

# UTQAP Cyclical Review: Final Assessment Report and Implementation Plan

## 1. Review Summary

<b>Programs Reviewed:</b>	Industrial Relations and Human Resources, B.A. (Hons.): Specialist, Major  Certificate in Human Resource Management (with Woodsworth College)  Master of Industrial Relations and Human Resources, M.I.R.H.R.  Industrial Relations and Human Resources, Ph.D.
<b>Unit Reviewed:</b>	Centre for Industrial Relations and Human Resources
<b>Commissioning Officer:</b>	Dean, Faculty of Arts and Science
<b>Reviewers (Name, Affiliation):</b>	<ol style="list-style-type: none"><li>1. Professor John Budd, Industrial Relations Land Grant Chair, Department of Work and Organizations, Center for Human Resources and Labor Studies, Carlson School of Management, University of Minnesota</li><li>2. Professor Richard P. Chaykowski, Director MIR Program, Faculty of Arts and Science, Queen's University</li><li>3. Professor Anthony J. Nyberg, Academic Director, Master of Human Resources, Management Department, Darla Moore School of Business, University of South Carolina</li></ol>
<b>Date of Review Visit:</b>	June 4 – 5, 2018

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## Previous Review

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**Date: December 2009** University Review of undergraduate programs

### Summary of Findings and Recommendations

#### Undergraduate Programs

The reviewers observed the following strengths:

- High quality programs with good depth and breadth of curriculum
- Good student satisfaction with program quality, instruction, and mix of practitioners and scholars
- Programs are enhanced by public lectures and events hosted at the Centre for Industrial Relations and Human Resources (CIRHR)

The reviewers identified the following areas of concern:

- Undergraduate programs still seem a little small relative to their potential
- Only one of the eight faculty involved in the program has a full appointment to the programs, resulting in some program vulnerability

The reviewers made the following recommendations:

- Expand recruitment efforts to students generally interested in business, and consider adding more course sections taught by doctoral candidates to help reduce waiting lists
- Engage in curriculum review (organized by a curriculum committee) and consider possible program expansion, keeping in mind ways to streamline the program due to limited full-time faculty appointments
- Increase outreach and tracking more by: publicizing programs more, tracking graduate outcomes, building stronger alumni ties, and showcase successes on the website. These outreach efforts could help attract additional student scholarships and funding
- Expand student engagement efforts to increase frequency of student interactions with each other and to support student participation in the annual HR competition held in Montreal

#### Faculty/Research

The reviewers observed the following strengths:

- Faculty are engaged in the undergraduate programs

#### Administration

The reviewers observed the following strengths:

- Impressive strengths in both fields of employment relations and industrial relations & human resources

- Good working relationship with CIRHR
- Strong program administrator
- Proximity to CIRHR library is an asset
- Space is ample for program needs

The reviewers made the following recommendations:

- Utilize the disciplinary strengths in both fields as a marketing/recruitment tool
- Ensure new program administrator (who will take over soon as current administrator is retiring) has strong administrative skills and attention to detail
- Strengthen ties with MIRHR program to promote recruitment from the undergraduate program

**Date: February 9 – 10, 2010** OCGS Review of MIRHR and PhD program

## **Summary of Findings and Recommendations**

### **Graduate Programs**

The reviewers observed the following strengths:

- Overall high quality programs
- PhD program has strong reputation, which attracts “elite” students

The reviewers identified the following areas of concern:

- Lack of funds for PhD conference participation
- PhD students pay for their own computers and software needed to complete their program
- Office space for PhD students is shared, and there is no private space for PhD instructors to meet with their students

The reviewers made the following recommendations:

- MIRHR students would like a more focused core curriculum with specific streams of study; this could satisfy expectations better
- Increase MIRHR student participation in case competitions
- MIRHR students in the 24-month option would benefit from an internship
- Consider feasibility of an international exchange experience
- Provide PhD students with additional funding for conferences
- Explore options for technology funding for PhD students
- PhD students would benefit from teaching opportunities

### **Faculty/Research**

The reviewers observed the following strengths:

- High quality faculty

## **Administration**

The reviewers observed the following strengths:

- Dedicated support staff

The reviewers identified the following areas of concern:

- The Centre is operating at capacity, and the physical space is limiting any further program growth

The reviewers made the following recommendations:

- Consider resource implications when planning for faculty and leadership renewal
- Review relationship with UTSC faculty and consider impact of UTSC potentially starting their own industrial relations and human resources program
- Secure additional resources for space and program expansion, and to secure the existing positive program reputation

