University of Toronto
Quality Assurance Process (UTQAP)

Review Workshop

Office of the Vice-Provost, Academic Programs

March 6, 2019
12:00 – 2:00 p.m.
Governing Council Chamber
Welcome

Susan McCahan
Vice-Provost, Academic Programs
Vice-Provost, Innovations in Undergraduate Education
University of Toronto Quality Assurance Process (UTQAP)

Daniella Mallinick
Director, Academic Programs, Planning & Quality Assurance
Cyclical Reviews

- Reflect commitment to academic excellence
- Support ongoing appraisal and quality improvement
- Receive expert advice from leaders in the field
- Assess performance relative to international peers
Brief History of Quality Assurance

1974 • Ontario Council of Graduate Schools (OCGS)

2000 • Undergraduate Program Audit Committee (UPRAC)

2006-09 • Review of OCGS; Quality Task Force

2010 • Quality Assurance Framework (Ontario)

2011-12 • UTQAP Implemented (U of T)

2016-17 • Quality Council Audit of U of T’s UTQAP Implementation
Audit Outcomes

- Very positive audit
- Some process changes:
  - Updated templates: Increased focus on learning outcomes and program design
  - Self-study as resource for AP&P
  - Monitoring
Review Process

Justine Garrett
Coordinator, Academic Planning & Reviews
UTQAP Protocol for Cyclical Reviews
Commissioning & Self-Study

Commissioning Officer initiates review

Terms of Reference

Self-Study
Self-Study

Includes...

- Consultation
- Critical Self-Analysis
- Evidence

...and Follows Template
Self-Study: Consultation

- **All programs**: Involve faculty, students and staff plus input from relevant/useful others...

- **Professional programs**: views of employers and professional associations

Resource: *Engaging Faculty, Students & Others in the Self-Study* (Quality Council)
Self-Study: Critical Self-Analysis

- Broad-based, reflective, and forward-looking report that includes critical self-analysis
- An assessment of the strengths and challenges facing the programs

Resource: *Creating an Effective Self-Study for Program Reviews* (Quality Council)
Self-Study: Evidence

- Data packages
- Library report
- Previous review report(s) and administrative response(s)
- Course descriptions
- CVs
- Student services statement
- Supplement all of the above with other data & documents relevant to your programs

Resource: Academic Services that Contribute to Academic Quality of Programs (QC)
Self-Study: Evidence

**Level of Research Funding**

- **UTQAP data**: 750,000
- **UTQAP + supplementary data**: 750,000
- **Supplementary data**: 250,000

*Funding administered through the unit*  
*Funding administered in other units*
Self-Study: Evidence

Research $ administered through the unit offering the program

Research $ administered through other units, but PI associated with the program

Research $ administered outside U of T, but PI associated with the program

Supplementary data for contributions of faculty w/o primary budgetary appointments, or program-only reviews

UTQAP data package. Good for: programs offered in departments or EDU:As

Program
Self-Study: Undergraduate & Graduate Education

Susan McCahan
Vice-Provost, Academic Programs
Vice-Provost, Innovations in Undergraduate Education

Joshua Barker
Vice-Provost, Graduate Research & Education Dean,
School of Graduate Studies
Articulating Shared Ideas about Programs

Alignment as the Foundation of the Narrative

Susan McCahan, Vice-Provost, Academic Programs
Vice-Provost, Innovations in Undergraduate Education
Identify the end goals of the program – what should students be able to do by the time they graduate?

What assignments do students complete that show they’re ready to graduate?

How do courses in the program prepare students to complete the graduation-level assessments?
## TRANSLATING GOALS TO OUTCOMES

<table>
<thead>
<tr>
<th>General Goals</th>
<th>Specific Outcomes</th>
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<tbody>
<tr>
<td>Know</td>
<td>Analyze</td>
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<td>Learn</td>
<td>Solve</td>
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<td>Understand</td>
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<td>Appreciate</td>
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<td>Value</td>
<td>Evaluate</td>
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<td>Etc.</td>
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How do I know?...because students can...

