Implementation Plan** – Revised (if necessary) and expanded discussion of the recommendations presented in the Self-Study, incorporating feedback and/or additional recommendations from the PRT Report that are endorsed by the Program and Dean.
- 11. **Follow-up Report (due by June of the year following Senate approval of PPR)** - Upload a PDF of the Follow-up Report, making sure it is dated.

REVISED VERSIONS

In many cases, some or all of the documents are revised based on the review by the Academic Standards Committee. If this is the case, **REPLACE** the current version in Google Shared Drive with the revised version(s) following Senate approval.

APPENDIX B: Toronto Metropolitan University's Undergraduate Degree Level Expectations

The degree level expectations in the Ontario Council of Academic Vice-Presidents (OCAV) "Guidelines" elaborate the intellectual and creative development of students and the acquisition of relevant skills that have been widely, yet implicitly, understood. Ontario universities have agreed to use OCAV's guidelines as a threshold framework for the expression of their own degree level expectations – and may go beyond them. Below are Toronto Metropolitan University's Undergraduate degree level expectations, as presented in Senate Policy 110:

Baccalaureate/Bachelor's Degree: Honours	
<i>This degree is awarded to students who have demonstrated the following:</i>	
EXPECTATIONS	
1. Depth and Breadth of Knowledge	<ul style="list-style-type: none"> a. A developed knowledge and critical understanding of the key concepts, methodologies, current advances, theoretical approaches and assumptions in a discipline overall, as well as in a specialized area of a discipline. b. A developed understanding of many of the major fields in a discipline, including, where appropriate, from an interdisciplinary perspective, and how the fields may intersect with fields in related disciplines. c. A developed ability to: <ul style="list-style-type: none"> i. gather, review, evaluate and interpret information; and ii. compare the merits of alternate hypotheses or creative options, relevant to one or more of the major fields in a discipline. d. A developed, detailed knowledge of and experience in research in an area of the discipline. e. Developed critical thinking and analytical skills inside and outside the discipline. f. The ability to apply learning from one or more areas outside the discipline.
2. Knowledge of Methodologies	<p>An understanding of methods of enquiry or creative activity, or both, in their primary area of study that enables the student to:</p> <ul style="list-style-type: none"> a. Evaluate the appropriateness of different approaches to solving problems using well established ideas and techniques; b. Devise and sustain arguments or solve problems using these methods; and c. Describe and comment upon particular aspects of current research or equivalent advanced scholarship.
3. Application of Knowledge	<ul style="list-style-type: none"> a. The ability to review, present and critically evaluate qualitative and quantitative information to: <ul style="list-style-type: none"> i. Develop lines of argument; ii. Make sound judgments in accordance with the major theories, concepts and methods of the subject(s) of study; iii. Apply underlying concepts, principles, and techniques of analysis, both within and outside the discipline; iv. Where appropriate use this knowledge in the creative process. b. The ability to use a range of established techniques to: <ul style="list-style-type: none"> i. Initiate and undertake critical evaluation of arguments, assumptions, abstract concepts and information; ii. Propose solutions; iii. Frame appropriate questions for the purpose of solving a problem;

	<ul style="list-style-type: none"> iv. Solve a problem or create a new work. c. The ability to make critical use of scholarly reviews and primary sources.
4. Communication Skills	The ability to communicate information, arguments, and analyses accurately and reliably, orally and in writing to a range of audiences.
5. Awareness of Limits of Knowledge	An understanding of the limits to their own knowledge and ability, and an appreciation of the uncertainty, ambiguity and limits to knowledge and how this might influence analyses and interpretations.
6. Autonomy and Professional Capacity	<ul style="list-style-type: none"> a. Qualities and transferable skills necessary for further study, employment, community involvement and other activities requiring: <ul style="list-style-type: none"> i. The exercise of initiative, personal responsibility and accountability in both personal and group contexts; ii. Working effectively with others; iii. Decision-making in complex contexts; b. The ability to manage their own learning in changing circumstances, both within and outside the discipline and to select an appropriate program of further study; and c. Behaviour consistent with academic integrity and social responsibility.