## **Current Review: Documentation and Consultation**

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### **Documentation Provided to Reviewers**

Terms of Reference; CIRHR Self-Study; Previous external review report of the graduate programs (2010); Previous external review report of the undergraduate programs (2010); Academic Plan: *Towards 2030* and *Towards 2030: The View from 2012 - An Assessment of the University of Toronto's Progress Since Towards 2030*; Faculty CVs; Faculty of Arts & Science Calendar Entry for the Undergraduate Programs; School of Graduate Studies Calendar Entry for the Graduate Programs; Undergraduate degree expectations; Graduate degree level expectations; University of Toronto Libraries Report for Industrial Relations & Human Resources; Student Services Statement; Standardized Data Set for the CIRHR; CIRHR PhD Employment Data; 10,000 PhDs Project – CIRHR Excerpt.

### **Consultation Process**

The reviewers met with the Dean, Faculty of Arts and Science; Vice-Dean, Academic Planning and Strategic Initiatives; the CIRHR Director; Graduate Coordinator and Associate Chair of the CIRHR; Undergraduate Coordinator and Associate Chair of the CIRHR; Faculty: sessional instructors, cross-appointed, teaching-stream, and tenure-stream faculty; library staff; administrative staff; representatives of cognate University of Toronto departments: Rotman School of Management, Chair, Department of Economics, Chair, Department of Management; Acting Vice-Principal of Woodsworth College; and current students and alumni from the undergraduate, MIRHR, and PhD programs.

# Current Review: Findings and Recommendations

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## 1. Undergraduate Program

The reviewers observed the following **strengths**:

- Objectives
  - Curricular goals are appropriate for the discipline
- Quality indicators – undergraduate students
  - Graduates with employment relations expertise are in high demand
  - Healthy and growing enrolments
  - Student report very positive educational experiences

The reviewers identified the following **areas of concern**:

- Curriculum and program delivery
  - Connections between curriculum and career paths are not clear to students early in their studies
  - No recent curriculum review
- Student engagement, experience and program support services
  - With only a few core faculty, academic advising demands are concentrated on a small number of individuals, including staff administrators and teaching assistants
  - Students report being frustrated at the lack of dedicated career advising resources
  - Students expressed a desired for more professional development supports

The reviewers made the following **recommendations**:

- Curriculum and program delivery
  - Provide clear information early in the program regarding curricular choices and career path options
  - Conduct curriculum review, that includes consultations and representation from all instructors involved in the program, that focuses on:
    - Identifying fundamental program goals
    - Removing course overlap, promoting better coordination of curriculum, and determining appropriate curricular depth and coverage
    - Establishing consistent course expectations
    - Evaluating the range of experiential learning opportunities
    - Reviewing the range of elective courses
    - Assessing the possibility of increasing international learning perspectives
    - Articulates the role of the undergraduate programs within the Centre
    - Reviews the role of the Certificate program to determine if it is a complement or substitute to the MIRHR program

- Student engagement, experience and program support services
  - Consider feasibility of mentors and job shadowing opportunities within the business industry; the MIRHR alumni base might be a source of opportunities
  - An internal case competition might also help meet student needs

## 2. Graduate Program

The reviewers observed the following **strengths**:

- Overall quality
  - MIRHR program is one of the best in Canada
- Curriculum and program delivery
  - PhD curriculum is appropriately focused on theoretical and methodological courses
  - Encouragement to think about research early in the PhD program is a very positive focus
- Quality indicators – graduate students
  - High demand for graduates with employment relations expertise, and overall high employment rate of PhD graduates
  - Robust enrolment in the MIRHR, and high quality of current students
  - MIRHR alumni are highly successful and have a strong connection to the program

The reviewers identified the following **areas of concern**:

- Curriculum and program delivery
  - A thorough curriculum review of the MIRHR is needed
  - Tension regarding the perspectives of the role of the MIRHR program as a feeder program for the PhD
  - The design of the 12-month advanced standing option does not allow for participation in the summer internship program
  - Coursework requirements for students in the MIRHR program vary depending on the student's background and which coursework is waived, and some students expressed frustration with their lack of choice of courses
- Student engagement, experience and program support services
  - PhD students reported variable levels of engagement with faculty and feeling welcome in the research methods seminar
- Student funding
  - Although PhD students are advised not to take on additional teaching work, the high cost of living in Toronto means many students do, which can affect research productivity and time-to-completion
  - Research assistantships are not advertised broadly, and opportunities are sometimes perceived to be available based on personal relationships
  - PhD students reported satisfaction with current conference funding, but were uncertain whether this support would be sustained in the future

