

# UTQAP Cyclical Review: Final Assessment Report and Implementation Plan

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## 1. Review Summary

<b>Programs Reviewed:</b>	Master of Science in Occupational Therapy, M.Sc.O.T.
<b>Unit Reviewed:</b>	Department of Occupational Science and Occupational Therapy
<b>Commissioning Officer:</b>	Dean, Faculty of Medicine
<b>Reviewers (Name, Affiliation):</b>	<ol style="list-style-type: none"><li>1. Professor Wendy Coster, Chair, Department of Occupational Therapy, Boston University</li><li>2. Professor Emily Etcheverry, Former Dean, College of Rehabilitation Sciences, University of Manitoba</li><li>3. Professor Bernadette Nedelec, Associate Professor, School of Physical &amp; Occupational Therapy, McGill University</li></ol>
<b>Date of Review Visit:</b>	September 27 – 28, 2018

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## Previous UTQAP Review

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**Date:** September 26 – 27, 2013

### Summary of Findings and Recommendations

#### Strengths

- One of the top-ranked programs in North America
- Strong interdisciplinary rehabilitation science focus
- Outstanding students who are passionate about the profession
- Excellent availability and use of community resources
- Significant increases in research funding over the past decade

#### Opportunities for Program Improvement and Enhancement

- Summarizing the program's curricular framework to share with community partners
- Examining the curriculum structure to strengthen integration among courses
- Exploring student preparation in addressing societal needs
- Gathering additional student outcome data
- Expanding opportunities for scholarships and ways to recognize student academic achievement
- Developing focused research themes around which new partnerships might be built
- Continuing to establish key external relationships
- Strengthening alumni relations
- Developing outreach opportunities to contribute to the health and well-being of Canadians
- Clarifying the formal reporting lines and relationships within the Faculty of Medicine's governance structure

## Current Review: Documentation and Consultation

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### Documentation Provided to Reviewers

Confirmation/Agreement Letter; Terms of Reference; Self-Study Report; Faculty CVs; Schedule; Previous External Review Report (2013-14) and the Dean's and Chair's Responses; 2013-14 Final Assessment Report and Implementation Plan; Dean's Report 2017; Faculty of Medicine's Strategic Priorities; University of Toronto Towards 2030

## Consultation Process

1. Dean and Vice Provost, Relations with Health Care Institutions
2. Vice Dean, Graduate and Academic Affairs
3. Vice Dean, Research and Innovation
4. Chair
5. Executive Committee
6. Research Committee
7. Professional Curriculum Committee
8. Continuing Education Committee
9. Student Affairs Committee
10. Core Faculty
11. Sessional Instructors + Professional Practice Leaders
12. UTM
  - Fieldwork Recruitment and Innovation
  - Vice Chair of Education
  - Administrator
  - Graduate Coordinator
  - Lead: Interim Operations Manager, Mississauga Academy of Medicine and Manager, Operations, Education Office, Trillium Health Partners
13. Wendy Leslie – Interim Operations Manager, Mississauga Academy of Medicine and Manager, Operations, Education Office, Trillium Health Partners
14. MScOT Students | Student Council, Year 2, Graduating Year 2
15. Cognate Department Chairs (Physical Therapy and Speech-Language Pathology), EDU:B Director (Rehabilitation Sciences Institute), Collaborative Specialization (Women’s Health) Director
16. Administrative Staff (Department of Occupational Therapy and Occupational Science and Rehabilitation Sciences Sector)
17. Faculty of Medicine Executive Director of Advancement and Senior Development Officer, Rehabilitation Sciences, and President of PT/OT Alumni Association

## Current Review: Findings and Recommendations

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### 1. Graduate Program

The reviewers observed the following strengths:

- Overall quality
  - Nationally accredited, providing excellent preparation for practice
- Objectives
  - Program has well defined mission, values and vision, which aligns with the Faculty and University missions
- Admissions requirements

