

# UTQAP Cyclical Review: Final Assessment Report and Implementation Plan

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## 1. Review Summary

<b>Programs Reviewed:</b>	Classical Civilization, HBA: Major, Minor Classics (Greek and Latin), HBA: Major Greek, HBA: Major, Minor Latin, HBA: Major, Minor Classics: MA, PhD
<b>Unit Reviewed:</b>	Department of Classics
<b>Commissioning Officer:</b>	Dean, Faculty of Arts & Science
<b>Reviewers (Name, Affiliation):</b>	Professor Andrew Faulkner, Department of Classical Studies, University of Waterloo Professor Christina S. Kraus, Department of Classics, Yale University Professor James B. Rives, Department of Classics, University of North Carolina at Chapel Hill Professor Ralph M. Rosen, Department of Classical Studies, University of Pennsylvania
<b>Date of Review Visit:</b>	May 17-18, 2021 (conducted remotely)
<b>Date Reported to AP&amp;P:</b>	April 12, 2022

## **Previous UTQAP Review**

**Date:** October 15 – 16, 2012

### **Summary of Findings and Recommendations**

#### **Significant Program Strengths**

- “Outstanding success” of revisions to the undergraduate programs
- “Very high” quality of teaching
- Successful expansion of the doctoral cohort
- Outstanding calibre, breadth and research productivity of the faculty
- Top tier, international ranking of the graduate program

#### **Opportunities for Program Enhancement**

- Fully integrating recent hires (many with expertise in ancient history) into the graduate program
- Increasing attention to diversity in future faculty hires
- Improving communication with graduate student concerns to address concerns about changes to the comprehensive exams and related elements
- Improving communication with undergraduate students
- Increasing the competitiveness of the funding packages offered to graduate students in order to improve the recruitment of top candidates

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

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### **Documentation Provided to Reviewers**

Terms of reference; Self-study & Appendices; Previous review report including the administrative response; Access to all course descriptions; Access to the curricula vitae of faculty.

### **Consultation Process**

Dean, Vice-Dean Academic Planning, and Associate Dean, Unit-Level Reviews, Faculty of Arts & Science; Department Chair; Associate Chair Undergraduate; Associate Chair/Coordinator Graduate; Junior and Senior Faculty; Tri-campus graduate faculty; Undergraduate and Graduate students; Administrative staff; Chairs/Directors of relevant cognate units including Historical Studies (UTM), Historical and Cultural Studies (UTSC), Art History, Medieval Studies, and Philosophy (all A&S).

# Current Review: Findings and Recommendations

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## 1. Undergraduate Program(s)

*Unless otherwise noted, all bulleted comments apply to all programs reviewed.*

The reviewers observed the following **strengths**:

- Objectives
  - ▶ Programs are consistent with the University's mission and with relevant Degree Learning Objectives and Requirements
  - ▶ Clear and appropriate learning outcomes, with program requirements that are well designed to achieve them
- Curriculum and program delivery
  - ▶ Appropriate structure, length, and modes of delivery
  - ▶ Effective use of departmental resources in course offerings
  - ▶ Shared course requirement across all programs is an effective and efficient way of ensuring that students have a common foundation in the subject area and in written communication skills
  - ▶ Shared course requirement across all majors provides a common foundation in essential research tools and methodologies
  - ▶ Balance between a small number of core requirements and a larger number of free-choice courses is entirely appropriate
  - ▶ *Classical Civilizations*:
    - Robust range of courses reflects current disciplinary trends; recently created courses are attractive to students, offering links to their own experiences and concerns
    - Independent study options at intermediate and advanced levels allow students to pursue their own research ideas; capstone courses ensure that every major has a robust research experience
  - ▶ *Classics / Greek / Latin*:
    - Well-designed programs include foundational courses and a capstone course designed to enhance command of the language, with a number of free-choice courses at various levels
    - Required foundational and capstone courses are fairly uncommon for language-focused major programs in Classics, but serve valuable functions of ensuring a basic grounding in information and skills outside language mastery and providing a shared experience for all students
    - Department offers an excellent range of courses at the 300 and 400 levels
    - Concurrent teaching of 300 and 400 level Greek and Latin courses allows the department to offer a wide range of courses with maximum efficiency
    - Reviewers note that it is exceptional to offer two advanced courses in both Greek and Latin every semester; this range of advanced language offerings gives

students an unusual breadth and a depth and makes them highly competitive for top- level graduate programs across North America