The reviewers made the following **recommendations**:

- Curriculum and program delivery
  - Conduct curriculum review of the MIRHR that is inclusive of all program instructors, which considers the:
    - Balance of professionally-oriented and research-oriented courses, and specific approaches within courses
    - Viability of courses with low enrolment
    - Blend of IRHR coursework and business coursework
    - Content overlap, greater coordination among courses, and ensuring appropriate disciplinary depth and coverage
  - Consider status of the MIRHR as a feeder program for the PhD, noting that many other professional master's programs in the area have moved away from this design given the challenges in preparing graduate for both business careers and research intensive doctoral training
  - Explore addition of summer internship for MIRHR students given the value of the experience for newly graduated undergraduates
- Quality indicators – alumni
  - Many alumni were very complementary noting:
    - the strength of faculty research and teaching
    - the value of the MIRHR program learning outcomes in relation to their career outcomes
    - their willingness to support teaching and serve as future resources
    - the value of the facilities especially the library
- Student funding
  - Provide early guidance to PhD students on the process for applying for SSHRC funding; consider pre-registration application counselling
  - Create annual doctoral student awards, and allocate sustained funding for conferences and research travel in order to maintain a high research quality and success

### 3. Faculty/Research

The reviewers observed the following **strengths**:

- Faculty
  - Very strong research reputation
  - Ability to hire full-time faculty has been a very positive change
  - Good publication record in top journals
  - Involved in many leading associations in Canada and internationally
  - Junior faculty member recently won outstanding young scholar awards

The reviewers identified the following **areas of concern**:

- Faculty
  - Only three full-time faculty; complement level is too low to support 300 undergraduate students and additional graduate students
  - Several faculty and instructors who are highly involved in the Centre, teaching, and supervision, are at or nearing retirement
  - Key short-term roadblock to growing reputation and strength in the discipline is the faculty complement
  - While the adjunct instructors are very experienced, their level of teaching effectiveness varies and their on-campus presence is limited
  - Ratio of adjunct to full-time faculty is very high; heavy reliance on adjuncts to teach core topic courses; advising pressures on remaining faculty and TAs
  - Previously, faculty from cognate units would teach some courses, but changes in disciplinary focus at other units has meant there are fewer faculty with expertise in employment relations
  - More can be done to welcome and integrate adjunct instructors

The reviewers made the following **recommendations**:

- Faculty
  - Decrease the ratio of adjunct instructors to full-time faculty over time
  - Explore options for increasing relationships with faculty from other units who have expertise in human resources and organizational behaviour, especially given that research interests of incoming students do not always match the current faculty expertise
  - For future hires, consider the disciplinary needs of the graduate programs, especially in the areas of mainstream human resources and organizational behaviour, and provide appropriate supports for faculty in these areas of expertise
  - Consider feasibility of expanding international employment relations, to further strengthen this area of focus
  - Ensure adjunct faculty teaching is subject to appropriate performance measures
  - While there is some desire to increase the number of PhD students, an appropriate faculty complement level must be established first
  - As faculty size increases, ensure adequate conference and travel funding is available
  - Provide more initial onboarding for new faculty to assist with expectations for research, classroom, and teaching-related issues
  - Increase integration of adjunct instructors by including them in all Centre communications and host Centre retreats inviting all levels of faculty

## 4. Administration

The reviewers observed the following **strengths**:



- Relationships
  - Positive working relationship between Woodsworth and the Centre
  - Good communications and efficient sharing of administrative resources
  - Morale at the Centre is high, and faculty and staff are highly productive especially given the small number of full time workers
- Organizational and financial structure
  - Addition of undergraduates contributed Centre's growing success
  - Library is a critical physical and intellectual home for graduate programs
- International comparators
  - Strong reputation in the field of employment relations
  - One of the leading Centres in Canada and internationally

The reviewers identified the following **areas of concern**:

- Relationships
  - Potential relationships with other cognate units unexplored
- Organizational and financial structure
  - Space constraints present a longer-term issue; following the recent move of the undergraduate programs from Woodsworth to the Centre, some uncertainty has arisen as to which one students identify as their home base
  - Students value the library, study space and access to faculty at the Centre, but space constraints limit their ability to make it their program home
- Long-range planning and overall assessment
  - The small size of the core faculty limits future options for filling Centre leadership roles, especially that of the Director
  - Alumni are a significant fundraising group, but have overall negative reactions to general solicitations for financial support from the University