APPENDIX C: Choosing Arm's Length Reviewers

Best practice in quality assurance ensures that reviewers are at arm's length from the program under review. This means that reviewers are not close friends, current or recent collaborators, former supervisor, advisor or colleague of faculty within the program under review.

Arm's length does not mean that the reviewer must never have met or even heard of a single member of the program. It does mean that reviewers should not be chosen who are likely, or perceived to be likely, to be predisposed, positively or negatively, about the program.

Examples of what may not violate the arm's length requirement:

- Appeared on a panel at a conference with a member of the program
- Served on a granting council selection panel with a member of the program
- Author of an article in a journal edited by a member of the program, or of a chapter in a book edited by a member of the program
- External examiner of a dissertation by a doctoral student in the program
- Presented a paper at a conference held at the university where the program is located
- Invited a member of the program to present a paper at a conference organized by the reviewer, or to write a chapter in a book edited by the reviewer
- Received a bachelor's degree from the university (especially if in another program)
- Co-author or research collaborator with a member of the program more than seven years ago
- Presented a guest lecture at the university
- Reviewed for publication a manuscript written by a member of the program

Examples of what may violate the arm's length requirement:

- A previous member of the program or department under review (including a visiting professor)
- Received a graduate degree from the program under review
- A regular co-author and research collaborator with a member of the program, within the past seven years, and especially if that collaboration is ongoing
- Close family/friend relationship with a member of the program
- A regular or repeated external examiner of dissertations by doctoral students in the program
- The recent doctoral supervisor (within the past seven years) of one or more members of the program

Additional Advice for Choosing External Reviewers

External reviewers should have a strong track record as academic scholars and ideally should also have had academic administrative experience in such roles as undergraduate or graduate program coordinators, department chair, dean, graduate dean or associated positions. This combination of experience allows a reviewer to provide the most valuable feedback on program proposals and reviews.

Source: Ontario Universities Council on Quality Assurance (Quality Council)

APPENDIX D: Invitation Emails to Peer Reviewers

INITIAL INQUIRY FROM DEAN'S OFFICE:

Subject Heading: Request to Review Toronto Metropolitan University[degree] in [program name]

To: [insert email of potential peer reviewer]

Dear [insert name],

I am writing to invite you to serve as an external Peer Review Team (PRT) member for the Periodic Program Review of the [insert name of program] undergraduate program at Toronto Metropolitan University.

In accordance with the University's Institutional Quality Assurance Process (IQAP), the PRT is composed of two reviewers who are at arm's length of the program, active and respected in their field, and normally associate or full professors with program management experience, including an appreciation of pedagogy and program-level learning outcomes. Given your knowledge and standing in your discipline, we believe you would be an excellent reviewer for the [insert program name] program.

As a member of the PRT, you would be expected to review the program's self-study documentation; participate in a site visit that includes administrators, faculty, and staff; and participate in composing a reviewers' report, written collaboratively with the other reviewer(s) and submitted within four weeks of the site visit. Toronto Metropolitan University offers an honorarium of \$1,000 on submission of the report and reimburses expenses upon submission of original receipts.

We are tentatively scheduling the site visit to take place [insert dates, or window of time]. Please let me know by [month], [day] if you are interested in serving as a member of the Peer Review Team. I look forward to hearing from you. Please do not hesitate to contact me if you have any questions or concerns.

Kind regards,
[Dean's name/title, etc.]

ONCE INVITATION IS ACCEPTED, FOLLOW UP EMAIL FROM DEAN:

Dear [insert name],

Thank you very much for your willingness to participate as a peer reviewer for the [insert name of program] program review at Toronto Metropolitan University. As discussed previously, the peer review site visit will take place on [insert dates/times]. The site visit will provide an opportunity for you to visit the physical facilities and meet with program administrators, faculty, staff, and other key stakeholders. Please arrive at [location] on Day 1 at [insert time]. [Include any additional instructions/directions/persons who will meet PRT members] To prepare for your visit, we have attached the following documents:

1. Site visit agenda [prepared by the program department, in consultation with the Dean, VPA and Provost offices]
2. Program self-study documents [attached, or via link to Google folder]
3. Template for completing the Peer Review Team Report
4. Map of Toronto Metropolitan University's campus
5. [Any other pertinent information, as required]

Please bear in mind that the documents provided here are to be treated as confidential.

