

UTQAP Cyclical Review: Final Assessment Report and Implementation Plan

1 Review Summary

Program(s) Reviewed:	Undergraduate programs: <ul style="list-style-type: none">• Indigenous Studies, HBA: Specialist, Major, Minor
Unit Reviewed:	Centre for Indigenous Studies
Commissioning Officer:	Dean, Faculty of Arts & Science
Reviewers (Name, Affiliation):	<ul style="list-style-type: none">• Chris Andersen, Professor and Dean, Faculty of Native Studies, University of Alberta• Christopher B. Teuton, Professor, Department of American Indian Studies, University of Washington
Date of Review Visit:	May 9-10, 2022 (conducted remotely)
Date Reported to AP&P:	April 13, 2023

Previous (Pre-UTQAP) Review

Date: March 29, 2010

Summary of Findings and Recommendations

Significant Program Strengths

- Concentration on language and availability of community-based instructors has had the advantage of providing a base for the integration of community-based cultural perspectives in the curriculum
- Relations between the program and First Nations House, and the services it provides, are regarded uniformly to be of major benefit to the program
- The formation of much of the program's core around Aboriginal culture and perspectives distinguishes the program and is both a defining and valued feature

Opportunities for Program Enhancement

- Undertake a curriculum review that considers core courses, the breadth of the curriculum the program is able to offer, the alignment between the academic program and access programs, and the degree to which the program prepares students for employment and/or further study
- Address and integrate the role of research and research faculty more fully into the mission and curriculum
- Consider structural issues related to governance and community engagement

Current Review: Documentation and Consultation

Documentation Provided to Reviewers

Terms of reference; Self-study and appendices; Previous review report including the administrative response(s); Access to all course descriptions; Access to the curricula vitae of faculty.

Consultation Process

Faculty, current and former students, administrative staff and senior program administrators as well as members of relevant cognate units as determined by the commissioning officer.

Current Review: Findings and Recommendations

1. Undergraduate Program(s)

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

The reviewers observed the following **strengths**:

- Overall quality
 - ▶ Reviewers remarked that the Centre for Indigenous Studies (CIS) at the University of Toronto “is clearly an academic unit in the midst of exciting growth and transformation”
 - ▶ Conversations with CIS faculty, staff and students demonstrates the unit’s commitment to the quality of its degree programs, and a clear plan to enhance and develop them
- Objectives
 - ▶ Indigenous Studies (INS) programs are interdisciplinary and meant to provide an opportunity for Indigenous and non-Indigenous students to “learn and think about Indigenous knowledges in creative, transformative and critical ways.”
 - ▶ Recent commitments to the growth of CIS, including its transition to an EDU: A unit, are in accordance with both the University’s mission and the Faculty of Arts & Sciences’ academic plans, particularly as they relate to responding to the TRC Final Report’s Calls to Action
- Admissions requirements
 - ▶ Reviewers found CIS admissions requirements to be “inclusive and in alignment with the mission of CIS and PLOs [program learning outcomes] of the Indigenous Studies programs.”
- Curriculum and program delivery
 - ▶ CIS has a core curriculum with a focus on Indigenous language, thought, and philosophy. In partnership with other units, CIS offers courses in history, politics, and the environment
 - ▶ Program areas of strength include Indigenous language instruction, and interdisciplinary scholarship “with a diversity of theoretical perspectives, methodological approaches, and empirical contexts offered through a strong and well-planned curriculum.”
 - ▶ Learning outcomes are well-defined, align with course offerings, and reflect the field of Indigenous studies as well as the unit’s current faculty composition