The reviewers made the following **recommendations**:

- Relationships
  - Explore collaborations with the Department of Sociology, and faculty from Rotman and UTSC who specialize in human resources and organizational behaviour
- Organizational and financial structure
  - Consider pursuing classroom and library space expansions with possible engagement from alumni to support fundraising efforts
  - Any plans to expand undergraduate enrolments should also include an increase to the administrative staff support for the programs
- Long-range planning and overall assessment
  - Careful complement planning should include future leadership needs
  - Centre would benefit from fundraising initiatives that make it clear to alumni that their donations will support the Centre
- International comparators

- Maintaining status as a leader in the field requires an emphasis and support for existing and incoming faculty to continue to publish in leading journals and attend international conferences



## 2. Administrative Response & Implementation Plan

UNIVERSITY OF TORONTO  
FACULTY OF ARTS & SCIENCE

March 12, 2019

Professor Susan McCahan  
Vice-Provost, Academic Programs  
University of Toronto

**Re: UTQAP cyclical review of the Centre for Industrial Relations and Human Resources**

Dear Professor McCahan,

Along with the faculty, staff and students of the Centre for Industrial Relations and Human Resources, I am pleased with the external reviewers' assessment of the Centre and its programs: Industrial Relations and Human Resources, B.A., Hons., Specialist, Major; Certificate in Human Resource Management (with Woodsworth College); Master of Industrial Relations and Human Resources, M.I.R.H.R.; and, Industrial Relations and Human Resources, Ph.D. The reviewers complimented the Centre's undergraduate and graduate courses and its "*outstanding reputation in the field of employment relations.*"

The quality of this program notwithstanding, as per your letter dated January 21, 2019, the review report raises a number of issues and challenges. I am writing to address the areas of the review report that you identify as key. The response to these items and implementation plan are separated into immediate (six months), medium (one to two years), and longer (three to five years) terms, where appropriate, along with who (Program Director, Dean) will take the lead in each area. The Dean's office has discussed the reviewers' comments through consultation with CIRHR and its various constituencies (faculty, staff, students, alumni, and advisory board members) to develop the following implementation plan(s) incorporating the reviewers' recommendations

**The reviewers encouraged conducting a curriculum review of the undergraduate program, emphasizing the need to differentiate the undergraduate and Master's program, ensuring appropriate coverage, and eliminating overlap.**

The CIRHR has grown significantly in recent years (in terms of students and faculty), and although new faculty lines have been allocated, these individuals have been at relatively early career stages with limited capacity for taking on significant administrative roles. As these faculty complete the tenure process, they are becoming available for such roles. In the next six months, the CIRHR will have a new Associate Director for the undergraduate and PhD programs. This new Associate Director will undertake the curriculum review, under the mentorship of the current Director and working in tandem with the experienced administrative program coordinator.

### Implementation Plan

**Immediate (six months) term response:** The CIRHR is committed to conducting a curriculum review and has already reached out to the the Curriculum Development Specialist in the Office of the Vice-Provost, Innovations in Undergraduate Education, as well as the A&S Vice-Dean, Undergraduate and International, in order to initiate the curriculum review process (beginning in the spring of 2019) with the undergraduate B.A. Hons (Specialist and Major) programs.

As noted above, a new Associate Director is being appointed, effective July 1<sup>st</sup>, 2019; the Associate Director will work with the Curriculum Development Specialist to conduct a full curriculum mapping exercise. One aim of this exercise will be the elimination of overlap in the undergraduate and graduate programs.

**Medium (one-to-two years) term response:** The CIRHR will put curriculum changes outlined in the review described above through the formal A&S governance process.

**Likewise, the reviewers encouraged conducting a curriculum review of the Master's program, noting the highly variable experience that students can have in the program, blend of IRHR and business coursework, and the mix of professionally-oriented and business-oriented content.**

The reviewers noted the differing experiences that students can have in the program, attributable to the blend of academic instruction—in industrial relations and human resource management courses—and professionally oriented, practical business coursework. Indeed, the mix of academic, professionally-oriented and business-oriented content, and the varying backgrounds of MIRHR students (i.e., some arrive directly from undergraduate degrees with little or no professional work experience whilst others have extensive experience) is something that requires attention and possibly different course options.