Please note that within four weeks of the site visit, the PRT report should be submitted to [insert name of Faculty Dean/Dean of Record] [insert email address] and the Vice-Provost Academic [insert email address]. Please be sure to allocate sufficient time to complete the report in collaboration with the other PRT member(s).

As previously mentioned, you will receive an honorarium of \$1,000 (CDN) on submission of the report, and expenses will be reimbursed upon submission of original receipts. If you have any questions, please do not hesitate to contact [insert name] at [insert phone number] or by email at [add email]. Thank you again for your willingness to assist in this important process. We look forward to your visit and feedback!

Kind regards,
[Dean's name/title, etc.]

APPENDIX E: Sample Peer Review Team Site Visit Agenda

Note: This schedule has been designed to assist with the planning of the PRT site visit. Programs may vary it according to their needs.

Date:			
DAY 1			
TIME	ACTIVITY FOR REVIEWERS	PERSONNEL	LOCATION
8:45 am	Meet in lobby of Hotel XXX (if reviewers are from out-of-town) and proceed to campus or meet in predetermined campus location	Program Chair/Director, PPR Team representative(s)	Hotel XXX lobby or predetermined campus location
9:00–9:45 am	Introductions and overview of the university, program and the PPR process	Chair/Director, Vice-Provost Academic, Dean, PPR team rep(s)	JOR 1200 (call 5011 to book) OR other meeting room
9:45–10:00 am	Curriculum overview	Program Chair/Director PPR team rep(s)	same as above
10:00–11:00 am	Tour of campus and program facilities	Program Chair/Director, PPR team rep(s)	
11:00–11:15 am	BREAK		
11:15–11:30 am	Meet with Chief Librarian and Library representative for program/department	Program Chair/Director, Chief Librarian, Library Representative	Room:
11:30–12:15 pm	Meet with faculty members representing program		Room:
12:15–1:00 pm	Lunch with faculty members	Program Chair/Director, PPR team rep(s), Program faculty members	Room:
1:00–1:15 pm	BREAK		
1:15–2:00 pm	Meet with staff members		Room:
2:00–3:00 pm	Curriculum discussion	Program Chair/Director, PPR Team rep(s) Others: e.g. members of Curriculum Committee	Room:
3:00–4:00 pm	Meet with students	Representatives from 1 st , 2 nd , 3 rd , and 4 th year	Room:
4:00–4:30 pm	Wrap-up of day	Reviewers only	Room:
4:30–6:00 pm	BREAK		
6:00–8:00 pm	DINNER (optional)	Program Chair/Director, PPR Team rep(s) or others	Location:

Date:		DAY 2	
8:45 am	Meet in lobby of Hotel XXX (if reviewers are from out-of-town) and proceed to campus or meet in predetermined campus location	Program Chair/Director, PPR Team rep(s)	Hotel XXX lobby or predetermined campus location
9:00–10:00 am	Meet with recent graduates (alumni)		Room:
10:00–11:00 am	Meet with members of Advisory Council (where appropriate)		Room:
11:00–11:15 am	BREAK		
11:15–12:00 pm	Meet with program Chair/Director	Program Chair/Director	Room:
12:00–2:00 pm	Working lunch and debrief/report preparation for reviewers	Reviewers only	Room:
2:00–2:45 pm	Reviewers' debrief session with senior administration	Dean, Provost and Vice-President Academic, Vice-Provost Academic	Room:
2:45 pm	SITE VISIT ENDS		

APPENDIX F: Template for the Peer Review Team Report

(to be provided to PRT at outset of site visit)

External Reviewers' Report
on the [Insert Degree] Program in [Insert Program Name]
at Toronto Metropolitan University

Reviewer 1: [insert name, title]

University Address: [insert reviewer 1 university address]

Reviewer 2: [insert name, title]

University Address: [insert reviewer 2 university address]

1. OUTLINE OF THE VISIT

Was the site visit: In person: Virtual site visit: Desk Review:

If the review was conducted either virtually or via desk review, was this format agreed to by both external reviewers? Yes No

Was sufficient rationale provided by the Provost/Provost's delegate for an off-site visit?