- ▶ Reviewers found each degree program to have an appropriate balance between required and elective courses
- ▶ Coursework is designed to foster “rigorous and respectful understanding of Indigenous peoples’ languages, knowledges, cultures, histories, politics, arts, intellectual traditions, and research methodologies.”
- ▶ Courses reflect the multidisciplinary of CIS’ instructors, and the unit regularly evaluates its curriculum, developing and eliminating course offerings with fluctuations in staffing
- ▶ Reviewers highlighted the Specialist and Major requirement to complete 1.0 FCE in either Anishinaabemowin or Kanien’keha as a unique feature, reflecting the University’s commitment to “ensuring Anishinaabemowin and Kanien’keha courses were taught by full-time faculty who are recognized experts in those respective languages.”
- ▶ Students are provided with community-engaged learning, work-integrated learning, and volunteer opportunities through some CIS upper year courses
- ▶ The Specialist capstone course, which includes a 30-hour community-based service-learning project that may focus either on research or service with an Indigenous organization, “require[s] a significant amount of oversight and coordination between faculty, staff, and host organizations. CIS is to be commended for this curriculum requirement as it represents a deep commitment to student learning”
- ▶ The acquisition of research skills is embedded in the PLOs for CIS. Both Specialists and Majors have required courses covering Indigenous research methods, theory, and ethics
- Innovation
 - ▶ Reviewers found “CIS’ support of learning beyond the classroom to be innovative and demonstrative of a strong commitment to student learning in practice within Indigenous community contexts.”
- Accessibility and diversity
 - ▶ A variety of access pathways to CIS have been established, including the Transitional Year Program (TYP) and Academic Bridging Program offered through Woodsworth College. Reviewers noted this is stated in the Centre’s self-study: “These admission pathways are very important to the University’s commitment to social justice, increasing Indigenous student access and support, and prioritizing Indigenous education and research for all students.”
- Assessment of learning

- ▶ Assessments vary across the curriculum but are “designed to maximize students’ strengths and accommodate individual learning styles and experience.”
- ▶ Core courses are designed to assess depth and breadth of knowledge and are scaffolded in such a way that students build on knowledge acquired in previous courses
- ▶ CIS faculty are encouraged to integrate Indigenous pedagogies at the level of assessment as well as through learning outcomes
- Student engagement, experience and program support services
 - ▶ Self-study reports indicate positive student engagement with CIS programs, with 61% of students reporting a very positive experience and 33% a positive experience
 - ▶ Students shared positive comments with the reviewers regarding program structures, faculty, staff and courses. They perceived CIS faculty and staff “to be welcoming and supportive, presenting innovative and timely material in accessible and collaborative ways that helped build a sense of community among students.”
 - ▶ The wide range of teaching and learning methods exhibited through courses demonstrates a strong degree of pedagogical thought and care for student engagement and learning
 - ▶ Students appear engaged, thoughtful, articulate and enthusiastic about the courses CIS faculty teach (including the instructional quality), and clear and consistent about the direction they hoped CIS would move towards

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

- Curriculum and program delivery
 - ▶ Reviewers identified room for growth in crucial areas of Indigenous Studies; currently appears to be no courses in Indigenous visual arts, either art historical or studio-based. One course each on mass media, museums, and Indigenous music are part of the curriculum
 - ▶ Course scheduling was perceived to sometimes be an issue, with courses booked in overlapping time slots that prevents students from enrolling in multiple courses.
 - ▶ The development of research practices does not appear to be supported outside of the classroom or in faculty-student mentoring of research coursework, though reviewers acknowledge this may very well be occurring in “Independent Research” coursework

The reviewers made the following **recommendations**:

- Admissions requirements

- ▶ As part of CIS' shift to an EDU: A, reviewers recommended creating a plan to advertise the Indigenous Studies program with the aim of increasing enrolments
- Curriculum and program delivery
 - ▶ Reviewers observed that as CIS continues to grow, additions of faculty and courses in Indigenous arts, art history, material cultures, digital media, museology and other disciplines will strengthen the breadth and alignment of the curriculum
 - ▶ Consider expanding Indigenous Studies programming to include more experiential (including online and land-based) teaching, research, and internship opportunities for students in all degree programs to better serve career preparation and training in Indigenous research methodologies
 - ▶ Reviewers advised that the University and CIS clarify their commitments to teaching Inuktitut in light of the University being unable to hire an instructor for Inuktitut courses since 2014
 - ▶ Include more 100 level courses for first-year students and expand variety of courses, including courses engaging Indigeneity in a global context
 - ▶ Reviewers commented that CIS would greatly benefit from added base funding for staff support to coordinate student-learning, volunteer and internship opportunities, as well as in support of land-based teaching
 - ▶ Commit funding to support undergraduate research practicums in CIS, "including faculty-student research mentoring and participation in community-driven research projects"
- Accessibility and diversity
 - ▶ "FAS and the UofT should see a greater investment in CIS as one among several means of increasing Indigenous student enrolment, which appears low relative to peer institutions. The review committee notes that anecdotal evidence suggests universities with prominent and well-supported Indigenous studies programs have correspondingly greater success at recruiting and retaining Indigenous students"
- Student funding
 - ▶ Reviewers encouraged FAS and its advancement team to work with CIS to increase fundraising for its two existing scholarships, and to develop other scholarships for CIS students