- Majors in Classics, Greek, and Latin and minors in Greek and Latin provide students with the maximum number of program options, given the range of courses that the Department would be expected to offer
- Innovation
  - ▶ Ample opportunities for learning beyond the classroom and for research experiences; faculty members with active archaeological field projects provide outstanding opportunities for experiential learning
- Accessibility and diversity
  - ▶ Department has developed several new initiatives intended to reduce practical and financial barriers to the study of Greek and Latin
  - ▶ Offering language instruction beginning at the elementary level helps to make programs more accessible and inclusive
- Assessment of learning
  - ▶ Assessment of learning is appropriate and in keeping with the best practices of the field
- Student engagement, experience and program support services
  - ▶ High morale and a strong sense of community among “articulate, thoughtful, and balanced” undergraduate students
  - ▶ Strong agreement among students that the department is very welcoming and that there are plenty of opportunities to engage in extracurricular activities and connect with peers
  - ▶ Students praised small class sizes and the efforts of course instructors to maintain high-quality instruction during the pandemic
  - ▶ Program structure, length, and modes of delivery are all clearly communicated in the Faculty Calendar
- Quality indicators – undergraduate students
  - ▶ Noting the lack of hard data for comparison, reviewers’ impression is that current program and course enrolments compare favourably with other Classics departments

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

- Curriculum and program delivery
  - ▶ Greek/Latin programs emphasize textual analysis, with “rather less emphasis on formal research projects”
  - ▶ Reviewers note that the quality of Greek and Latin language courses is generally very high, but observe that elementary and intermediate courses use very traditional methods of instruction and textbooks intended for “intensive courses geared to highly motivated students interested in mastering an ancient language in a short period of time”

- ▶ Some undergraduate students commented on difficulty fitting all course requirements within an academic year, and a desire for more upper-level courses to be offered in the summer
- Student engagement, experience and program support services
  - ▶ Distinctions between the Greek major/minor, Latin major/minor, and Classics (Greek and Latin) major are not always clear to students
  - ▶ Students noted room for improvement in elementary and intermediate language instruction, reporting challenges for students with different learning styles
  - ▶ Some students noted that “expectations in some classes were too high and characterized by an almost adversarial atmosphere emphasizing what they don’t rather than what they do know”

The reviewers made the following **recommendations**:

- Curriculum and program delivery
  - ▶ Continue adding to the range of courses offered, including topics such as ancient slavery, race and ethnicity, cross-cultural interactions, reception, and archaeology
  - ▶ Rethink the mode of elementary language instruction in Latin and Greek, to improve program retention and to help increase diversity
  - ▶ Continue exploring possibilities for increasing the range of summer course offerings
  - ▶ Consider adding a more substantial research component to Greek and Latin capstone courses
  - ▶ Reviewers observe that adding tutorials to large 200-level courses would be beneficial, but note concern about redirecting resources from more advanced courses that “play an important role both in achieving the learning outcomes for the different majors and in fostering the close sense of community that currently exists”
- Innovation
  - ▶ Encourage and facilitate student participation in faculty archaeological field projects
- Student engagement, experience and program support services
  - ▶ Extend program outreach/recruitment activities beyond campus, into high schools
  - ▶ Leverage connections (e.g., with the Ontario Classical Association) with other organizations to promote the study of the ancient Greek and Roman world among secondary school students

## Graduate Program(s)

*Unless otherwise noted, all bulleted comments apply to all programs reviewed.*

The reviewers observed the following **strengths**:

- Overall quality
  - ▶ Department “without doubt offers the premier PhD program in Classics in Canada,” with high reputation internationally
  - ▶ First-class faculty members provide outstanding supervision

- ▶ Many opportunities for students to engage in interdisciplinary research, with notable strengths in ancient philosophy
- Objectives
  - ▶ Graduate programs' structure is consistent with the University and Faculty's mission as well as Department's academic plans
- Admissions requirements
  - ▶ Admission requirements are appropriate for completion of the programs as currently formulated
- Curriculum and program delivery
  - ▶ Curriculum maintains a strong emphasis upon philological training, "in line with traditional methodological approaches in the discipline that prioritize a particular type of language training"
  - ▶ Efforts made since last review to tailor students' language training in different streams (e.g., reducing the grade needed to be reached in the language exams) seen as a positive step
- Assessment of learning
  - ▶ Recently established rubrics for grading some exams praised by students as a positive step
- Student engagement, experience and program support services
  - ▶ Students who had advanced beyond exams to working on dissertations expressed "universal satisfaction" with their relationships with supervisors
- Quality indicators – graduate students
  - ▶ Students in the program are active in publication and competitive for external grants and fellowships
- Student funding
  - ▶ Department does an excellent job of maximizing its resources to provide funding packages that exceed the Faculty minimum, by supplementing the standard package with awards, fellowships, and research assistantships