Yes No

1.1 For those reviews that included an in-person or virtual visit, provide a summary of the following:

- Who was interviewed?
- What facilities were seen?
- Any other activities relevant to the appraisal

1.2 In order to continuously improve the effectiveness and efficiency of site visits/virtual site visits, please comment on the following:

- How effective was the proposal brief in preparing you for the visit/virtual site visit?
- How could the logistics of the visit/virtual site visit be improved?

2. PROVIDE FEEDBACK ON EACH OF THE FOLLOWING EVALUATION CRITERIA

2.1 Objectives

- Consistency of program objectives/goals with the University's mission and academic plan;
- Appropriateness of program's structure and the requirements to meet the program objectives and program-level learning outcomes;
- Appropriateness of program's structure, requirements and program-level learning outcomes in meeting the institution's undergraduate and/or graduate Degree Level Expectations; and
- Sufficiency of program addressing societal need.

2.2 Admission requirements

- Admission requirements' alignment with the program's objectives and program-level learning outcomes.

- Appropriateness of any applicable admission requirements, including how the program recognized prior work or learning experience.

2.3 Curriculum

- Curriculum's reflection of the current state of the discipline or area of study;
- Comment on any notably strong and creative attributes, describe the program's strengths and describe any significant innovation or creativity in the content and/or delivery of the program
- Appropriateness of mode(s) of delivery in facilitating students' successful completion of the program-level learning outcomes.

2.4 Teaching and assessment

- Appropriateness and effectiveness of the methods for assessing student achievement of the program-level learning outcomes and degree level expectations;
- Appropriateness and effectiveness of the means of assessment, especially in the students' final year of the program, in clearly demonstrating achieved proficiency of the program-level learning outcomes and the institution's Degree Level Expectations
- Appropriateness of any grading, academic continuance, and graduation requirements, if variant from Toronto Metropolitan University's graduate or undergraduate policies.

2.5 Resources

Given the program's class sizes and cohorts as well as its program-level learning outcomes:

- Appropriateness of the number and quality of core faculty who are competent to teach and/or supervise to achieve the goals of the program and foster the appropriate academic environment.
- Appropriateness of the role of adjunct/sessional faculty, if they play a large role in the delivery of the program. Are there plans in place to ensure the sustainability of the program and the quality of student experience and if so, are these suitable?
- Adequacy of the provision of supervision of experiential learning opportunities.
- Appropriateness and effectiveness of the academic unit's use of existing human, physical and financial resources in delivering its program(s)
- Adequacy of the resources available (including library support, information technology support, and laboratory access) to sustain the quality of scholarship, research, and creative activities produced by students.
- Appropriateness and effectiveness of academic services (e.g. library, co-op, technology, etc.) to support the program(s) being reviewed.

2.6 Quality Indicators

- **Faculty:** Comment on the quality of the faculty (e.g. qualifications, funding, honours, awards, innovation, scholarly, research and creative (SRC) record; appropriateness of faculty expertise to contribute substantively to the program and commitment to student mentoring; class sizes; percentage of classes taught by permanent or non-permanent (contractual) faculty; numbers, assignments and qualifications of part-time or temporary faculty.

NOTE: Reviewers are urged to avoid using references to individuals. Rather, they are asked to assess the ability of the faculty as a whole to deliver the program and to comment on the appropriateness of each of the areas of the program(s) that the university has chosen to emphasize, in view of the expertise and scholarly productivity of the faculty.

- **Students:** Comment on the students' grade-level for admission, scholarly output, success rates in provincial and national scholarships, competitions, awards, and commitment to professional and

transferable skills applications and registrations; retention rates; time-to-completion; final-year academic achievement; academic awards; student in-course reports on teaching.

- **Graduates:** Comment on the rates of graduation, employment six months and two years after graduation, post-graduate 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).
- Comment on any other evidence that the program and faculty ensure the intellectual quality of the student experience.

