

Final Assessment Report

Planning (BES, MA, MES, MPlan, PhD, GDip)

November 2022

Executive Summary

External reviewers found that the Planning (BES, MA, MES, MPlan, PhD, GDip) programs delivered by the School of Planning were in good standing.

“We noted as strengths the strong sense of attachment to the community co-created by students, staff, and faculty, including part-time and limited term instructors who are working professionals. We were impressed by the collegial relationships among all of the groups with which we met, and suspect that these are key to many important successes and innovations across the programs[.]”

A total of six recommendations were provided by the reviewers, regarding increasing the staff and faculty complement, examining the course offerings, and maintaining connections with alumni and the profession. In response, the program created a plan outlining the specific actions proposed to address each recommendation as well as a timeline for implementation. The next cyclical review for this program is scheduled for 2026-2027.

Enrollment over the past three years

	BES	MA	MES	MPlan	PhD	GDip
2021-2022	598	39	24	28	42	8
2020-2021	594	42	32	23	43	6
2019-2020	577	44	25	20	43	3

Based on Active Student Extract in Quest, November 15, 2022.

Background

In accordance with the University of Waterloo’s Institutional Quality Assurance Process (IQAP), this final assessment report provides a synthesis of the external evaluation and the internal response of the Planning (BES, MA, MES, MPlan, PhD, GDip) programs delivered by the School of Planning. A self-study (Volume I, II, III) was submitted to the Associate Vice-President, Academic and Associate Vice-President, Graduate Studies and Postdoctoral Affairs on May 3, 2021. The self-study (Volume I) presented the program descriptions and learning outcomes, an analytical assessment of the programs, including the data collected from a student survey, along with the standard data package prepared by the Office of Institutional Analysis & Planning (IAP). The CVs

for each faculty member with a key role in the delivery of the program(s) were included in Volume II of the self-study.

From Volume III, two arm's-length external reviewers were selected by the Associate Vice-President, Academic and Associate Vice-President, Graduate Studies and Postdoctoral Affairs: Dr. Meg Holden, Professor of Urban Studies and Resource and Environmental Management, Simon Fraser University, and Dr. Chris De Sousa, Professor, School of Urban and Regional Planning, Toronto Metropolitan University.

Reviewers appraised the self-study documentation and conducted a virtual site visit to the University from March 7 – March 11, 2022. An internal support person from the University of Waterloo, Dr. Heather Mair, Professor of Recreation and Leisure Studies, was selected to accompany the external reviewers. The visit included interviews with the Vice-President, Academic & Provost; Associate Vice-President, Graduate Studies and Postdoctoral Affairs; Dean of the Faculty of Environment; Associate Dean of Graduate Studies, Environment; Director of the School of Planning, as well as faculty members, staff and current undergraduate and graduate students. The review team also had an opportunity to meet with representatives from the library, and Co-operative and Experiential Education.

Following the site visit, the external reviewers submitted a report on their findings, with recommendations. Subsequently, the program responded to each recommendation and outlined a plan for implementation of the recommendations. Finally, the Dean responded to the external reviewers' recommendations, and endorsed the plans outlined by the program.

This final assessment report is based on information extracted, in many cases verbatim, from the self-study, the external reviewers' report, the program response and the Dean's response.

Program Characteristics

Undergraduate Program: The [Bachelor of Environmental Studies \(BES\) Honours Co-operative Planning](#) is the singular undergraduate Planning degree program. Prior to 2010, the School of Planning offered both a non-cooperative option and a co-operative degree option. However, as part of an in-depth review of their undergraduate program, they made the move in 2010 to offer the co-operative degree only.

The curriculum of the School's undergraduate Planning program is designed to provide students with the knowledge, skills, experience, and perspectives necessary for successful careers as professional planners – whether they choose to work in a private or public sector, or to further their education with post-graduate study in planning or related disciplines. Planning at Waterloo is an Honours Co-operative program, reflecting the importance of the program's applied orientation and vital connection with the profession. This connection takes many forms from

involving professionals in the classroom to students engaging with communities as part of their course experience.

Core courses cover key topics like planning history, theory, policy, ecology, design, transportation, law, statistics, and planning methods. Electives allow students to pursue special interests and a number are grouped into specific themes or specialization.