2. Graduate Program(s) n/a

3. Faculty/Research

The reviewers observed the following **strengths**:

- Overall quality
 - ▶ CIS has a range of faculty members on different rungs of the promotion and experience ladder, several of whom are quite well known in their discipline
- Research
 - ▶ Faculty members are highly productive, engaging in a wide range of relational research activities with Indigenous communities and organizations
 - ▶ Faculty research activities “span the wide array of disciplinary training they possess and their theoretical, methodological and empirical positionings likewise reflect these training and intellectual investments”
 - ▶ Research activities and projects broadly in line with those seen in national and international comparator units
- Faculty
 - ▶ Reviewers remarked that CIS has made a number of new and exciting Indigenous studies hires
 - ▶ Faculty members actively engage in a diverse array of pedagogical and curricular innovation
 - ▶ CIS faculty “center Indigenous pedagogies through their teaching and use a variety of innovative and creative delivery strategies and engagement opportunities, including the use of instructional technology, experiential learning, storytelling, guest lectures, work-integrated learning, and high impact practices (HIPs).”

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

- Faculty
 - ▶ Reviewers observed “room for growth in faculty mentoring of CIS students in research either germane to faculty interests (language study, or Indigenous politics, for example) or arising out of relationships with community organizations.”
 - ▶ Cross-appointed CIS faculty expressed concerns regarding potential “double-service” expectations from two units
 - ▶ “The Faculty and the University of Toronto as a whole appears to have committed little in the way of expertise or resources either to ensure succession training or, for that matter, foster leadership support.”

The reviewers made the following **recommendations**:

- Faculty
 - ▶ As part of the move to an EDU: A, reviewers recommended “a cluster of at least three full-time UTFA hires in CIS” to fulfill CIS’ research, teaching and administrative responsibilities in a sustainable way
 - ▶ “Should CIS be granted a cluster hire as recommended by this review committee, its members will need to prioritize its most pressing areas of research and teaching needs.”
 - ▶ Reviewers advised splitting cross-appointed faculty hires FTE (and tenure home) 60/40 so that the expectation of service exists only in one unit, preferably the one that matches their tenure home
 - ▶ CIS and FAS should plan for leadership succession and provide ongoing administrative training and mentorship for interested faculty in order to build up the leadership capacity of the team
 - ▶ “Given the highly competitive market for scholars trained in Indigenous Studies, the review committee recommends CIS and the FAS administration consider posting open field and open-ranked searches to cast as wide a net as possible for qualified candidates. In addition, these searches should remain open until filled.”

4. 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
 - ▶ Glowing reports of the Director’s willingness to build mutually beneficial relationships, and willingness to provide wise counsel when needed
 - ▶ The Director’s current role as President of the Native American and Indigenous Studies Association (NAISA) has “not only raised the profile of the Centre for Indigenous Studies, but which allowed for the further development of relationships with other Indigenous studies units, particularly in the context of the labour involved in bringing the annual NAISA meetings to Toronto”
 - ▶ Reviewers remarked that among the distinctive characteristics of CIS are the ways in which some of its courses “expand beyond the classroom to educational