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

- Overall quality
  - ▶ Reviewers note the need and opportunity for reform in the graduate program
- Objectives
  - ▶ Reviewers note evident tension between the "traditional and limited conception of Classics as requiring a certain type and level of training in both Latin and Greek," and the reality that the discipline now contains many subfields that are not primarily philological
  - ▶ Emphasis on philological training across all program streams is a concern for both faculty and students; reviewers note comments regarding both dissatisfaction with current degree requirements and intellectual assumptions, and serious worries about changing them
  - ▶ Faculty and students across all streams appreciate the value of language training; many feel that other methodological competencies should be given equal value

- Admissions requirements
  - ▶ Some faculty expressed concern that current language requirements prevent them from admitting talented students with diverse methodological backgrounds and research interests, due to concerns that the students “would not thrive in the current program structure”
- Curriculum and program delivery
  - ▶ Students and many faculty members expressed strong dissatisfaction with the current program structure, particularly language requirements; recent program changes “have not gone far enough to address the structural tensions in the graduate programs”
  - ▶ Students and faculty commented that language training should be balanced with other methodological approaches
  - ▶ PhD students expressed concerns that the structure of required courses and exams is overly complicated, noting that learning outcomes are unclear and that qualifying exam requirements in certain streams are redundant with knowledge tested earlier in the program
  - ▶ Language qualifying exams in both Greek and Latin noted as a major source of tension for students and faculty, and can be limiting for students whose research focus emphasizes non-text-based methodologies or on other ancient languages
  - ▶ First-year language requirements seem cumbersome
  - ▶ High number of examinations and requirements in the first years of study lead to students entering program streams and beginning work on their thesis later than at other institutions
  - ▶ Curriculum seems out of step with recent developments in the discipline
  - ▶ Reviewers note comments that program streams, “while positive in many respects, can make interdisciplinarity and innovation very challenging, even impossible”
  - ▶ Faculty and students expressed a desire for more clearly separated degree requirements for students in different streams, but simultaneously a desire to increase interdisciplinary interaction
- Assessment of learning
  - ▶ Students commented that expectations for success in examinations were not always clear or consistent
- Student engagement, experience and program support services
  - ▶ Students expressed concerns that program requirements and learning outcomes are unclear, and that the program is “inordinately intense, especially in the early years”
  - ▶ Many students noted feeling unprepared for Greek and Latin exams and required coursework, even those entering the PhD program after completing a master’s degree
  - ▶ Reviewers note students’ low morale and dissatisfaction with their programs, noting that “this mood seems to reflect a trend across North American graduate programs in all humanities fields”
  - ▶ Students commented on an “adversarial relationship” with faculty, especially in the earlier years, due to concerns and stress about program requirements and workload

- ▶ Reviewers note student comments regarding program rules and requirements being arbitrarily or inequitably applied
- ▶ Students value the teaching experience they gain through their programs but expressed concerns that teaching workload expectations are burdensome, in some cases impeding progress on their dissertation
- ▶ Students commented that the number of required courses is too high, and ultimately distracts from research and development of their dissertation topic
- Student funding
  - ▶ Level of graduate funding does not allow the department to compete with comparable US institutions for top students
  - ▶ Students are “routinely confused” about the makeup and structure of funding packages
  - ▶ Reviewers note concerns regarding unequal assignment of teaching requirements within student funding packages; “it becomes obviously inequitable for some students to have more distractions (especially during the dissertation years) than others”

The reviewers made the following **recommendations**:

- Objectives
  - ▶ Reviewers recommend a review of graduate program’s underlying conceptions, including the assumption that thorough philological training, as a key to a distinguished career as a classicist, is effective for and reflective of all graduate students in the department
  - ▶ Re-evaluate the core mission of the department’s graduate training to include a less rigid conception of what it means to be a distinguished classicist, and how this conception may vary across disciplinary subfields represented by program streams
  - ▶ “Non-Language streams should be able to cultivate their subfield(s) without the sense that they are always falling short of a philological ideal”
  - ▶ Develop graduate training in areas such as reception studies, black, indigenous, and Latinx Classics, to ensure programs remain in step with recent developments in the discipline
- Curriculum and program delivery
  - ▶ Undertake a full review of the structure of its graduate programs with a view to streamlining the requirements and introducing more differentiation and flexibility in language requirements between program streams
  - ▶ Re-evaluate the role played by GRK/LAT 1000 as program requirements
  - ▶ Encourage interdisciplinary intellectual engagement across program streams, e.g., through department-wide seminars, workshop/lecture series, or cross-stream course requirements
- Accessibility and diversity
  - ▶ Rethinking language requirements would allow for more diversity in admissions, including more students from non- traditional backgrounds
- Assessment of learning