Adapted from Linse, A. (2011), Schreyer Institute for Teaching Excellence at The Pennsylvania State University. Linse in turn adapted her text from Walvoord, B., (1998), Kaneb Center for Teaching and Learning, University of Notre Dame.
## Degree Level Expectation: Communication

<table>
<thead>
<tr>
<th>Program Learning Outcome</th>
<th>Graduation-Level Assessment</th>
<th>Delivery Methodologies</th>
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</table>
| Effectively present coherent arguments with supporting evidence in the context of a research paper. | • Capstone field research project with final paper  
• Independent study with final paper                                                          | Year 2: Students taught to search literature & evaluate sources; taught to make connections between sources; taught to develop arguments, and are assessed by writing short research papers. Relevant courses: ABC201H1; ABC204H1  
Year 3: Students practice finding and responding to sources with increasing sophistication; practice communicating arguments and support of them in papers. Relevant courses: ABC305H1; ABC312H1; ABC316H1; ABC327H1; ABC355H1  
Year 4: Students complete development by taking a field research capstone course where students present their research findings orally in a presentation and in a large research paper; or a self-directed independent study course where students write a mini-thesis paper. Relevant courses: ABC420H1; ABC455H1; ABC498H1 |
**ALIGNMENT — Visual Example**

**Demonstrating Alignment using a Curriculum Map**

<table>
<thead>
<tr>
<th></th>
<th>LO1</th>
<th>LO2</th>
<th>LO3</th>
<th>LO4</th>
<th>LO5</th>
<th>LO6</th>
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**I** - Introduce: This course explicitly introduces this learning outcome.

**D** - Develop: This course explicitly builds upon the introduction, and helps students develop toward achievement of the learning outcome.

**A** - Advanced: By the end of this course, successful students will demonstrate graduation-level in this learning outcome.
Mapping using *Curriculum Assistant (CASST) Software*

**Course profile view in CASST:**

<table>
<thead>
<tr>
<th>Overall Course Mapping</th>
<th>LO1a</th>
<th>LO1b</th>
<th>LO1c</th>
<th>LO2</th>
<th>LO3</th>
<th>LO4</th>
<th>LO5</th>
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<th>Teaching &amp; Learning Methods</th>
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<tr>
<td>Discussion</td>
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<td>Lab work</td>
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<td>Lecture</td>
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<th>Assessments</th>
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<tr>
<td>Exam</td>
<td>X</td>
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<tr>
<td>Lab report</td>
<td>X</td>
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<td>Poster</td>
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HIGHLIGHT EDUCATIONAL INNOVATION IN SELF-STUDY

- Significant innovation or creativity in the content and/or delivery of the program
- Opportunities for learning beyond the classroom
- Initiatives to foster professional development
- Initiatives to enhance the quality of the program and the learning and teaching environment
- How faculty research supports the research and learning of students
• National Survey of Student Engagement:
• Course evaluations
• Student and alumni surveys and focus groups
• Retention and graduation rates
Narrative should explain alignment between program outcomes, assessments, and delivery methodologies
The UTQAP Review through a Graduate Lens

Joshua Barker, Dean, School of Graduate Studies and Vice-Provost, Graduate Research & Education
March 6, 2019
Framing the Opportunity

The UTQAP reviews process is an opportunity for you and your unit/faculty to:

- Evaluate what you’ve done (with graduate student input)
- Identify deficiencies and failures
- Celebrate successes
- Develop a vision OR renew your commitment to a vision
- Engage community (with your graduate/undergraduate students; with your faculty; with your staff)

**Accountability** is built into the self-study your unit/faculty develops. From now until your next review, you have a road map and a way of **measuring and making positive change**.
What to include in your Self-Study

- Strategies to recruit graduate students
- Details about your graduate funding package
- Time-to-completion rates of your doctoral students
- Employment outcomes of your PhDs
- Description of the initiatives, resources, and supports your unit/faculty offers to improve the graduate student experience
- Graduate student research (student publications and those co-published with faculty; other student endeavours to promote research in their fields – workshops, conferences, etc.)
Opportunities: Graduate Funding

Ensure you capture all routine funding sources that your graduate students have access to (e.g. travel grants, doctoral completion awards, program-level fellowships).

Use the SGS website to evaluate your graduate funding package(s) within a larger context – other units, other divisions.

- Are there opportunities to change how a funding package is composed, disbursed, or administered?
- Is your funding package successful in graduate recruitment?
- Why is your funding policy the way it is? Does it reflect current graduate student realities?
Opportunities: TTC

Use the SGS website to evaluate the time-to-completion rates of your doctoral students within a larger context – other units, other divisions.

- Is there room for improvement in your TTC rates?
- Do any program milestones need to be re-evaluated?
- Do supervision practices need to be re-considered?
- Would your graduate students benefit from additional supports or resources? (e.g. writing groups, publishing workshops, wellness resources)
Opportunities: PhD Employment Outcomes

We provide data about your graduate students’ employment in academic and non-academic jobs with the 10,000 PhDs Project.

- **Evaluate your program design and recruitment efforts** in light of actual graduate outcomes. Are changes needed?

- What **other kinds of programs or supports** would benefit your graduate students (e.g. professional skills programs)?

- Are you tapping into the potential that **alumni** from your program can offer your current students?
Opportunities: Graduate Student Research

Some benefits of promoting graduate student research ...