2.7 Quality enhancement

- Comment on any notably strong and creative attributes, describe the program's strengths and describe any significant innovation or creativity in the content and/or delivery of the program.
- Comment on program-related data and measures of performance, including applicable provincial, national and professional standards (where available), with a notation of all relevant data sources.
- Comment on program-related data and measures of performance, including applicable provincial, national and professional standards (where available), with a notation of all relevant data sources.
- Appropriateness and effectiveness of the plans to monitor and assess"
 - The overall quality of the program;
 - Whether the program is achieving in practice its proposed objectives;
 - Whether its students are achieving the program-level learning outcomes; and
 - How the resulting information will be documented and subsequently used to inform continuous program improvement.

3. ADDITIONAL COMMENTS

The PRT should, at the end of its report, specifically comment on:

- The program's strengths, areas for improvement, and opportunities for enhancement;
- The distinctive attributes of each discrete program documented in the self-study, in cases where more than one program/program level has been reviewed simultaneously; and
- Any other issues/comments, as applicable.

4. SUMMARY AND RECOMMENDATIONS

Provide a brief summary of the review. Please make at least three recommendations for specific steps to be taken that will lead to the continuous improvement of the program, distinguishing between those the program can itself take and those that require external action.

Recommendations that are clear, concise, and actionable are the most helpful as universities implement changes toward continuous improvement

Recommendation 1:

Recommendation 2:

Recommendation 3:

[add more as required]

Summary

SIGNATURE OF REVIEWER 1:

DATE:

SIGNATURE OF REVIEWER 2:

DATE:

APPENDIX G: PPR Completion Checklist

1. Document Management: Ensure all documents, as described below, are complete and saved in the Program's Google Shared Drive, in a clearly labeled folder (e.g. [Program Name] PPR Self-Study and Appendices).
2. Prior to Peer Review Team Visit: Ensure the Self-Study and ALL Appendices are complete for review/endorsement by Department/School/Faculty Council and high level review by Vice-Provost Academic. Share the folder with V-P Academic and Director, Curriculum Quality.
3. Following Peer Review Team Visit: Ensure full Peer Review Report, Program Response, Dean's Response, and any revisions to the Recommendation Plan are complete and uploaded to the Folder. Share folder with V-P Academic and Director, Curriculum Quality.

ITEM / DESCRIPTION	Person(s) Responsible/Notes	Done
Self-Study Document (1 document, containing 9 Sections)		
1.	Introduction	
1.1	Basic Degree Information	
1.2	Program History	
2.	Objectives	
2.1	Program requirements, program objectives/goals, and program-level learning outcomes are consistent with Toronto Metropolitan University's Mission and academic plan	
2.2	Program requirements, program objectives and program-level learning outcomes are clear, appropriate and align with Toronto Metropolitan University's UDLEs	
2.3	Program addresses societal need	
2.4	EDI Tool has been analyzed and applied to program's work.	
3.	Admission Requirements	
3.1	Admission requirements are appropriately aligned with the program-level learning outcomes established for completion of the program	
4.	Curriculum	
4.1	The curriculum reflects the current state of the discipline or area of study	
4.2	Evidence of any significant innovation or creativity in the content and/or delivery of the program, including experiential learning opportunities	
4.3	Program has incorporated EDI/antiracism principles into curriculum	
4.4	Mode(s) of delivery to meet the identified program-level learning outcomes are appropriate and effective	
5.	Teaching and Assessment	
5.1	Appropriateness and effectiveness of the methods for assessing student achievement of the defined program-level learning outcomes and degree level expectations	