- ▶ Consider alternatives to traditional reading-list examinations as methods for evaluating language competency, particularly for students in non-literature streams
- ▶ Clarify communication regarding evaluation rubrics and learning outcomes for exams
- ▶ Re-consider underlying assumptions regarding language assessment, including expectations of student proficiency at admission, how to account for varying levels of student preparation at the undergraduate level, and how to adapt to support student resiliency and success in a transitional time for the discipline
- Student engagement, experience and program support services
  - ▶ Present program learning outcomes more clearly and systematically; consider adapting related sections of the Departmental self-study for inclusion on a student-facing website
  - ▶ Improve communication regarding rationale and enforcement of program requirements; codify requirements to avoid perception of ad hoc and arbitrary decision making
- Student funding
  - ▶ While recognizing institutional limits, reviewers observe that increased and standardized funding packages would improve recruitment and student satisfaction
  - ▶ Improve communication with students regarding funding package structure
  - ▶ Ensure student teaching workloads are distributed equitably, especially during students' dissertation years

## Faculty/Research

The reviewers observed the following **strengths**:

- Overall quality
  - ▶ Excellent faculty provide quality instruction and supervision
- Research
  - ▶ Admirable and enviable scope, quality and relevance of faculty research activities
  - ▶ Faculty research activities are well-matched and appropriate for graduate students
- Faculty
  - ▶ Faculty complement is overall in excellent shape, currently one of the largest in North America, with an “unusually broad range”
  - ▶ Senior faculty members are international leaders in their fields; recent junior hires show equal promise
  - ▶ Faculty are impressively active both in domestic and international research projects
  - ▶ Faculty complement is robust in all subject areas, and is large enough to meet the Department's current responsibilities at both the undergraduate and graduate levels
  - ▶ Strong mid-career cohort due to a recent successful tenure and promotion cases

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

- Faculty
  - ▶ Although an indication of excellence, leadership commitments in other units may detract from faculty members' ability to participate in the department

The reviewers made the following **recommendations**:

- Faculty
  - ▶ Reviewers endorse self-study concerns about maintaining strength of the faculty complement, and support the possibility of a tenure stream hire in ancient science
  - ▶ Reviewers note that rethinking undergraduate language instruction will be a significant challenge, and strongly endorse teaching stream hire for a faculty member whose primary interest lies in the area of ancient language pedagogy
  - ▶ Ensure that mid-career faculty receive necessary support in order to build their sense of a long-term investment in the department

## **Administration**

*Note: Issues that are addressed through specific University processes and therefore considered out of scope for UTQAP reviews (e.g., individual Human Resources issues, specific health and safety concerns) are routed to proper University offices to be addressed, and are therefore not included in the Review Summary component of the Final Assessment Report and Implementation Plan.*

The reviewers observed the following **strengths**:

- Relationships
  - ▶ Communication between the Executive Committee and faculty members at the St. George campus functions well
  - ▶ Faculty across the three campuses interact in a collegial and collaborative manner
- Organizational and financial structure
  - ▶ The department uses its human resources effectively and economically
  - ▶ Organizational structure of both the St. George Department of Classics and the Tri-Campus Graduate Department of Classics is well-functioning and efficient
  - ▶ Staff are "clearly exceptional and essential to the smooth operating of the department"
  - ▶ Faculty, staff, and students reported that departmental meetings are conducted in a professional and collegial manner
  - ▶ Chair has enhanced communication efforts across the department, including the recent introduction of a monthly newsletter for faculty
  - ▶ Department's physical space is a strength
  - ▶ Department makes good use of its resources and is generally in a strong financial position
- Long-range planning and overall assessment

- ▶ Commendable initiatives taken to promote diversity and access for students from under-represented groups
- International comparators
  - ▶ U of T Classics is the largest and strongest Classics department in Canada, and a top department in North America