- Appropriate admission requirements
  - Process for selecting admitted students appears fair and transparent
- Curriculum and program delivery
  - New advanced standing option excellent new addition for practicing therapists looking to acquire a MScOT
  - “Transformative Learning Theory” provides an overarching learning theory for the program
  - Major curriculum review is underway with the main goals of improving the integration and efficiency of delivering the curriculum, as well as updating its content
  - Improvements to curriculum mapping are currently being implemented and a new mapping software has been purchased to assist
  - Fieldwork placements are well integrated into the overall curriculum, and students have access to excellent and diverse range of placements
  - Research requirements are strong and student projects demonstrate an impressive range and depth of research areas
  - High number of students complete electives at the Centre for Interprofessional Education
- Innovation
  - Two new introductory undergraduate courses offered at UTSC are important developments
  - Forthcoming fieldwork placements with organizations that address matters of equity and social determinants of health are seen as innovative student opportunities
  - Addition of UTM campus cohort is an innovative approach to expanding the overall program enrollment, while still maintaining the same curriculum and instruction methods
- Assessment of learning
  - Diverse range of assessment methods mapped onto learning outcomes
- Student engagement, experience and program support services
  - Good interprofessional development allowing students to collaborate with students from cognate programs and disciplines
  - Students can engage with mentoring and committee work in the program
- Quality indicators – graduate students
  - Increasing enrolment and expansion of program to UTM campus
  - Graduate outcomes survey is a positive new development
  - Applicants are well-qualified
  - Very high success rate on national certification exam
  - High level of student and faculty satisfaction with new advanced standing option
  - Overall student evaluations rate the quality of instruction very favorably
  - Time to completion and graduation rates are very impressive
- Student funding
  - Program has secured four new scholarships

The reviewers identified the following areas of concern:

- Curriculum and program delivery
  - Some National Accrediting body criteria are unmet
  - Unclear how much newly acquired mapping software is being used
  - Unclear process for evaluating the effectiveness curriculum change
  - Advanced standing option was put on hold for 2018-19 academic year
- Accessibility and diversity
  - Reviewers commented that student diversity is evident in the population, however, definitions of diversity and the data of how it reflects Toronto and Ontario populations is not available
- Student engagement, experience and program support services
  - Additional mental health support services may be needed
  - Mentorship program component is unclear – the focus appears (but is not confirmed) to be on professional development, and the approach and evaluation are also unclear
  - Students report dissatisfaction with the Accommodations Office
- Quality indicators – graduate students
  - Students report that the timing of student surveys is not ideal or long enough to provide responses
  - No data on relationship between the Rehabilitation Sciences Institute and students in the MScOT
  - Absence of data on graduates

The reviewers made the following recommendations:

- Curriculum and program delivery
  - Formally document methods and measures used when implementing and measuring curricular changes
  - Resume offering advanced standing option as soon as possible and communicate anticipated timelines with the practice community
  - Evaluate the new Leadership, Role Enhancing, Advocacy and Program Planning (LEAP) fieldwork placements to determine the success of these placements and whether adjustments are required
  - Develop Interprofessional Education at the UTM campus
- Accessibility and diversity
  - Set and track appropriate population-based diversity targets
- Student engagement, experience and program support services
  - Explore student need and faculty capacity to offer additional mental health support services and outreach
  - Ensure new professional program advisor hired to the Accommodations Office contributes to increasing student satisfaction
  - Ensure UTM cohort is equally involved in program committees and other extra-curricular program contributions
- Quality indicators – graduate students

- Student Affairs committee should review admissions process regarding campus selection and campus orientation
- Review the timing and methods used for student surveys
- Introduce ways to track the contributions of the Rehabilitation Sciences Institute to the MScOT program, such as the number of MScOT students supervised, faculty teaching contributions and other workload measures
- Introduce methods to collect and analyze data on program graduates

## 2. Faculty/Research

The reviewers observed the following **strengths**:

- Overall quality
  - Students report that faculty are excellent teachers and mentors
- Research
  - Faculty are recognized nationally and internationally within their discipline for the quality of their research and scholarship
  - Diverse and complementary research expertise
- Faculty
  - Several faculty hold key positions at the renowned Centre for Interprofessional Education
  - Stable number of research grants
  - Strong student research supervision

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

- Faculty
  - Difficult to ascertain funding levels obtained by core versus status-only faculty
  - Additional support is needed to help faculty manage their funding within the University setting – if supports are not available at the University the funding may flow through the institutions and hospitals where assistance is available
  - Many tenure and tenure-track faculty are being pulled away from research to support administrative and program initiatives and this over time will affect their research productivity. Additionally there are few research focused mid and early career faculty who are also OT
  - “Substantial drop in presentations” likely due to unfilled positions following retirements; publication rates and grant success will also likely drop due to limited faculty renewal

The reviewers made the following **recommendations**:

- Faculty
  - Increase staff support for faculty grant administration
  - Pursue the four planned teaching-stream hires to alleviate some of the workload on tenured and tenure-track faculty

- Ensure new tenure-stream faculty hires have postdoc experience to increase chances for obtaining operating grants
- Track peer-reviewed presentations and publications that are generated from student research

### 3. Administration

The reviewers observed the following **strengths**:

- Relationships
  - Identification of research themes is assisting with building partnerships
  - Faculty, staff and students have strong pride in the program
  - Rich external relationships that provide support to students, faculty and leadership; program has made great efforts to maintain healthy external relationships
  - Strong relationship with the Centre for Disability and Rehabilitation which provides many international placements for students
  - Continuing collaborative relationships with the other academic units in the Rehabilitation Science Sector, and strong ongoing relationship with the March of Dimes
- Organizational and financial structure
  - Funding has been secured for two research chairs, which is seen as a valuable opportunity to further advance the work in the Department and discipline
  - Department Standing Committees have implemented several quality enhancement activities over the last 5 years
  - Monthly staff meetings held by the Business Manager are seen as very efficient and informative
- Long-range planning and overall assessment
  - Six strategic priorities for 2017-2020 were identified and work towards these priorities is already underway
- International comparators
  - Top-tier program and among Canadian and North American peers

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

- Relationships
  - Alumni activities are confusing, given the conflation of the Physical Therapy and Occupational Therapy alumni groups
- Organizational and financial structure
  - Program expansion and staff departures has resulted in limited human resources to support the program
  - Human resource vacancies are leading to program redundancies and miscommunications, and staff indicate their workload has increased beyond their abilities and what is expected in their job description

- Unclear whether governance structure—affecting the Rehabilitation Science Sector and both the Faculty of Medicine and the School of Graduate Studies—is effective for supporting program and Department success
- Overall committee structure is efficient, however, some ad hoc committees seem to be covering tasks or mandates of standing committees
- Communication and decision making regarding finances are not apparent
- Delayed delivery of resources needed for the program expansion to UTM
- Lack of bi-directional videoconferencing technology at 500 University Ave, and unclear if necessary upgrades can be made
- Long-range planning and overall assessment
  - Program faces some longer-term challenges including:
    - hiring a new Chair and providing the Chair with sufficient resources
    - ensuring adequate office and lab space for projected new hires, and mentoring support for new hires
    - fully integrating and supporting the program expansion to UTM

The reviewers made the following **recommendations**:

- Relationships
  - Foster relationship with the Rehabilitation Science Sector, especially in relation to outreach and promotion activities, and provide a spotlight on the relationship benefits with the March of Dimes
  - Divide Physical Therapy and Occupational Therapy alumni groups
- Organizational and financial structure
  - Continue to engage with the Faculty Dean to address future staffing plans and needs
  - Perform a review of staff human resource needs and appropriate job descriptions to determine if any adjustments need to be made
  - Provide a document that clarifies all committee mandates, including sub and ad hoc committees; include details on the relationship to all other Medicine units that the program collaborates with including the Rehabilitation Science Institute and the Rehabilitation Science Sector
  - Continue with monthly staff meetings hosted by the Business Manager
  - Provide more transparency in financial decisions and budgeting
  - Prioritize delivery of resources to UTM program, including projected new faculty hires, and especially as the program seeks a positive accreditation outcome in the immediate future
  - Determine what technological upgrades are feasible and identify alternative spaces if upgrades are not possible in current locations
- Long-range planning and overall assessment
  - Continue work towards strategic priorities, with additional efforts dedicated to priority two, clarifying relationships with Rehabilitation Sciences, and priority five, expanding continuing education and professional development offerings

## 2. Administrative Response & Implementation Plan



UNIVERSITY OF TORONTO  
FACULTY OF MEDICINE

L. Trevor Young, MD PhD FRCPC

Dean

*Vice-Provost, Relations with Health Care Institutions*

March 6, 2019

Prof. Susan McCahan  
Vice-Provost, Academic Programs  
University of Toronto

Dear Professor McCahan,

I am responding to your request for a decanal administrative response to the external review of the Department of Occupational Science & Occupational Therapy (OSOT) and the Master of Science program in Occupational Therapy, MScOT. This has been done in consultation with the Chair of OSOT, Prof. Susan Rappolt, following consultation with OSOT members.

On behalf of the Faculty of Medicine, University of Toronto, I would first like to thank the external reviewers—Prof. Wendy Coster (Boston University), Emily Etcheverry (University of Manitoba), and Bernadette Nedelec (McGill University)—for a rigorous review of OSOT on September 27-28, 2018. I would also like to thank, on behalf of the Faculty, Prof. Rappolt, the administrative staff and all those who contributed to the preparation of the outstanding self-study report. I also thank the many faculty, students, and staff who met with the external reviewers; their input was invaluable.

Much has been accomplished and OSOT is strongly positioned, going forward, to build on the development of a number of innovative educational initiatives including the satellite program on the Mississauga campus, the Advanced Standing Option for practicing therapists, and two introductory undergraduate courses in Rehabilitation Sciences. The reviewers stated that *“the Program is in the top tier of programs in Canada and North America.”*

The Faculty of Medicine greatly appreciates the time and effort the reviewers dedicated to providing a written report. It is insightful and comprehensive, and will serve to guide the future strategic directions of OSOT.

Below I comment on each of the specific areas that you have identified.

- I. **The reviewers made a number of recommendations relative to ensuring positive student experiences at the St. George and UTM campuses, including encouraging better communication with students about location options for the OT program, and emphasizing the need to provide equivalent experiences for students at both locations, while leveraging the opportunities that each location provides.**

The first-year students at both UTM (Mississauga) and STG (St. George) campus had been in class for only 3 weeks at the time of the UTQAP on-site visit, and did not meet with the reviewers. The reviewers met with second-year students and graduates. Having said this, the Department is fully committed to providing all potential applicants and those who have been offered admission full and explicit information about both the UTM and STG, and is fully transparent about the process for

choosing their preferred campus. In their informal interactions with students at UTM, faculty and staff situated at UTM have observed high student morale and high levels of student satisfaction with being at UTM. Student representatives on the Student Affairs Committee have not raised concerns about UTM students' dissatisfaction with their campus allocation. The Student Affairs Committee will review in the immediate term (this upcoming academic year) the orientation of potential applicants, applicants currently awaiting a decision about admission, and those who have received letters of offer to both campuses. They will also review their process for applicants indicating their campus preference to facilitate applicants' informed decisions and to assure students have a say in where they train.