Specializations

The following specializations (not required) are exclusive to Planning Students; students are required to have maintained an 80% overall grade average in the specialization courses at time of graduation.

- [Decision Support and GIS](#)
- [Environmental Planning and Management](#)
- [Land Development Planning](#)
- [Urban Design](#)

Graduate Programs: The School of Planning's [graduate programs](#) consist of four degree programs and one graduate diploma. The MA and MES degree programs are accredited by [Professional Standards Board \(PSB\)](#).

The [Master of Arts in Planning \(MA\)](#) and the [Master of Environmental Studies in Planning \(MES\)](#) are *two-year* professionally accredited degrees. Both degrees offer the thesis or MRP (Master's Research Project) option. The two degrees are the same in structure and require the completion of eight 0.5-unit graduate courses (five core, three elective), two 1.0 core studio courses, an internship, and a thesis or Master's Research Project (MRP). *Normally the MES program is for students interested in researching in the [Physical/Natural](#) field. The only difference between the two programs is that in the MES program, the three one-term 600-level elective courses must be environmental elective courses identified and approved by the School of Planning.*

The [Master of Planning \(MPlan\)](#) program is a *one-year* online course work degree that requires the completion of ten one-term graduate courses (six required and four elective courses for a total of 5.0 units). Students in this program are typically enrolled on a part-time basis; the online course design accommodates that situation. This degree is orientated to reflect the demands of working professional planners seeking to update and upgrade their education. The core courses are a balance of knowledge and skills with elements that touch on current issues in planning.

The [Graduate Diploma in Planning \(GDip\)](#) is a Type 3 *standalone direct entry diploma*, designed to leverage the online programming of the MPlan, with an eye to the continuous professional learning demands in Planning and allied fields. The program is built around a core refresher

course (Plan 700 – Planning Paradigms and Theory) and three 0.5 electives from Planning and allied areas.

The [Doctor of Philosophy in Planning \(PhD\)](#) is a *four-year research-intensive degree* which includes five required one-term graduate courses, an elective course, two milestones and a dissertation. The milestones are the successful completion of a comprehensive exam by the Fall of second year and submission of an approved research plan.

Summary of Strengths, Challenges and Weaknesses based on Self-Study

Strengths

- The School of Planning is one of Canada’s top planning Schools — their focus on cities, sustainability, and their professional accreditation and connections make their program popular among graduating high school students. A variety of factors have led them to increase the number of students they are admitting to their program. The School has been able to maintain the quality of their students and attract more high-quality students than they can admit each year.
- The Planning programs offer forward-looking allocation of resources, tackles sustainability issues and teaches effective planning which addresses the complex and interconnected planning challenges that are experienced in Southern Ontario, and elsewhere in Canada and internationally.
- The co-op program has a very good reputation with employers and it prepares Planning students well for work in their field of study and beyond.
- The long history of the program means that the School has a well-developed alumni base. They are able to draw on this base for support of various program components (e.g., scholarship support, Planner-in-Residence program, Pragma Council). Their students are also able to draw on this alumni base through the networking opportunities that this enables.
- The School has a faculty body with a great diversity of backgrounds contributing varied perspectives including from engineering, health sciences, geography, ecology, economics, spatial statistics, and architecture. This diversity of backgrounds helps their faculty members to educate their students in the broad range of knowledge and skill sets that are required to solve complex planning problems.
- The School has a very well-balanced gender ratio in their faculty complement that sets an excellent example for their students of gender equity in the workplace.
- Their research productivity and impact has increased over the review period and their revised graduate programs (Master’s and PhD) are an important complement to their research stature.