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

- Relationships
  - ▶ Faculty at UTM and UTSC expressed concerns that “communication is not ideal and that they at times feel like second-class citizens”
  - ▶ Reviewers that addressing grievances is more complicated for faculty at UTM and UTSC, as the process involves deans and chairs at multiple campuses
- Organizational and financial structure
  - ▶ Administrative work exceeds the capacity of the two full-time staff members, with the excess being taken up by executive faculty members
  - ▶ “Faculty executive positions are extremely demanding”
  - ▶ Concerns expressed that decisions can at times be taken or significantly influenced by the Executive Committee without complete transparency
  - ▶ Departmental practice of not circulating an agenda and (anonymized, if necessary) minutes for faculty-only departmental meetings struck the reviewers as unusual
  - ▶ Reviewers note the self-study’s description of unstable, “cobbled together” funds supporting high-priority initiatives to increase graduate student diversity
- Long-range planning and overall assessment
  - ▶ Reviewers raise broad questions, noting that they are common to all Classics graduate programs, regarding language assessment and underlying assumptions that “a strong technical expertise in Greek and Latin is the necessary foundation for all research and teaching in the field”; they observe that this can lead to faculty members’ dissatisfaction with students’ language competence, and students feeling that they are being held to impossible or outdated standards
  - ▶ Reviewers comment that there was very little discussion regarding graduate student placement in careers outside academia
- International comparators
  - ▶ Programs’ competitiveness with North American departments is hampered by funding (not by the excellence of the faculty or the research opportunities in the unit)

The reviewers made the following **recommendations**:

- Organizational and financial structure
  - ▶ Hire an additional part-time staff member to help with the administrative workload, and seek input from current staff members on how best to configure the duties of this position

- ▶ Communicate with faculty more regularly to improve faculty members' sense of enfranchisement in departmental decision-making
- ▶ Find ways to fully incorporate faculty at UTM and UTSC in graduate program governance, including increased communication efforts and appointing UTM/UTSC faculty to leadership roles in the Department
- ▶ Take steps to increase transparency and inclusion in departmental governance processes, including more regular communication and through circulation of the agenda and minutes of faculty-only departmental meetings
- ▶ Reviewers strongly recommend that additional, stable funding be provided to support initiatives in equity, diversity, and inclusion
- ▶ Ensure that Department's physical space is maintained
- Long-range planning and overall assessment
  - ▶ Like many Classics departments across North America, the Department has ongoing work to do in the areas of equity, diversity, and inclusion
  - ▶ Regarding the broader questions about students' language competence and underlying assumptions about what it means to be a distinguished classicist, reviewers note that these are discipline-wide issues that will take time to resolve; "but in the case of UofT's program, it would be helpful simply for the faculty to take the problem seriously and not assume it means that students are unwilling to work hard or are in some way linguistically irremediable"
  - ▶ Career placement issues, and the possibility of careers outside academia, should be addressed "early and frankly in advising meetings"
- International comparators
  - ▶ Graduate programs at Stanford University and the University of Pennsylvania "have thought long and hard about what 'Classics' means and how it can meet the increasing challenges facing the humanities"; both programs have recently refined program requirements to allow students to fulfill specialist requirements while still receiving a Classics PhD, a potential model for U of T Classics



## 2. Administrative Response & Implementation Plan

UNIVERSITY OF TORONTO  
FACULTY OF ARTS & SCIENCE

March 11, 2022

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

### **Re: UTQAP cyclical review of the Department of Classics**

Dear Professor McCahan,

Along with the faculty, staff and students of the Department of Classics, I am pleased with the external reviewers' assessment of the department and its undergraduate and graduate programs: Classical Civilization, Hons. B.A. (Major, Minor); Classics – Greek and Latin, Hons. B.A. (Major); Greek, Hons. B.A. (Major, Minor); Latin, Hons. B.A. (Major, Minor); Classics (M.A., Ph.D.). The reviewers complimented the department as “*the largest and strongest in Canada and a top department in North America*” with “*excellent faculty, who provide students quality training in both the undergraduate and graduate programs and supervision.*”

The quality of this program notwithstanding, as per your letter dated December 9, 2021, 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 responses to these items and implementation plan are separated into immediate- (six months), medium- (one to two years), and longer- (three to five years) term, along with who will take the lead in each area. Where appropriate, I have identified any necessary changes in organization, policy or governance; and any resources, financial and otherwise, that will be provided, and who will provide them. The Dean's office has discussed the reviewers' comments through consultation with the Chair of the Department of Classics to develop the following implementation plan incorporating the reviewers' recommendations.