In addition, there is equal opportunity for UTM students to participate as student representatives on the Department's Student Affairs Committee, Professional Curriculum Committee, and Research Committee. At the time of the on-site review, recruitment of the first-year students' membership on these committees had not yet been completed. Now, there are student members on each of these committees. Students at UTM are encouraged to videoconference into the meetings at STG, along with faculty members who may be based at UTM at the time of the scheduled meetings. All members of standing committees who are off-campus are invited to teleconference into meetings.

Students from both campuses are also frequently recruited as volunteer tour guides for MScOT recruitment and pre-acceptance open house events, and to serve as ambassadors at Department events. The Program Manager/Student Liaison Officer and Departmental event coordinators engage with students at both campuses to invite student participation.

Ms. Sylvia Langlois, an occupational therapist and the Curriculum Lead of the University of Toronto's Centre for Interprofessional Education (IPE), is a longstanding faculty member in the Department. Ms. Langlois created and oversees the IPE curriculum for the medical students of the Mississauga Academy of Medicine (MAM). In conjunction with MAM's IPE personnel and with a second Department member who has experience at the CIPE, Ms. Langlois has created specific IPE opportunities for the UTM OT students. These opportunities include core learning activities at STG (UTM MScOT students are bussed with MAM students to STG for these events), and a menu of electives involving medical students and other health professions at Trillium Health Partners and our growing network of community partner organizations in the Peel Region. Based on the IPE curriculum expertise within the Department, I have complete confidence that the UTM students will have equitably excellent IPE learning opportunities in the immediate, medium, and long terms.

## **II. The reviewers encouraged attending to the addition of bi-directional videoconferencing to ensure a stable and positive teaching and learning environment.**

The fitting of classrooms at 500 University Avenue for bidirectional video-conferencing with the Terrence Donnelly Health Sciences Complex at UTM is, along with building the human resource complement, a top priority for the Department, and has the full support of the Faculty of Medicine under my leadership. A committee has been established that includes, in addition to representatives from the Department, the Vice Dean of Graduate and Academic Affairs, the Faculty's Chief Administrative Officer, and the Directors of Discovery Commons and Facilities Management and Space Planning in order to secure appropriate information technology at 500 University Avenue in the immediate, medium, and long terms. Consultation is currently underway with the Director of Facilities Management and Space Planning regarding optimum utilization of the Department's existing space and recommendations for future faculty and staff space needs. We are confident that, in the immediate term, 500 University will have the capacity to transmit electronically through webcasting the necessary didactic lectures to students at UTM and that, in the medium

term, the capacity for bidirectional videoconferencing that ensures a stable and positive teaching and learning environment will be in place.

**III. The reviewers noted opportunities for the department to better leverage data to measure performance relative to goals. This includes setting population-based admissions targets; formally documenting and reviewing evaluation data; prioritizing outcome data, and tracking faculty benchmark data.**

The Department is highly committed to incorporating methods to improve admissions and supports for a student body that represents our diverse local community and national population. This is consistent with the Faculty of Medicine's new strategic plan that has identified diversity, equity, and inclusion as one of the pillars of the plan. Towards this end, faculty, staff, and friends of the Department have recently funded an entrance scholarship to attract and support Indigenous students. The Department supports the Faculty of Medicine's Summer Mentorship Program, which gives high school students of Indigenous or African ancestry a chance to explore the profession of occupational therapy. The Department is pleased to have enrolled several of the high school students from the Summer Mentorship Program into its MScOT program.

In addition, the Department has supported its Diversity and Inclusion Research Group/Curriculum Stream that includes core and status-only faculty, as well as students. This group's work has been recognized for its excellence by both the University and Faculty of Medicine. The Department's Diversity and Inclusion group is working closely with the Faculty of Medicine's Associate Dean, Inclusion and Diversity and the Faculty of Medicine Diversity Advisory Council to replicate the medical student mentorship program for MScOT students who identify as Indigenous, racialized, LGBTQ2S, first in family to attend university, differently abled, economically disadvantaged, and/or from a minoritized faith group, amongst other groups and communities. There is certainly more to be done to attract and support an MScOT student body that better represents the population. Building on its commitment to occupational justice, the Department will examine ways to set population-based admission targets and protected seats in the medium term.