Challenges

- The growing size of the School of Planning's student body has led to an increased student to faculty ratio. This means that faculty members have less time to spend with students individually and that teaching components have to be streamlined for larger classes. They are using innovative teaching approaches (e.g., online courses or blended courses) to provide the necessary content to a larger number of students.
- The increase in their student body has also led to increasing competition for co-op positions, especially when students are seeking their first co-op placement. Fortunately, the institution's Co-operative and Experiential Education unit is well prepared to educate Planning students about the best approaches for their co-op job search. The high quality of the program's students, as well as the thorough preparation that their students are receiving, contributes to the co-op placement success of their students (overall cohorts: Spring 2018 – 97%, Fall 2018 – 99%).
- The School's accredited programs set expectations for program content as well as the delivery of that content by faculty that are Registered Professional Planners (RPP). The requirement is a minimum of 4 faculty and the Director have this status. Despite initiatives in hiring and mentoring to ensure they have a strong contingent of faculty with RPP, their numbers have not increased and due to retirements, they are in danger of being at the minimum. This is a definite challenge for a program as long-standing and well regarded.
- Supporting their MA/MES graduate students in meeting the program internship requirements is an ongoing challenge. The School doesn't have a dedicated support position helping students through this process of finding a work opportunity although they have developed a systematic approach with existing faculty and staff.
- The need to meet Canadian accreditation expectations presents a challenge for efforts to offer curriculum that is more international in orientation. Their student body is increasingly international and their faculty do conduct research with international connections and impact. Given the accreditation demands and variety in planning practice across the globe, it is a challenge to increase the levels of internationalization in their curricula.
- Administrative staff transitions have been a consistent challenge during this review cycle. Previous reviews have featured staff in key program advisory positions with decades of experience in their roles and deep program knowledge. Maintaining the quality administrative support for their students is a testament to the hard work being done but it does come at a toll in terms of staff morale and efficiency.
- Building on the previous point, there is significant strain on the senior staff member who is responsible for ensuring day to day operations run smoothly. When there are gaps in filling staff positions, the senior staff covers the additional duties until the position is filled. These circumstances have contributed to accumulation of vacation time, especially

because Policy 16 does not permit remuneration for staff serving in a supervisory or managerial position for additional hours.

- The School has always supported the development and coaching of its staff members. Since the launch of the 2013-2018 strategic plan, where [Robust employer-employee relationships](#) were identified as one of UW's foundational strengths, there have been a growing number of opportunities for staff to take advantage of professional development opportunities and permit career progression within the University.
- The MPlan program has not seen the uptake originally envisioned and it remains a secondary teaching emphasis. In an era of increasingly well supported online opportunities, the School is faced with the challenge of trying to enhance and promote this program.
- MA/MES students have expressed concerns over the workload balance in their program with heavy course demands and a thesis relative to other MA graduate programs that have far fewer courses and a thesis. The opportunity to select a thesis option or the Master's Research Project (MRP) has been well received by graduate Planning students as a way to reduce course load pressures, and to enhance the potential to complete degree requirements in a timely manner.

Weaknesses

- The Planning program is rigorous and requires students to perform well throughout their university career. This, combined with an increasing societal perception of precarious socio-economic circumstances, may add to the pressures that students are experiencing. This has influenced the number and complexity of petitions for an exception to an academic regulation. The number of petitions submitted to these programs has decreased from 2012 to 2015. However, the number of petitions has tripled from 2015 (14) to 2018 (42), and already reached 24 for the first five months of 2019; this trend continues. Universities are increasingly paying attention to student mental health concerns.
- The institution has continued to invest increasing amounts of resources to support mental health initiatives and a growing number of the faculty members in the program are receiving training in mental health issues to address the increasing needs of their students. They are also revisiting their course designs and expectations to balance the timing of course demands in an effort to avoid stressful peaks for students and faculty.
- Given the strong cohort structure and accreditation-driven relatively high number of core program courses, the School's faculty do not teach significant numbers of non-planning students. They don't have significant service teaching which places them at a disadvantage in University budgeting. More of their students take elective courses outside the Faculty of Environment than they teach from other Faculties.
- Related to the high number of core courses and timing of first coop placement (after 2B term), students often feel that they don't have the right combination of courses depending on what that first work placement demands are like with significant variability.