- opportunities with Indigenous organizations in Toronto and neighboring communities, as well as on surrounding lands and waters.”
- ▶ The unit has key allies in important locales on the University of Toronto campuses
 - Organizational and financial structure
 - ▶ Reviewers noted that CIS is fortunate to be led by a capable, competent, relational director “who has ably stewarded the unit since she took up her appointment in 2017.”
 - ▶ The Centre’s staff also includes a coordinator, described in similarly glowing terms
 - ▶ CIS has experienced significant growth in the past ten years and now has a formal curriculum committee in place. This puts CIS in a good position “to continue to shape the INS curriculum in a thoughtful and deliberative way as it moves to EDU: A status, hires new faculty, and potentially has its current faculty shift parts of their tenure lines to CIS.”
 - Long-range planning and overall assessment
 - ▶ The Centre is in the midst of an exciting transformation both local and institution wide that includes: the transition from an EDU: B to an EDU: A status; the potential transition of tenure lines; growth of student expectations regarding the future potential of CIS
 - ▶ “Given appropriate leadership in the Dean’s Office in the Faculty of Arts and Science as well as the appropriate university-wide portfolios, CIS is poised to take a place among the upper tier of Indigenous Studies units in Canada and North America”
 - International comparators
 - ▶ “[t]he CIS self-study compares itself to the Department of Indigenous Studies at the University of Melbourne (given the relative prestige of the university that it is located in) and we would agree, pointing out in particular the resonances between the units’ thriving language program, numerous cross-appointed professors...”

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

- Relationships
 - ▶ Reviewers noted that similar to many Indigenous studies units, CIS is not well known by “outsiders” in terms of who they are or what they do
 - ▶ “Indigenous Studies is thus regularly conflated with ‘Indigenization’ or ‘decolonization’, and though these may reflect central goals of any given Indigenous Studies unit, such oversimplified understandings diminish the complexity of the forms of research, teaching and service that Indigenous studies faculty and staff undertake as they contribute to growing the discipline of Indigenous Studies.”

- ▶ Reviewers observed that academic department chairs did not have a strong grasp of the discipline of Indigenous Studies
- ▶ Faculty and staff are doing well “but the last five years of assisting with the U of T’s response to the TRC has taken its toll in terms of their service workload, but also in terms of their feelings about the inequitable duties imposed upon them regarding what the University of Toronto is willing to let them carry, even without adequate resources to do so.”
- Organizational and financial structure
 - ▶ Faculty and staff “emphasized the inequitable expectations of the limited resources offered (in particular the limited number of people and fiscal capacity) to undertake duties that other academic units in the faculty and at the University of Toronto as a whole enjoyed a far higher baseline level of support to undertake.”
 - ▶ Reviewers noted that CIS has had to contend with “limited HR support, particularly within the unit but also as it relates to a ‘share’ of HR support in the Faculty of Arts and Science office.”
 - ▶ Reviewers remarked that the work being undertaken is unsustainable with the level of administrative capacity the unit currently possesses
 - ▶ “CIS faces serious issues concerning space. Not only does it share space with other units, but even with expected renovations CIS has no space to accommodate incoming faculty offices or labs.”
- International comparators
 - ▶ “CIS is underfunded and over ‘subscribed’. In a Canadian context, this is due (at the moment) to the labour of being asked to act as a moral compass for the University of Toronto’s response to the Truth and Reconciliation Commission Final Report’s Calls to Action. This is reflected in the disproportionate service loads of many of its affiliated faculty members.”

The reviewers made the following **recommendations**:

- Relationships
 - ▶ Dedicate resources to grow CIS and assist with its promotion and outreach across the campus and the region
 - ▶ In addition to an increase in base funding, reviewers recommended the University set aside one-time support (funding/personnel/expertise) to promote the unit as it transitions to an EDU: A: “As a small unit at a large university, CIS would benefit from a boost in profile but we presume that they lack the fiscal wherewithal to do this without assistance”

- Organizational and financial structure
 - ▶ “The review committee recommends the U of T and FAS support an increase in staffing and management of CIS, allocating funds to hire at least one full-time administrative staff hire as well as support for a CIS Associate Director, which should include an administrative stipend and course releases to compensate for this service.”
 - ▶ “CIS’s move to a ‘full’ academic unit will require a base budget increase. We would not presume to understand the complexities of the University of Toronto’s budget model, but ‘full’ departmental status is necessarily associated with numerous ongoing strategic and operational goals and outcomes requiring further funding”
 - ▶ Reviewers suggested exploring online courses (micro courses, credit, and not-for-credit) as possible revenue streams. “If CIS and U of T decides to go this route, the Faculty of Arts and Science and any administrative portfolios that specialize in online course development must ensure that CIS course construction is properly funded, and their operation is properly resourced.”
- Long-range planning and overall assessment
 - ▶ “As part of the unit’s move from an EDU: B to an EDU: A, we recommend a name change from the Centre of Indigenous Studies to the Department of Indigenous Studies... department branding would better foreground their disciplinary distinctiveness”
 - ▶ Reviewers strongly encouraged FAS and U of T to make the building of a permanent home for CIS and First Nations House (FNH) a top priority. “The importance of an intellectual and cultural home for Indigenous peoples and knowledges at the UofT cannot be overstated, as the lack thereof impacts Indigenous communities on campus and is commonly perceived by local Indigenous communities as a sign of disrespect for Indigenous sovereignty and disregard for Indigenous knowledges.”
 - ▶ “The natural next step for CIS, following the addition of faculty members as well as the widespread support for the unit’s growth from allies across UofT’s campuses, is the creation of a graduate program. This will require additional resources (including both personnel and funding for graduate students)”
 - ▶ FAS and the University should work with CIS to develop a fundraising plan. “This plan should not look only to Indigenous communities as the primary sources of funding, but seek support from as wide an array of supporters as would any other academic unit at U of T”