### **Implementation Plan**

**The reviewers made two recommendations with a view to supporting equity, diversity, and inclusion in the undergraduate programs:**

- **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.**

**Immediate-term response:** Since the review, the Department added three new undergraduate courses that broaden diversity and embed equity and inclusion in their curricula: CLA317H1

Greek and Roman Colonialism (to be offered in Spring, 2022), CLA217H1 Marginal Identities in the Ancient Mediterranean, and CLA315H1 Insiders-Outsiders: Being Greek in the Roman Empire (both to be offered in 2022-23).

**Medium-term response:** The Department will undertake a full review of its undergraduate curriculum in 2022-23. The Dean's office will connect the Department with the Curriculum Development Specialist, based in the Office of the Vice-Provost, Innovations in Undergraduate Education, and support this curricular review with additional resources offered by the Teaching and Learning Office within the Dean's office. The Dean's office will also ensure that the Department is aware of the equity, diversity, and inclusion workshops (particularly those addressing equity in curricula, content, and pedagogy) and other resources offered by the Centre for Teaching Support & Innovation.

**Longer-term response:** The Department has embedded attention to EDI into its annual review of curriculum. The Department's Equity and Diversity Working Group will review new and existing offerings annually and make recommendations to the Curriculum Committee, which votes on curricular revisions each Fall.

- **They observed that “the mode of instruction in the elementary and intermediate language courses is very traditional” and recommended rethinking undergraduate language instruction, noting recent developments in this area.**

**Immediate-term response:** The Dean's office will connect the Classics Department with language pedagogy experts in other departments, as other departments have been developing new and very effective models for language instruction. The Dean's office will explore the possibility of establishing a Community of Practice in language pedagogy, through consultation with departments with language learning, the Faculty's Office of Teaching and Learning, and CTSI. The Faculty currently hosts a general Community of Practice, in which instructors share teaching practices and strategies (through presentations) across fields and disciplines. A forum dedicated to language instruction may better support and accelerate the pace of curricular reform and pedagogic change in these departments.

**Medium-term response:** The Department Chair intends to propose to the Department that they seek permission to search for a full-time teaching stream position in introductory Greek and Latin language pedagogy at their Fall 2022 faculty meeting. If endorsed by the faculty, the Chair will submit the request to the Faculty Appointments Committee (FAC) during the annual call, in Winter 2023. The FAC reviews all requests for new positions across all sectors in Arts & Science (Humanities, Social Sciences and Sciences) and makes recommendations to the Dean regarding which requests should be granted. The FAC's broad perspective is important as it is necessary to consider all requests relative to the needs of the entire Faculty, not a department in isolation.

**The reviewers recommended exploring the possibility of increasing the range and number of undergraduate courses offered in the summer session.**

**Immediate-term response:** Currently, the Classics Department offers a strong slate of courses in summer that span 100-series to 300-series courses (and occasionally a 400-series course) and includes all of the core language offerings in first- and second-year Latin and Ancient Greek language, as well as a number of Classics courses (in total 15 half courses in 2021, 14 in 2020 and 2019). Current enrolment patterns indicate that there is no untapped student demand for a broader set of summer offerings. If such a demand arises, the Department will revisit its current strategy.

As summer courses are not part of a student's tuition, nor are they part of a faculty member's regular teaching workload (and hence involve extra costs and revenue), a summer course with low enrolment would operate at a loss. The Faculty's Registrar and Vice-Dean, Undergraduate regularly monitor enrolment patterns and actively engage with units to ensure that they are aware of excess demand for courses offered in fall/winter, which could be viable if offered in summer.

**Medium-term response:** The Department and Faculty will continue to actively review evolving enrolment patterns and student demand for summer offering opportunities.

**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 conceived subfields requiring students to master an array of different methodologies.**

**Immediate-term response:** The Department has fully committed to reviewing the curriculum of their graduate programs, with the objective of developing curricular requirements that are appropriate to the student's stream, which should improve student experience and time-to-completion. This process is well underway; see next point below.

**Medium-term response:** See response to next point, below.

**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."**

**Immediate-term response:** The Department began a thorough and intensive review of its graduate programs in August 2021, which has extended throughout this academic year. The review has involved considerable consultation and high-level discussions among the faculty and

graduate students, both by stream and as a whole. These efforts have been spearheaded by a Graduate Program Review Committee and several stream specific sub-committees struck to undertake the curricular review. Through consultation, the Faculty, the School of Graduate Studies and the Vice-Provost, Academic Planning offices have all supported this endeavor.

The Department is making excellent progress in re-assessing and differentiating the program requirements by stream, clarifying learning outcomes, and introducing greater differentiation and flexibility in language requirements across streams into their curricula. As part of this process, they developed a new statement of the core mission of the graduate program (which they will include on their website).