- encourages innovation
- builds community by sharing ideas and successes
- creates professional pathways for students
- opens opportunities to collaborate across U of T divisions &/or across universities

What other efforts can you make to promote graduate research in your unit/faculty?
Opportunities: Graduate Culture

- Culture of **scholarly discussions**, including interdisciplinary discussions
- Opportunities for students to **learn from faculty members** beyond their supervisory committee
- Emphasis on **quality mentorship**
- **Professional development opportunities for faculty** to enhance competencies in supervision and mentorship
How can SGS help?

Tell us what other kinds of graduate student data you would find useful to have.
  
  e.g. more surveys like gradSERU, which focuses on graduate student experience and satisfaction?
  e.g. qualitative study on PhD employment outcomes?

Tell us about the great initiatives for graduate students that your unit/faculty has been working on.
  
  We can promote them through the SGS website and **gradschool e-news** – build awareness and support.

Tell us how we can continue to help your graduate students. Are there other supports/resources that SGS could develop to improve the graduate student experience?
Accessing Online SGS Resources

- **Graduate Funding data:**
  [http://www.sgs.utoronto.ca/gradfunding/Pages/default.aspx](http://www.sgs.utoronto.ca/gradfunding/Pages/default.aspx)

- **Actual Income & TTC data:**
  [http://www.sgs.utoronto.ca/gradfunding/Pages/default.aspx](http://www.sgs.utoronto.ca/gradfunding/Pages/default.aspx)

- **10,000 PhDs resources and dashboard:**
  [http://uoft.me/10KPhDs](http://uoft.me/10KPhDs)
External Reviewers

- Reviewer nominations submitted by Dean’s Office to VPAP
- Approval of nominated reviewers by VPAP
- Invitation to Reviewers
- Review announced
- Site visit by reviewers
- Reviewer report
- Fact-checking
- Final reviewer report
External Reviewers: Selection

Reviewer nominations submitted by Dean’s Office to VPAP

Approval of nominated reviewers by VPAP
  • Feedback offered; can be iterative

Invitation to reviewers
  • May go through several rounds

Letter from Commissioning Officer
External Reviewers: Selection

- Active and respected in their field
- Associate or full professors
- Program management experience
- From peer institutions offering high quality programs in the field under review
- Meet “arm’s length” requirement
External Reviewers: Site Visit by Reviewers

- Reviewers meet with:
  - faculty, students, administrative staff and senior program administrators
  - members of relevant cognate units as determined by the commissioning officer
  - professional programs: employers and professional associations
Advice from Colleagues

Tony Chan Carusone, Professor, Department of Electrical & Computer Engineering, Faculty of Applied Science & Engineering

Ettore Damiano, Professor and Chair, Department of Economics, Faculty of Arts & Science

Karen McCrindle, Associate Dean, Teaching and Learning; Director, Centre for Teaching and Learning; Associate Professor, Teaching Stream, Centre for French and Linguistics, UTSC
Questions

- How did you engage faculty/students/staff in the review?
- How did you use standardized (or supplementary) data?
- What was the most helpful outcome of the review?
- What was the most surprising element of the review process?
- What was the most difficult aspect of the review process?
- Tips/advice you wish you’d had when you started the process?
External Reviewers: Reviewer Report

- Reviewers report
- Fact-checking
- Final reviewer report
- Follows Report Template
Responses & Governance: Administrative Response

VPAP requests Dean’s Admin Response & Implementation Plan

Dean develops response & implementation plan in consultation with unit/program
Responses & Governance: AP&P

AP&P discussion, including possible request for 1-year follow-up report

Subsequent governance

Dean and Chair/Director Present

Dean to Academic Board; reports go up
Oversight & Implementation

- Final Assessment Report and Implementation Plan (FAR/IP) circulated
- Interim monitoring report
- Next review
Top Five Workshop Takeaways

1. Help?
   - Decanal Reviews: Dean's Office
   - Provostial Reviews: VPAP Office

2. Reviews are a big investment.
   - Requirement: UTQAP, QAF, Ministry
   - Opportunity: Make them work for your programs/department/Faculty

3. Your self-study is...
   - ...an analysis of what your programs/units are and aspire to be.
   - ...based on standardizd and supplementary data.
   - ...developed in conversation with colleagues, students, etc.

4. Peer review is at the heart of the process.
   - Choose the best possible reviewers to give expert advice.
   - Give reviewers everything they need to provide informed advice.

5. The report must address all programs, all terms.
   - Quality Council plays close attention to details.
   - Ensure Terms of Reference are explicitly covered.
Thank you!

More resources: vpacademic.utoronto.ca

or contact your Dean’s Office.

Workshop evaluation survey coming via email.