2 Administrative Response & Implementation Plan

UNIVERSITY OF TORONTO
FACULTY OF ARTS & SCIENCE

March 6, 2023

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

RE: UTQAP cyclical review of the Centre for Indigenous Studies

Dear Prof. McCahan,

I write in response to your letter of December 5, 2022, regarding the May 9-10, 2022, UTQAP cyclical review, held remotely, of the Centre for Indigenous Studies and its undergraduate programs (Indigenous Studies, Specialist, Major, Minor) and requesting our Administrative Responses.

On behalf of the Faculty of Arts & Science, we would first like to thank the reviewers, Profs. Chris Andersen, University of Alberta, and Christopher B. Teuton, University of Washington, for their very comprehensive review of the Centre for Indigenous Studies. We would also like to thank the director, faculty, administrative staff, and all those who contributed to the preparation of the self-study. We also wish to thank the many staff, students, and faculty members who met with the external reviewers and provided thoughtful feedback. The UTQAP cyclical review process is an invaluable exercise that affords us the opportunity to take stock of our academic units and programs, to recognize achievement and identify areas for improvement.

The review report was finalized on July 18, 2022, after which the director shared it widely with faculty, staff, and students in the Centre for Indigenous Studies. We are extremely pleased with the reviewers' positive assessment of the overall strength of Centre for Indigenous Studies, its continued evolution in the undergraduate programs, and its outstanding, productive faculty. The reviewers noted that the Centre "is clearly an academic unit in the midst of exciting growth and transformation" and commended the Centre's leadership, affirming that the curriculum represents important currents in the discipline, and that CIS's support of learning beyond the classroom is innovative, demonstrating a strong commitment to student learning in practice within Indigenous community contexts. The review report also raised several issues and challenges and identified areas for enhancement, including expanding faculty, securing more space, and increasing the capacity for teaching, interning, and researching with Indigenous communities.

Each of these recommendations has been addressed in the attached Review Recommendations Table that outlines the Program's response, the Dean's response, and an Implementation Plan identifying action items and timelines for each recommendation. My Administrative Response and Implementation Plan was developed in consultation with the director and with the Associate-Dean, Unit-Level Reviews, and senior leadership within my office. The Implementation Plan provided identifies timeframes of immediate- (six months), medium- (one to two years), and longer- (three to five years) term actions and who (Faculty, Dean, unit) will take the lead in each area. I also identified any necessary changes in organization, policy, or governance where appropriate, as well as any resources, financial or otherwise, that will be provided, and who will provide them.

The next UTQAP cyclical review of Centre for Indigenous Studies will take place no later than the 2029-30 review cycle. My office monitors progress on Implementation Plans through periodic meetings with the director and through the unit's five-year unit-level academic planning process, which will begin at the conclusion of the cyclical review. I also acknowledge that your office will request a brief Interim Monitoring Report midway between the 2021-22 UTQAP cyclical review and the year of the next site visit in 2029-30 to report on progress made on the Implementation Plan as outlined in the accompanying Review Recommendations Table.

Thank you very much for the opportunity to respond to the review report. The reviewers' comments and recommendations will help inform the future priorities of the Centre for Indigenous Studies and its undergraduate programs.

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.