### Implementation Plan

**Medium (one-to-two years) term response:** The CIRHR will conduct a review of the MIRHR program curriculum, with special attention to the experiences of the students (i.e., those newly graduated versus those with extensive professional experience) in the program. It will also take account of changes made to the undergraduate program so as to avoid duplication of content and update any program course exemptions.

**The reviewers identified some areas for improvement regarding funding and support for PhD students, and outlined a number of ways to bolster research opportunities and funding for this group.**

The reviewers complimented the PhD program on the CIRHR's employment rates, noting they are "very high" and that "[m]ost recent graduates find an academic job in a regional Canadian university, with occasional top-tier placements." However, the reviewers identified some areas for improvement regarding funding and support for PhD students, and outlined a number of ways to enhance academic job opportunities (e.g., improvements to relevant conference travel) and research funding (e.g., funding for field trip research) for this group.

### Implementation Plan

**Immediate (six months) term response:** The CIRHR has taken action to support more research and conference related travel by increasing the CIRHR PhD travel grant from \$500 to \$2,000 per student. The grant supports registered full time PhDs with travel costs associated with thesis completion. Students are also encouraged to apply for additional funds should opportunities arise to present research papers at acknowledged and suitable conferences.

The CIRHR, which has always provided undergraduate teaching opportunities, has now moved to create more opportunities for PhDs to TA in the MIRHR program, which has shown recent enrollment growth and corresponding increases in class size.

**Medium (one-to-two years) term response:** In terms of bolstering research opportunities, the CIRHR will encourage newly recruited tenure stream faculty, with active research agendas, to work with PhDs in fashioning joint work that could serve to fund their research, and to additionally further their PhD thesis completion and lead to peer-reviewed publications.

**The reviewers urged consideration of the appropriate complement mix, which includes primary and cross-appointed tenure-stream faculty as well as adjuncts connected to the profession, to ensure stability and faculty availability for students.**

### Implementation Plan

**Immediate (six months) term response:** The CIRHR is going through a period of growth. In recent years, the CIRHR has hired two tenure-stream faculty members, who are now teaching in IRE courses and contributing to the intellectual life of the Centre, including availability for students. There are two searches currently underway. There is one search for a 100% CIRHR tenure-stream faculty member to join the Centre as of July 1, 2019. In addition, the CIRHR has also received approval for a tenure-stream search in the area of Globalisation, Business and the Humanities; this will be a joint position (51% CIRHR) with the Centre for Diaspora and Transnational Studies. This hire will extend the CIRHR's areas of labour and work-related research to the field of labour history and the study of globalisation. It will also, as recommended by the reviewers, open up links and connections to related Departments/Centres on campus. These two new hires will bring the CIRHR faculty complement to 4.5 and will significantly expand the capacity for CIRHR to put tenured and tenure-stream faculty in the classroom.

While the Centre is in the process of building teaching capacity, the Director has secured several sessional instructors who hold tenure-stream faculty positions elsewhere in this or other universities, and who have highly regarded academic credentials and/or specialized practical experience. These include an Associate Professor from the Dalla Lana School of Public Health who is teaching the undergraduate and Masters courses in Employment and Workplace Health; an Associate Professor from Osgoode Hall Law School (who is also a PhD alumni) who is teaching the Masters Labour Arbitration course; and an Associate Professor from Ryerson's Ted Rogers School of Management (also a PhD alumni) who is teaching the Masters Compensation course.

**Medium (one-to-two years) term response:** As part of the 2019-20 A&S academic planning process, the Faculty is introducing a new requirement for unit-level planning, to be completed by each unit in the year following a UTQAP review. The unit-level plan will include a section on complement planning. The Director will work with the Dean's office on developing this plan for the medium-to-longer term.

**How do the unit, the College, and the Faculty plan to address both long-term space needs and the overall structure for the Centre?**

### Implementation Plan

**Immediate (six months) term response:** The CIRHR is working with the Faculty of Arts and Science and Woodsworth College to address future organizational configuration and staff needs. The Director is working with the Dean's office on plans to address current space constraints and long-term space needs as well as the organizational and structural needs of the Centre as its programs continue to grow over the next three to five years.

In the shorter-term, the CIRHR has taken steps internally to make the building at 121 St. George Street more amenable to student study, work and gathering. The main floor spaces in the student library and 2<sup>nd</sup> floor seminar room were renewed in 2015-2016. A project is now underway to make the basement – which used to be an active space at the Centre, with community space as well as a large computer lab – more functional and useful.