**Medium-term response:** The Department anticipates completing the curricular review with revisions submitted through governance in 2022-23, for implementation by September 2024.

**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.**

**Immediate-term response:** The Faculty offers a “Pathways for PhDs” workshop series, focusing on career exploration and skill translation for graduates beyond the academy. We will connect the Coordinator, Graduate Student Professional Development, with the Department of Classics to explore unit-specific resources and strategies to address career and placement issues for their students.

Within the Department, for the past two years the Department's graduate placement officer has organized an annual panel with alumni/ae who have gone on to non-academic jobs. These have been very successful, and the Department intends to continue them.

**Medium-term response:** The Department intends to keep better track of its alumni/ae with the help of their new administrative assistant in Outreach and Communications (see below).

**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.**

**Immediate-to-medium term response:** The Faculty has prioritized graduate student funding. In 2019-20, we began a three-year program to increase graduate student funding, boosting the base funding package by \$1,500 over three years (\$500 per year). By 2021-22, base funding was at least \$18,500, plus tuition and fees. The Faculty recently (2021) affirmed a commitment to increase base funding by another \$1,500 over the next three years. In addition, the Faculty created Program-Level Fellowships (PLFs) in 2017, currently equivalent to \$1,000 per student in the funded cohort. PLFs are provided directly to students in accordance with the academic priorities and goals of each graduate unit; these priorities are determined through annual consultation with faculty, students and staff. To better communicate the ways in which units



choose to disburse these funds, Unit-level PLFs for 2020-21 and 2021-22 are now published on the Faculty of Arts & Science, Graduate Students webpage. Finally, Vice-Dean, Graduate Education and Vice-Dean, Research communicates student funding best-practices cyclically to Chairs and provides unit-level consultation on funding.

The Department has sought ways to improve graduate student funding from all possible sources: through targeted fundraising, through RAships and RTships paid for out of faculty research grants (and in some cases out of the department operating budget), through support for student grant applications, and through energetic pursuit of Faculty and University recruitment funds. Through these efforts for the past two years, they have been able to offer all students in the funded cohort at least \$27,000 above tuition and fees, one of the highest minimum funding packages in the Humanities units of the Faculty.

Finally, the Associate Chair, Graduate developed a webpage outlining student funding packages and the various sources (departmental and extra-departmental) of possible funding for prospective students. The Department plans to reorganize the website to make that more visible to current students and their supervisors.

**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.**

**Immediate-term response:** The department has undertaken a number of initiatives around EDI in the past several years. These include a bursary for summer language study for students from groups under-represented in the field, a Diversity Fellowship for two years (MA) or four years (PhD) of funding for diverse graduate students, an Inclusive Language Learning Award (providing a year of tutoring for a student in our introductory language courses), and the annual New Voices Lecture (to amplify both the voices of up-and-coming scholars in the field of classics and ancient voices that are less often heard).

With the support of the Faculty Finance Office, the Department has recently taken measures to regularize this funding. The Department's budget now explicitly identifies Diversity and Outreach, which will enable more transparent and accurate budgeting and facilitate longer-term planning. In December 2021, with the help of the FAS Office of Advancement, the Department launched a fund-raising campaign specifically to "Help us diversify Classics" and make study of the ancient world more widely accessible, which is a Departmental priority.

**Medium-Term response:** The Faculty has been very active in this area as well, increasing financial support for students to improve equity, diversity, and inclusion. For example, departments can receive additional funds to recruit Black and Indigenous PhD students (through Recognition of Excellence awards). The School of Graduate Studies has also been active in this area, with the recent launch of a Master's Inclusivity award. Looking forward, the Faculty is in the process of developing new scholarships for Indigenous, Black and other equity-deserving groups undergraduate students, which will be rolled out over the next couple of years.

**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.**

**Immediate-term response:** The Tri-Campus Graduate Department of Classics (TCGDC) has initiated a standing meeting of the Chairs of the TCGDC, the Department of Historical Studies at UTM, and the Department of Historical and Cultural Studies at UTSC. Regular check-ins will help keep leadership apprised of issues that affect all three units, like potential hiring of Classics graduate faculty at UTM and UTSC, scheduling lectures and classes, and the workload of tri-campus faculty.