The School doesn't have the resources to offer multiple offerings of the core courses to inject more flexibility in our program

- The accredited undergraduate and MA/MES (Planning) degrees are both pathways to membership in the planning profession. Both have work experience requirements, however, there is a significant imbalance with undergraduate typically earning 20 months and the MA/MES student 3 months placing them at a perceived disadvantage as they enter careers.
- Providing adequate support for undergraduate urban design courses is an ongoing weakness in their current delivery model. Although heavily resourced with undergraduate and graduate teaching assistants, their efforts to teach urban design to large cohorts of students places significant pressure on faculty teaching those courses.
- The School's provincial description of program includes environmental planning as an area of focus at the graduate level. They do not currently have core graduate offerings that focus on environmental planning.

Summary of Key Findings from the External Reviewers

Overall, the review team's assessment of the quality of the programs in planning at the School of Planning is very good. We noted as strengths the strong sense of attachment to the community co-created by students, staff, and faculty, including part-time and limited term instructors who are working professionals. We were impressed by the collegial relationships among all of the groups with which we met. We suspect that these are key to many important successes and innovations across the programs, including, for example, flexibility and support offered to faculty teaching schedules and support for research development, and the Dean's Doctoral Initiative that provides a key source of funding support for PhD students. As part of this, we also found substantial ballast for continued and strong relationships with the professional planning community, including the co-op and Internship programs, the Planner in Residence Program, the community of sessional instructors, and the Pragma Council. The School is graced with an impressive and beautiful campus environment and facilities, and the resources offered both within the school and within the wider University community, such as the library, MAD lab, writing and well-being supports, are conducive to strength and opportunity.

Overall, the review team were also heartened to see the School of Planning evince a high level of readiness for diversification, particularly in terms of race and Indigeneity, as opportunities to achieve this emerge in line with University priorities. The students we met demonstrated a greater diversity of identity groups than is represented on the faculty, and comments we heard confirmed that the faculty anticipates and welcomes further diversification of its complement. It is important to continue to open up conversations about the relationships between identity, life experience, planning theory and culture, and scholarship, at this time for the credibility and quality of any academic institution in Canada, and particularly so for the School of Planning.

Program Response to External Reviewers' Recommendations

1. There is a clear case for increasing the size of the faculty complement in the School of Planning. It is clear to the reviewers that the School will use the opportunity to grow its complement in ways that also promote diversity and Indigenization and strategically fill gaps in competencies and strengthen research hubs.
 - a. Faculty noted a need to address coming gaps in the following areas, through strategic hiring: transportation planning; civil engineering; climate change; modelling/evaluation; equity, diversity, inclusion, and justice in planning; Indigenous peoples and planning.
 - b. With respect to continuing and new positions, we recommend to dedicate budgetary resources to cover accreditation costs and annual membership fees for all faculty seeking and maintaining RPP membership. Faculty should not be expected to trade-off maintenance of their professional accreditation for other professional development activities; as a research-intensive, accredited school, faculty should be supported in their pursuit of both.
 - c. Consider inscribing equity, diversity, inclusion, and Indigeneity within performance guidelines in ways that make sense to the School. Possibilities include: asserting values to diverse and non-traditional forms of scholarship, telling a story of place and/or identity within these processes, assigning the role of diversity advocate to a member of the performance review committee such that this role is clarified.
 - d. In 2022, a new position – associate director (professional practice) – was approved and implemented in the School. That role includes outreach to, and relationship building with, the practice community, and supporting MA/MES (Planning) students as they prepare and search for Internship opportunities.

Program Response

- a) The School requires additional capacity in delivering its programs. Two faculty hires should occur over the next two years with specializations as noted by the reviewers and a current lecturer contract position made permanent. Importantly, the new faculty hires need to hold expertise specifically in areas related to applied/professional planning to strengthen the School's capacity to deliver its core program. Specifically, the following would be a pathway to increasing capacity while also being cognizant of resource constraints:
 - a. Advertise for one permanent tenure-track faculty position to replace a former lecturer retirement (which due to historical reasons was a staff position) in the Fall of 2022.
 - b. Ensure that a recent full-time lecturer hire (a position currently held by Dr. Katherine Perrott) that also replaced a retirement become a permanent/on-going

position (it is currently a contract position) at the conclusion of the current contract or earlier.