5.2	Appropriateness and effectiveness of the means of assessment, especially in the students' final year of the program, in clearly demonstrating achievement of the program-level learning outcomes and UDLEs		
5.3	Grading, academic continuance, and graduation requirements, if variant from Toronto Metropolitan University's Undergraduate policies		
6.	Resources		
6.1	Appropriateness and effectiveness of the academic unit's use of existing human, physical and financial resources in delivering its program(s)		
6.2	The appropriateness and effectiveness of academic services (e.g. library, co-op, technology, etc.) to support the program(s) being reviewed		
7.	Quality Indicators		
7.1	Faculty: qualifications, scholarly, research and creative record; class sizes; percentage of classes taught by permanent or non-permanent (contractual) faculty; numbers, assignments and qualifications of part-time or temporary faculty		
7.2	Students: applications and registrations; attrition rates; time-to-completion; final-year academic achievement; academic awards; student in-course reports on teaching		
7.3	Graduates: rates of graduation, employment six months and two years after graduation, post-graduate 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)		
8.	Quality Enhancement		
8.1	Initiatives taken to enhance the quality of the program and the associated learning and teaching environment		
9.	Proposed Recommendations		
9.1	Identify and prioritize a preliminary set of program recommendations		
Appendices (5 separate documents: A I (A-K); A II; A III; A IV; A V)			
A I	Appendix I : Reports and Data to Support the Self Study		
AI-A	Mapping UDLEs to Program-Level Learning Outcomes		
AI-B	Mapping Core Courses to Program-Level Learning Outcomes		
AI-C	Mapping Core Course Teaching Methods & Assessments		
AI-D	Student Feedback		
AI-E	Alumni Feedback		
AI-F	Employer Feedback		
AI-G	Comparator Programs		
AI-H	Library Report		
AI-I	Strengths, Opportunities, Aspirations, Results (SOAR) or Strengths, Weaknesses, Opportunities, Threats (SWOT)		

AI-J	Program Advisory Council Comments		
AI-K	Equity, Diversity & Inclusion Tool		
A II	Appendix II : Concerns and recommendations from the previous program review		
A III	Appendix III : Faculty CVs		
A IV	Appendix IV : Course Outlines		
A V	Appendix V : Summary of Self-Study Process, Documentation of Approvals and Related Communications		
Peer Review and Responses (4 separate documents)			
✓	PRT Report and Recommendations		
✓	Program Response to the PRT Report and Recommendations		
✓	Faculty Dean Response to PRT Report + Program		
✓	Final Program Recommendations and Implementation Plan (revised, where appropriate, following PRT feedback)		

APPENDIX H: EDI Tool

The Equity, Diversity and Inclusion (EDI) Tool was developed by the Office of the Vice-President, Equity and Community Inclusion as a method to support programs at Toronto Metropolitan University as they work towards the values outlined in the university's 2020-2025 Academic Plan:

1. Equity, Diversity, and Inclusion
2. Excellence
3. Mutual Respect and Shared Success
4. Sustainability
5. Wellbeing
6. Boldness
7. Access

To that end, the OVPECI has identified six groups of people as equity deserving groups: women; racialized people (also referred to as people of colour or racial or visible minorities); Black people; First Nations, Métis and Inuit (FNMI) Peoples (also referred to as Indigenous or Aboriginal Peoples); persons with disabilities (also referred to as disabled people); and 2SLGBTQ+ people (an acronym used for individuals who identify in minority groups based on their sexual orientation, gender identity and gender expression).

Programs undergoing Periodic Program Review (PPR) and Curriculum Modifications (Category 3 Minor Modifications and Major Modifications) will be provided with a set of tables and charts by the Office of the Vice Provost, Academic, that shows the representation of each of these groups, both individually and as they intersect, within the program, faculty and throughout the university as reported by students, faculty and staff through the Toronto Metropolitan University Diversity Self Identification process. This data should be incorporated into curricular planning and reports, with thought given to the way that people from equity deserving groups are represented within literature presented and the ways that they may be impacted by curricula and underrepresentation within academia generally and each program specifically.

EDI data can be used in forming and revising all aspects of a curriculum, including policies around application and admission, reflections in literature, representation in authorship, representation in faculty and staff, mentorship programming, extracurricular and experiential learning opportunities, and consideration in teaching methodology and assessment.

By incorporating this data thoughtfully, programs are encouraged to consider ways that students, faculty and staff from equity-deserving groups can be supported, and the challenges they face can be mitigated in their experiences at Toronto Metropolitan University.

To receive a copy of the EDI Tool specific to your program contact CQA
ovpa.curriculum@torontomu.ca .