**Medium-term response:** Tri-campus faculty are asked to serve on all departmental committees that pertain to graduate matters and are encouraged to attend all faculty and department meetings. The Chair will endeavour to achieve tri-campus faculty representation on graduate committees, such as the Graduate Examinations Committee and Graduate Admissions and Scholarship Committee. In 2021-22, tri-campus Department meetings were held in a hybrid format to enable attendance by faculty who were unable to be on campus (meetings in 2020-21 were entirely online). The Department intends to continue with a hybrid format going forward, as this made meetings more accessible to all faculty.

**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.**

**Immediate-term response:** In September 2021 the Department welcomed a new Business Officer, following the retirement of their long-serving (and award-winning) Business Officer.

The Faculty’s Administrative HR office reviewed a request for an expansion of the Department’s staff complement and granted the Department a new 80 percent position of Administrative, Outreach and Communications Assistant to the Chair, which was filled in January 2022. This addition to the staff complement will alleviate some of the burden on Department leadership and rebalance administrative workload.

**Medium-and Longer-term response:** The Department and Faculty will continue to work together to ensure that the Department is appropriately staffed.

The Dean's office will monitor the implementation of recommendations through ongoing meetings with the Chair, as well as the A&S unit-level planning process. A brief report to the Office of the Vice-Provost, Academic Programs, midway between the May 17-18, 2021 site visit and the year of the next site visit will be prepared.

The year of the next review will be no later than the 2028-29 review cycle.

To conclude, we appreciate that the external reviewers identified the Department of Classics' strengths and noted a few areas for development. The Department 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 "M Woodin". The signature is written in a cursive, flowing style.

Melanie Woodin  
Dean, Faculty of Arts & Science  
Professor, Department of Cell & Systems Biology

cc.

Victoria Wohl, Chair, Department of Classics, Faculty of Arts & Science  
Gillian Hamilton, Acting Vice-Dean, Academic Planning, Faculty of Arts & Science  
Daniella Mallinck, Director, Academic Programs, Planning & Quality Assurance, Office of the  
Vice-Provost, Academic Programs  
Andrea Benoit, Academic Review Officer, Office of the Dean, Faculty of Arts and Science

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

The spokesperson for the reading group reported that the review summary accurately described the full review and that overall, they had found the review to be positive. The reading group agreed that the administrative response had included a forward-looking plan.

Professor Melanie Woodin, Dean of the Faculty of Arts and Science commented on the planning process of the Department's five-year planning which included proposed faculty complement and plan to address EDI in their hiring. Planning for EDI also had extended beyond complement planning and into professional development planning for faculty.

Professor Victoria Wohl, Chair of the Department of Classics, commented on the mission and structure of the Department's graduate training and noted that a year long graduate review had been conducted and work was ongoing on implementing recommendations.

She also noted that a full review of the Department's undergraduate programs was planned for the upcoming year.

No follow-up report was requested.

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

The reviewers praised the department as the largest and strongest Classics department in Canada, and a top one in North America; they noted high student satisfaction in the undergraduate programs, which are well-designed with an impressive range of language offerings and ample opportunities for research experiences and learning beyond the classroom; they highlighted the outstanding graduate students who are active in publication and competitive for external grants and fellowships, and the excellent, productive faculty who provide top quality training and supervision; finally, they noted that the department is well-functioning and generally in a strong financial position, has exceptional full-time staff, and does an excellent job of maximizing resources to provide graduate students with funding that exceeds the Faculty minimum.

The reviewers recommended that the following issues be addressed: supporting equity, diversity, and inclusion in the undergraduate programs by continuing to expand the range of courses and rethinking undergraduate language instruction in light of recent developments in the area; increasing the range and number of undergraduate courses offered in the summer session; re-evaluating 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 and opportunities for growth in new and more broadly conceived subfields; addressing student and faculty dissatisfaction with graduate program structures with a view to streamlining overall requirements and introducing more flexibility in the language requirements; ensuring that career and placement issues be addressed in graduate advising meetings; exploring ways to increase and standardize graduate funding to improve recruitment and student satisfaction; identifying additional funds to support EDI initiatives; addressing concerns regarding communication and transparency in

departmental governance and increasing communication with UTM and UTSC-based faculty; and exploring the addition of a part-time staff member to balance the administrative workload.

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 through ongoing meetings with the Chair, as well as the A&S Unit-Level Academic Planning process. A brief report to the Office of the Vice-Provost, Academic Programs on the status of the implementation plans will be prepared midway between the May 2021 site visit and the year of the next site visit.

The next review will be commissioned no later than the 2028-29 review cycle.

## **6. Distribution**

On June 29, 2022, 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 and 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 Chair of the Unit.