



UNIVERSITY OF TORONTO
FACULTY OF ARTS & SCIENCE

May 6, 2025

Professor Nick Rule
Vice-Provost, Academic Programs
University of Toronto

RE: Interim Monitoring Report on UTQAP cyclical review of the Department of Classics

Dear Prof. Rule,

I write in response to your letter of July 10, 2024, requesting an Interim Monitoring Report on the April 2022 UTQAP cyclical review of the Department of Classics and its undergraduate and graduate programs.

The UTQAP cyclical review process is an invaluable exercise that affords us the opportunity to take stock of our academic units and programs, to recognize achievement, and identify areas for improvement. As you note, under section 6.9.1.4 of the University of Toronto Quality Assurance Process, a brief status report on the implementation of plans outlined in the Dean's administrative response is due midway between the year of the last and next UTQAP review site visits.

I am pleased to send you this status report in the attached Table, where each of the Implementation Plan recommendations have been addressed with updates from the unit and from the Dean's office on progress made to date.

Thank you very much for the opportunity to prepare this Interim Monitoring Report. The reviewers' comments and recommendations continue to help inform the future priorities of the Department of Classics and its undergraduate / graduate programs.

Sincerely,

Stephen Wright
Acting Dean, Faculty of Arts & Science
Professor of Ecology and Evolutionary Biology

cc.

George Boys-Stones, Chair, Department of Classics, Faculty of Arts & Science

Gillian Hamilton, Vice-Dean, Academic Planning, Faculty of Arts & Science

Caitlin Burton, Senior Manager, Governance, Academic Planning & Reviews, Faculty of Arts & Science

Lachmi Singh, Director, Academic Programs, Planning & Quality Assurance, Office of the Vice-Provost, Academic Programs

Amanda Pullan, Academic Planning & Review Officer, Office of the Dean, Faculty of Arts and Science

UTQAP Cyclical Review Interim Monitoring Report

As required under [UTQAP section 6.9.1.4](#), the Vice-Provost, Academic Programs (VPAP) will request the Interim Monitoring Report from the Dean midway between the review and year of the next site visit.

Department of Classics, Faculty of Arts & Science

UTQAP Cyclical Review: May 17-18, 2021

Review Reported to Governance: April 12, 2022

Interim Monitoring Report: May 6, 2025

Request Prompt <i>verbatim from the request</i>	Dean’s Implementation Plan Update	Program Innovation Fund (PIF) Y/N
<p><i>The reviewers made two recommendations with a view to supporting equity, diversity, and inclusion in the undergraduate programs:</i></p> <ul style="list-style-type: none"><i>They recommended that the department continue expanding the range of topics covered in undergraduate courses, suggesting ancient slavery, race and ethnicity, cross-cultural interactions, and reception as possibilities.</i><i>They observed that “the mode of instruction in the elementary and intermediate language courses is very traditional” and recommended rethinking undergraduate language</i>	<p>As part of the immediate response, the Department has offered 3 new courses: CLA317H1 Greek and Roman Colonialism, CLA217H1 Marginal Identities in the Ancient Mediterranean, and CLA315H1 Insiders-Outsiders: Being Greek in the Roman Empire.</p> <p>For “medium-term response”, the Department undertook a curriculum review in 2022-23: they matched available courses to current faculty strengths but added some new options with open-ended encouragement to diversification of material and ideas: notably CLA222H1, Sex, Death, and Poetry (taught Fall 2024), CLAH1312, Persons and Passions, and CLAH1314, Slavery in the Ancient Mediterranean World.</p> <p>The appointment of a new colleague (Assistant Professor, starting July 1, 2025) in Archaic Greek Literature will be another opportunity to reflect on these issues. There are two other open searches which we have requested to carry forward after failing to fill them in 2024/25: one in Greek Literature (rank of Assistant or Associate Professor) and a tenure stream joint</p>	YES