Under the leadership of Vice Chair, Education, Dr. Deirdre Dawson, the Professional Curriculum Committee (PCC) carefully analyzed multiple sources of data about the curriculum, including course syllabi, student course evaluations, and graduate exit surveys. The findings of this curriculum review lead to the Department's commitment to curriculum renewal. Additional data from the University of Toronto Graduate Student Quality Indicators report, the Canadian Graduate and Professional Student Survey, and the Canadian Association of Occupational Therapists' annual National Occupational Therapy Certification Exam results were used to inform the curriculum renewal deliberations. Based on these recommendations, an application for modifications to the curriculum is underway and is proceeding through internal governance approval. This will be completed in the immediate term and implemented for the September 2019 entering class. Once implemented and optimized, the effectiveness of the curricular modifications will be evaluated using newly established indicators as appropriate. The Vice Chair, Education will present these findings to all core faculty members for discussion, deliberation, and as indicated, further recommendations.

The Department appreciates the importance of gathering and analyzing MScOT program outcome data efficiently and effectively. The Department will continue to work with Alumni Relations to find acceptable methods to access alumni contact information in order to gather crucial data on graduates' employment, as well as their perspectives on how well the MScOT academic, fieldwork, and mentorship components of the curriculum have prepared them for their professional practices.

**IV. The reviewers highlighted several ways in which the department and its programs could improve outreach and relationships with alumni, the practice community, and organizations such as the March of Dimes to the benefit of all parties.**

In collaboration with the new leadership team at the March of Dimes Canada, the Department will continue striving to build upon its successful partnership. The Department is planning in the medium term a 5-year report on the success of the partnership for the mutual benefit of March of Dimes Canada and the Department, and as a resource for the Rehabilitation Sciences Sector, the Faculty of Medicine, and the University of Toronto.

Regarding alumni, the PT/OT Alumni Association Executive, the Faculty of Medicine's new Director of Alumni Relations, and the Chairs and faculty representatives of the Departments of Occupational Science & Occupational Therapy and Physical Therapy will meet early in 2019 (immediate term) to establish a mutually satisfactory pathway to achieve distinct alumni associations with clear communications to support alumni of both cohorts.

**V. The reviewers observed the need to further clarify governance (including the relationships to the Rehabilitation Sciences Sector, the Faculty and SGS), decision-making, and budget planning structures.**

The Department's new Chair and Executive will work in the immediate term with the chairs of the standing committees and their sub-committees, as well as the Department's ad hoc committees to establish and/or renew their terms of reference. Their terms of reference will align with the strategic goals and priorities of the Faculty of Medicine and the University of Toronto. The new Chair will continue in the short, medium, and long terms to collaborate with the Rehabilitation Sciences Sector and the Faculty of Medicine through monthly meetings with the Vice Dean, Graduate and Academic Affairs and the other Chairs of the Rehabilitation Sector Departments on relevant decisions and decision-making roles to ensure that policies affecting the Department and the MScOT program enhance their qualities and their effective and efficient operations. The Chair will also continue in the immediate, medium, and long terms to participate in the monthly Graduate Chairs Committee, which is chaired by the Vice Dean and attended by all 13 Graduate Chairs and the Dean of the School of Graduate Studies (SGS). This is an important forum for the Chair to relate to the other Graduate Chairs of SGS on issues relevant to the Department.

The Department supports the Rehabilitation Sciences Institute (RSI) through teaching (courses and guest lectures) and service (RSI standing committee membership and the chairing of comprehensives and thesis defenses), as well as by attracting and supervising highly qualified MSc and PhD students who register in RSI in order to study in the OSOT faculty members' labs. Faculty members and their families, alumni, and friends of the Department of OSOT have established six endowed scholarships for occupational therapists who are students in RSI. The Department will continue to work with RSI to negotiate mutually beneficial terms for student funding and faculty teaching and service workload in RSI.