- c. Advertise for one additional full-time tenure track faculty position in Fall of 2023 to build capacity in areas directly related to professional planning (partly in anticipation of retirements over the coming years).
- b) The School has long advocated for budget allocation to cover accreditation costs and annual membership. In recent years, the Dean approved budget to cover one-time RPP accreditation for two specific members. However, annual membership fees continue to be covered by individual faculty members (usually through their FPER). Although many faculty across the University hold professional memberships, unique to a professional school is that a certain number of faculty are required to hold professional accreditation, and most that hold it do so solely to benefit the School (i.e., they would not otherwise hold full professional membership). As the reviewers note, “as a research-intensive, accredited school, faculty should be supported in their pursuit of both” their academic development and professional accreditation.
- c) Some dimensions of EDIJ (Equity, Diversity, Inclusion, and Justice) are already included in the School’s performance evaluation guidelines. The School also recently added reference to SSHRC guidelines regarding evaluation of Indigenous scholarship. In the spirit of continuing improvement, the School has brought the current performance guidelines forward to a School meeting for further consideration of EDIJ dimensions.

Dean’s Response

- a) In discussions with the Director, it has been established that a key priority for the School is to enhance expertise to support its core curriculum. The specific priority attributes are for a faculty member with strengths in at least one of policy, planning law, and land use and transportation, and who qualifies as a Professional Registered Planner (RPP), to ensure that the School continues to meet accreditation requirements. Within this context, I have therefore committed to following:
 - One tenure-track position at Assistant/Associate Professor rank to provide the professional and subject areas needed. In order to do this, it is recognized that the School has a teaching staff line that has terminated due to a retirement. I propose to request that this staff line be converted into a professorial line in order to facilitate the approval of this position.
 - One tenure-track position at Assistant Professor rank to be shared (0.51 FTE) with the department of Knowledge Integration (KI) to provide capacity in additional subject areas as identified by the School.
 - One half (0.51 FTE) tenure-track position at Assistant Professor rank to be shared with the Faculty of Environment under the Future Cities Program (already appointed as the Caivan Communities Assistant Professor, with expertise in the areas of Sustainable urban futures; Environmental justice; Resilience and social-

ecological systems; Ecosystem services and human wellbeing; Design justice; Participatory action research.

- Support expressed by the School for the recent full-time lecturer hire to become a Continuing Lecturer will be considered at the appropriate time and within the relevant policy processes at the University.
- See the Dean's response to Recommendation 3(c) for the potential for additional expertise related to Indigenous Scholarship.

b) With regard to costs associated with professional accreditation and membership, the following will be provided:

- The costs of examinations for faculty seeking RPP accreditation will be met by the Faculty.
- The costs of annual membership will be met directly by the School, paid for from the unit's discretionary carry forward funds. This will allow faculty members to use their FPER allowance to participate in other professional development activities at their discretion.

c) As noted in the Director's response, this is underway in the School. At the Faculty level, an Associate Dean EDI&J has been appointed and will support the School on this path (and the Faculty).

2. We recommend an increase to the graduate staffing complement in the School, or minimally a commitment to continue the arrangement with a coop student placement, in order to meet graduate student demand and improve the graduate student experience.

- a. The work of covering a vacancy and training a new staff team member should be compensated and will in most cases be done most efficiently by someone who knows the job. Barriers to compensating the person doing this vital work just as someone brought in expressly for the purpose of filling these gaps, constitute an administrative barrier to better job satisfaction, and even to the ability of the University as an employer to meet legislative requirements of the manager position to vacation time and/or pay in lieu.
- b. In addition to the functional tasks assigned to them, staff do essential problem solving, interpersonal conflict management and emotional labour that could usefully be acknowledged and valued within job descriptions. For example, being a first point of contact for student crises, grievances, appeals, and concerns, unexpected teaching allocations and leaves among faculty, and so on. Skills and qualifications to manage this set of job responsibilities effectively include a high level of empathy, tact, diplomacy and discretion, problem solving and conflict management skills, and awareness of mental health supports and protocols at the University.

Program Response

Recent staffing changes have increased the capacity of the graduate program administrator as some of their functions were shifted to another staff role (the School received approval to increase the other staff role from 4 to 5 days per week) – once the new staff member is more settled, graduate program advising capacity should benefit. However, the hiring of a co-op student is strongly recommended, particularly to help assist with graduate program communication, advertising, and additional programming/organizing of professional development sessions.