<p><i>instruction, noting recent developments in this area.</i></p>	<p>search with the Centre for Medieval Studies in Late Antique Latin Literature & Thought (0.75 CLA). This is an endowed position at the rank of Professor.</p> <p>The Department appointed a 5-year CLTA (Teaching Stream, July 1, 2023 to June 30, 2028), with a special brief to review language pedagogy (and reduction of teaching load from 3 FCE top 2.5 FCE to provide space for this). The CLTA secured a PIF grant to support curricular revision in Greek and Latin and worked with 2 graduate RAs, funded by the grant, to complete the following:</p> <ul style="list-style-type: none"> • Review of secondary literature as the basis for weekly “teaching ideas” • Study of evidence for traditional “grammar-translation” approach to language teaching • Interviews with experienced practitioners of language pedagogy from UofT and Elementary, Middle, and High Schools • Creation of a comprehensive set of materials for the Department to support students and instructors in the Greek and Latin sequence. 	
<p><i>The reviewers recommended exploring the possibility of increasing the range and number of undergraduate courses offered in the summer session.</i></p>	<p>The New Budget Model changes the landscape here in ways which give the Department more options but will also require careful planning and informed experimentation. The Department is currently offering for Summer 2025:</p> <ul style="list-style-type: none"> ○ 101, 102, 201, 202 in both Latin and Greek (these will be low enrolment, but might help attract / retain students for programs) ○ More online options for high-enrolling courses (which could help offset cost, and aid recruitment) 	
<p><i>The reviewers recommended a re-evaluation of the core mission of the department’s graduate training “to include a less rigid conception of what it means to be a distinguished classicist,” noting tension between a more traditional conception of the discipline (“as requiring a certain type and level of training in both Latin and Greek”) and opportunities for growth in newer, more broadly</i></p>	<p>A new statement of the core mission of the graduate program can be found on the Department’s website: https://www.classics.utoronto.ca/graduate/prospective-graduate-students/about-our-graduate-studies</p> <ul style="list-style-type: none"> • And see further next section. 	

<p><i>conceived subfields requiring students to master an array of different methodologies.</i></p>		
<p><i>The reviewers observed strong dissatisfaction with graduate program structures among students and some faculty, noting “inordinately intense” and complicated program requirements, unclear learning outcomes, and current language requirements as particularly problematic. They recommended a full review of program structures “with a view to streamlining the requirements... and introducing more differentiation and flexibility in language requirements between the different streams.”</i></p>	<p>The Department has made significant revisions to the program requirements for the MA and for the first two to two-and-a-half years of the PhD. These revisions were intended to clarify pathways through the programs and, for the PhD, to improve time to completion while remaining consistent with all elements of the stated core mission. They include:</p> <ul style="list-style-type: none"> ○ Clearer differentiation has been established between streams: two in the Classics MA (Greek and Roman Literature and Culture; Ancient History and Material Culture) and (effectively) four in the Classics PhD (Ancient Philosophy; Greek and Roman Literature and Culture; Ancient History and Material Culture; of which last stream the specifically <i>archaeological</i> students enrolled in the Mediterranean Archaeology Collaborative Specialization have slightly different program requirements). ○ The number of departmental examinations has been reduced. <ul style="list-style-type: none"> ▪ Ancient language examination requirements have been significantly reduced for all students in the MA program and in the Archaeology stream of the PhD (from four exams to one); less drastic reductions for other AHMC-stream PhD students (from four to three). ▪ Field/stream-specific exams have been abolished. ○ Coursework requirements have been rationalized <ul style="list-style-type: none"> ▪ For MA students this means more courses to reflect the reduction in exams, but also greater flexibility in course choice. ▪ For PhD students this has also resulted in greater flexibility in choice of courses, but for some students a reduction in coursework requirements both to reflect current practice in the Department and to bring requirements more closely into line with other Humanities programs in Arts and Science. <p>Revisions have been substantially implemented in the current academic year, and rollout has been mostly smooth and unproblematic. Other issues that have started to be addressed are:</p>	