Regarding budget planning, the Department Chair and Business Officer will continue to consult and work closely with the Faculty of Medicine's Chief Financial Officer, Chief Administrative Officer, the Vice Dean, Graduate and Academic Affairs and me on proactive and transparent budget planning and management processes. The Chair will continue to consult the Executive and Departmental Affairs Committee, and work with the Business Officer to plan and manage the OSOT's budget to accomplish its short- and long-term strategic priorities.

**VI. The reviewers suggested that staff support for grant administration activities could increase efficiency and grant success rates.**

The Department has received my approval to hire, in the immediate term, a new administrative staff member dedicated to the support of faculty research and administration.

**VII. The reviewers made a number of comments around complement levels relative to the existing and recently established program options. Please describe plans to ensure an appropriate complement to support these offerings.**

The Department received my approval to hire two new full-time continuing positions (teaching- or tenure-stream, to be determined by the Department) in the immediate term, which is in addition to the two new faculty already hired to address the Department's needs associated with a 44% increase in student enrollment resulting from the expansion to UTM. With the appointment of a new Chair imminent, I will revisit the need for additional appointments as the new Chair implements their strategic plan and priorities. Concerning the need to increase the staff complement to provide administrative services associated with the MScOT enrollment expansion at UTM, a full-time staff member is serving in an interim capacity while a new job description is established and approved. The Department expects this new full-time continuing administrative staff position to be posted and filled in the next few months (immediate term). Other administrative staff roles affected by the 44% enrollment increase will be reviewed and adjusted in conjunction with the new staff hires in the immediate term.

To conclude, overall the Department of Occupational Sciences and Occupational Therapy is outstanding in its achievements in teaching, research and collaboration. I congratulate the Chair on her excellent leadership and the members of OSOT for their many contributions to its success.

Sincerely,

A handwritten signature in black ink, appearing to read 'L. Young', written in a cursive style.

L. Trevor Young, MD, PhD, FRCPC  
Dean, Faculty of Medicine  
Vice-Provost, Relations with Health Care Institutions

### **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 observed that the program attracts a high quality and quantity of applicants, has excellent rates of program completion, and high success rates on the national certification exam. The program benefits from an exceptional number of top clinical facilities for student placements, and clinicians from these facilities also contribute to the excellence of the program through their supervision and teaching of students. Faculty are highly productive, internationally renowned, and the department is ranked #1 for occupational therapy based on journal citations. Through these indicators, the reviewers concluded that the program sits in the top tier of programs in Canada and North America. The reviewers recommended that the following issues be addressed: encouraging better communication with students about location options for the OT program; emphasizing the need to provide equivalent experiences for students at both UTM and UTSG, while leveraging the opportunities that each location provides; adding bi-directional videoconferencing to ensure a stable and positive teaching and learning environment; leveraging data to measure performance relative to goals, including setting population-based admissions targets; formally documenting and reviewing evaluation data; prioritizing outcome data; tracking faculty benchmark data; improving outreach and relationships with alumni, the practice community, and organizations such as the March of Dimes; clarifying governance (including the relationships to the Rehabilitation Sciences Sector, the Faculty and SGS), decision making, and budget planning structures; improving staff support for grant administration activities to increase efficiency and grant success rates; and addressing complement levels relative to the existing and recently established program options. 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 next review is scheduled in the 2023-24 academic year. In 2021-22, Dr. Allan Kaplan, Vice Dean, Graduate and Academic Affairs, will meet with the Chair to follow up on implementation of the external review recommendations. Later that year, and in consultation with the Vice Dean, Graduate and Academic Programs, the Dean will provide an interim report to the Vice-Provost, Academic Programs on the status of the implementation plan.

### **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 Medicine, 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 Chair of the Department.