In terms of organizational structure – specifically the unit's Human Resource staffing needs – CIRHR has already engaged with their HR liaison in the Faculty of Arts and Science to create a staffing needs assessment. This exercise, undertaken in the Fall of 2018, provided an assessment of short term, medium term and long terms needs, based on CIRHR's overall strategy and trajectory of program growth. The Director is working with the Dean's office to implement a staffing plan that will accommodate both current needs and future growth.

**Medium (one-to-two years) term response:** The CIRHR will work with the Vice-Dean, Research & Infrastructure to explore medium-term internal options at 121 St. George Street in order to add and improve space. For example, there are rooms that could be reconfigured to provide more office space for incoming faculty and to provide areas for group study and meeting spaces for students.

**Longer (three–five years) term response:** A new academic building in the Woodsworth precinct is currently in the design phase. The building will accommodate the move of the Centre for Criminology and Sociological Studies (CRIM) to the precinct; this will provide additional space for the CIRHR as well as significant additional student space. Occupancy is anticipated by 2023. This space plan will accommodate the relocation of the CIRHR librarian and a majority of its collection, which will benefit from synergies with the relocated CRIM collection. The vacated office space in the existing site will allow the CIRHR to accommodate some of its future office needs and the existing library will remain in use by graduate students as a study and lounge space.

The Dean's office will monitor the implementation of recommendations, with, at minimum, a brief report to the Office of the Vice-Provost, Academic Programs, midway between the year of

the site visit and the year of the next site visit. The year of the next review will be the 2024-2025 academic year.

To conclude, we appreciate that the external reviewers identified the Centre's strengths and noted a few areas for development. The Centre for Industrial Relations and Human Resources has already begun to move forward with plans to address the recommendations as presented by the reviewers.

Sincerely,

A handwritten signature in black ink that reads "David Cameron". The signature is written in a cursive style with a large initial 'D'.

David Cameron  
Dean and Professor of Political Science

cc.

Rafael Gomez, Director, CIRHR

Poppy Lockwood, Vice-Dean, Academic Planning and Strategic Initiatives, Faculty of Arts & Science

Daniella Mallinck, Director, Academic Programs, Planning and Quality Assurance, Office of the Vice-Provost, Academic Programs

Andrea Benoit, Academic Review Officer, Office of the Dean, Faculty of Arts & Science

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

At its meeting on April 2, 2019, the Committee on Academic Policy and Programs (AP&P) concluded that the Decanal response adequately addressed the review recommendations.

### **4. Institutional Executive Summary**

The reviewers noted the Centre's position as one of the leading units in the field in Canada and internationally with an outstanding reputation in the field of employment relations. The Centre's graduates are in high demand, and they singled out the M.I.R.H.R. as a flagship program, with its large number of highly successful alumni. The reviewers recommended that the following issues be addressed: conducting a curriculum review of the undergraduate program, emphasizing the need to differentiate the undergraduate and Master's program, ensuring appropriate coverage, and eliminating overlap; conducting a curriculum review of the Master's program, noting the highly variable experience that students can have in the program, blend of IRHR and business coursework, and the mix of professionally-oriented and business-oriented content; improving funding and support for PhD students and bolstering research opportunities and funding for this group; considering the appropriate complement mix, which includes primary and cross-appointed tenure-stream faculty as well as adjuncts connected to the profession, to ensure stability and faculty availability for students; and determining how the unit, the College, and the Faculty plan to address both long-term space needs and the overall structure for the Centre. The Dean's Administrative Response describes the Faculty, unit and programs' responses to the reviewers' recommendations, including an implementation plan for any changes necessary as a result.

### **5. Monitoring and Date of Next Review**

The Dean's office will monitor the implementation of recommendations, with, at minimum, a brief report to the Office of the Vice-Provost, Academic Programs, midway between the year of the site visit and the year of the next site visit. The year of the next review will be the 2024-2025 academic year.

### **6. Distribution**

On May 17, 2019, the Final Assessment Report and Implementation Plan was posted to the Vice-Provost, Academic Programs website and the link provided by email to the Dean of the Faculty of Arts & Science, the Secretaries of AP&P, Academic Board and Governing Council, and the Ontario Universities Council on Quality Assurance. The Dean provided the link to the Director of the Unit.