	<ul style="list-style-type: none"> ○ The composition and operation of the Graduate Examinations Committee has been changed (adding a convenor that is not a grader, acting as a moderator to ensure that the grading is fair across the streams). ○ The content of PhD reading lists, which were designed for an outdated vision of the program, are actively being revised. ○ The incorporation of language courses at undergraduate level into graduate programs for students who enter with weaker language preparation than most U of T undergraduates receive. Specifically, the Graduate Curriculum Committee has approved a proposal for all the undergraduate language courses to have graduate course codes too, so that MA students can take them and count them for program completion. This will take effect in September 2025. ○ The Ancient History stream now has its own reading list. <p>An ad hoc committee, including faculty and graduates was formed this year to address the structure of the Examinations Committee and the mechanisms for providing feedback which will be implemented in future years. (It also made recommendations for the provision of resources in the Woodbury Library to help with preparation for the exams.)</p>	
<i>The reviewers noted very little discussion regarding graduate students' pursuit of nonacademic careers, and recommended ensuring that career and placement issues be addressed in advising meetings.</i>	At the undergraduate level too, the Department engaged this year with the Alumni Relations office to put on its first "Backpack to Briefcase" event, with a panel of professional alumni.	
<i>The reviewers commented that the current level of graduate funding does not allow the department to compete with comparable institutions for top students; they noted that increased and standardized funding would improve recruitment and student satisfaction.</i>	<p>For the incoming cohort in 2024, the Department drew more aggressively on Departmental Restricted funds to standardise a package of \$40K (gross) (this was even before the University's decision to raise all packages to that level). Consultations with the unit's own students suggested that they would consider this a reasonable level.</p> <ul style="list-style-type: none"> ○ In implementation, this exacerbated concerns about disparity in existing funding packages across the cohort; the Department met this, first by offering to convert centrally managed travel funds into boosters for those with lower 	

	<p>packages (this was declined); and ultimately by drawing more on individual SSHRC funds.</p> <p>The Department has experienced an increase in SSHRC grant income, which is being used to support graduate students.</p>	
<p><i>Regarding departmental initiatives in equity, diversity, and inclusion: The reviewers strongly recommended providing additional funds to support these initiatives, noting that funding for such projects has been limited and unpredictable.</i></p>	<p>The Department's "immediate-response" initiatives continue: the Graduate Diversity Fellowship, Inclusive Language Learning Award, and the annual New Voices Lecture. They have added to them a fee-waiver for graduate applications from self-identifying candidates for whom the fee would be a barrier.</p> <p>The Department set up (and still hosts) an exhibition on Black Classicists in the entrance hall of their building (https://www.artsci.utoronto.ca/events/black-classicists-north-america) – part of a longer-term attempt to make the Department's physical space more welcoming and use it to project their ambitions and values.</p>	
<p><i>The reviewers noted some concerns regarding communication and transparency in departmental governance, particularly within the tri-campus graduate department; they commented that enhancements in these areas "would improve faculty members' sense of enfranchisement in departmental decision-making" and recommended increased communication with faculty based at the UTM and UTSC campuses.</i></p>	<p>The Department created a new Tri-campus MOA, which sets out the terms to ensure constructive and transparent working relationships between the three units.</p>	
<p><i>The reviewers noted that the department's "clearly exceptional" staff members are currently working at capacity, and that excess administrative work is taken up by faculty in leadership roles; they recommended the addition of a part-time staff member to balance the administrative workload.</i></p>	<p>The Chair and Associate Chairs have been given enhanced teaching release, bringing them in line with A&S norm: the Chair, release of 1.5 FCE (previously 1) the Associate Chairs 1.0 FCE (previously 0.5).</p>	

Other recommendations or implementation plans not prioritized in the Request for Administrative Response	N/A	
Findings of assessments of program effectiveness, conducted as outlined in the self-study (<i>see section 3.4 of the self-study template for more information</i>)	The Department's curriculum committee includes all faculty, plus two undergraduate and two graduate students.	
The status of any additional items discussed at the AP&P meeting as captured in the FAR/IP	N/A	
Consultation in developing this brief report and (where applicable) a statement of how the Faculty has monitored the implementation of review recommendations	<p>The ASDO produced this report in consultation with (and the active involvement of) the Department's Chair and Graduate Chair, the Associate Chair, Graduate, and Department faculty involved in the pedagogical review.</p> <p>As well, the ASDO consulted with members of its own senior leadership and administrative leadership on various aspects of this report as relevant.</p> <p>The ASDO monitors implementation of review recommendations through period meetings with Chairs, Directors, and Principals and through regular governance and curricular oversight.</p>	