Cheryl Suzack, Acting Director, Centre for Indigenous Studies, Faculty of Arts & Science
Alison Chasteen, Acting Associate Dean, Unit-Level Reviews, Faculty of Arts & Science
Daniella Mallinick, Director, Academic Programs, Planning & Quality Assurance, Office of the Vice-
Provost, Academic Programs
Andrea Benoit, Academic Review Officer, Academic Planning, Office of the Dean, Faculty of Arts
and Science

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

The reading group members found the summary to accurately reflect the full review. The reviewers applauded the Centre for concentrating on language and having community-based instructors thus allowing the Centre to integrate community-based cultural perspectives in its curriculum. As the Centre transitioned to an EDU:A in July 2022, the reviewers had raised issues related to course scheduling, research practices, hiring of instructors and staff, availability of expertise and resources, and the general recognition of the Centre within the University community. The reading group found the responses in the response table to be vague and ultimately unsatisfactory. The group asked that the Centre or the Dean to provide a more thorough response regarding an implementation plan, brand promotion, and recruitment of an Associate Director.

Dean Melanie Woodin responded that the Faculty was in full agreement that a one-year follow-up was required given that the Centre was going through a period of growth due to its transition from an EDU:B to an EDU:A, noting that this was a key Faculty priority as per its Academic Plan. Work was underway towards ensuring the Centre had the appropriate staffing complement, as outlined in the EDU:A proposal plan that had passed through governance. She noted the current challenges of faculty recruitment and concluded by confirming that the Centre would be implementing many of the recommendations over the course of the upcoming year.

Cheryl Suzack, Acting Director, Centre for Indigenous Studies, commented that a concerted effort had been made to consult with faculty and staff about the transition to EDU:A status, and that the Centre's communications had been enhanced through improved technological tools, such as a newsletter and an improved website, in addition to regular meetings with faculty and staff to solicit feedback and to evaluate resources required to initiate research priorities. She further noted that CIS had pursued initiatives to broadly share learning opportunities and promote the Centre. Enhanced fundraising efforts and recruitment plans were also underway. Professor Alison Chasteen, Acting Associate Dean, Unit-Level Reviews, responded that the Faculty of Arts & Sciences would collaborate closely with CIS to grow the faculty complement and develop curriculum changes.

Finally, given that the Centre was undergoing a large transformation both at the local and institutional levels, a one-year follow-up report was requested, in which the Unit and Dean

address all comments in the administrative response table in a more concrete manner, highlighting what changes have occurred.

4 Institutional Executive Summary

The reviewers highlighted that CIS is in the midst of tremendous, exciting growth and transformation, and “is poised to take a place among the upper tier of Indigenous studies units in Canada and North America.” They noted each degree program has an appropriate balance between required and elective courses; and learning outcomes are well-defined and reflect the field. They emphasized CIS’s lack of grade admissions requirements, which reflects their commitment to facilitating learning in a culturally safe environment. They observed that CIS is particularly strong in Indigenous language instruction, and the Specialist/Major language requirements are a unique curricular feature; and noted that CIS’s support of learning beyond the classroom is innovative and demonstrates strong commitment to student learning within Indigenous community contexts. They praised faculty as highly productive, centering Indigenous pedagogies through their teaching. Reviewers also highlighted the strong overarching commitment to the quality of programs and a clear plan to enhance and develop them, noting that the benefits and resources associated with CIS’s new EDU: A status have the potential to significantly enhance students’ educational experience.

The reviewers recommended that the following issues be addressed: clarification of the University’s and CIS’ commitments to teaching Inuktitut at U of T; consider approaches to “increasing capacity for teaching, interning, and researching with Indigenous communities”; prioritizing the expansion of continuing faculty appointments, carefully monitoring and managing cross-appointment service expectations and focusing on faculty mentorship; increasing the status and visibility of CIS within the University of Toronto and broader community; greater investing in CIS as a means of increasing Indigenous student enrolment; creating capacity to support CIS programming with consideration of the unit’s significant amount of administrative overhead.

The Dean’s Administrative Response describes the division and unit’s 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 will provide an interim report to the Vice-Provost, Academic Programs no later than the midway point between the 2021-22 site visit and the next scheduled review on the status of

the implementation plans, when requested by the office of the Vice-Provost, Academic Programs.

The next review will be commissioned no later than the 2029-30 review cycle.

6 Distribution

On June 30, 2023, 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 unit/program leadership.