- a) This point seems to stem largely from recent transitions in staff complement (3 positions) that required an unusually high degree of managerial support. The School's Director supports the recommendation that the University offer pay *in lieu* of covering staff shortages and providing training. We are aware of the unequal working loads and working to address that.
- b) The School fully agrees that staff perform essential functions as outlined by the reviewers that are currently not captured by job descriptions. The Director will work specifically with the Academic Services Manager to consult with the Dean's Office, HR and individual staff members to discuss whether/how/when to refine job description and explore whether that necessitates changes to compensation. The School suspects that some staff turnover and staff job dissatisfaction, particularly in the graduate and undergraduate program advisor roles, are due to a current mismatch between skills requirements/job demands and compensation. This rate of staff turnover is considered historical in nature. The staff complement and administrative resources generally have recently been strengthened through the hire (in Winter 2024) of a second undergraduate advisor.

Dean's Response

As a general comment, I note that pay out of vacation is not allowed under the University's vacation policy (other than on termination or retirement). In this context, units typically work with staff on workflow mapping and cross-training to address issues raised. An additional note is that the Faculty regularly reviews job descriptions and compensation.

- a) The Faculty has commenced its Workforce Planning process, which aims to address issues raised within the policy and other guidelines in force at Waterloo.

3. We recommend a concerted effort to examine course offerings plan of the now-renewed undergraduate and graduate curriculum in terms of workload allocation, course size and class delivery type. This should be done in the interest of continuous improvement to classroom experience and teaching excellence, equity in workload, and synergy and complementarity in the curricula.
 - a. The review team recommends that the School perform a more thorough examination and mapping of the sequencing/progression of their courses to ensure proper scaffolding of the learning outcomes as part of the internal update of their graduate curriculum starting in Fall 2022.
 - b. We discussed the value of opening up a longer block of time within a dedicated first year course to allow the liaison librarian to provide a more fulsome picture of how students can make effective use of the wealth of library resources during their degree. Other efforts to integrate use of the substantial learning support facilities into coursework would also likely bear fruit in terms of student experience.
 - c. With respect to Indigenous content and decolonization within the curriculum, the School could consider taking up the offer from the University's Centre for Educational Excellence on a review of syllabi, and to do this in a coordinated way so that a progression and spectrum of exposure to topics and lessons can be integrated across the curriculum. At the same time, concerted consideration could be given to building the strength of different classroom types and organizational styles and structures, in an effort both to decolonize traditional dependence on standard lecture models and allow time and space for experimentation with new approaches more generally. In addition, Professor Janice Barry's *Indigenous Peoples and Community Planning* special topics course should become a permanent elective.

Program Response

- a) The School agrees and has already started a process and will begin a more thorough review of its MA/MES program in particular, starting this fall. The School opts not to review the PhD program course sequencing/timing as recommended by the reviewers in the report under recommendation 3a. In fact, the PhD program has recently been revised, and the addition of courses after the first year are meant to help shorten completion times (i.e., the courses connect directly to the students' research and facilitate time management and accountability).
- b) First year instructors will be encouraged to consult further with the Library to facilitate implementation of additional training on how to access its resources.
- c) Indigenization is an important component for all programs, but in particular for a School of Planning since the planning profession was historically and continues to be deeply implicated in colonial practices of land use and governance. The additional faculty hires

requested above would allow the School to think more strategically about class sizes and alternative teaching models – current class sizes/types are largely dictated by the size of the incoming cohort and faculty numbers. The reviewers raise questions regarding different classroom types and organizational styles – from a pedagogical perspective, these are evidently connected to class sizes. It is problematic to run different types of classes and organizational styles as the incoming cohort continues to increase without new staff/faculty resourcing. The School is already reviewing its programs with Indigenization in mind and plans to add the course on Indigenous People and Planning into the core (among other EDIJ relevant courses). The School will also encourage individual faculty and sessional instructors to consult with the CTE for guidance on the design, delivery, and management of individual courses.

Dean's Response

- a) In conducting the review, Planning is encouraged to consider how their course sequence intersects with other courses in the Faculty, with an openness to co-creating/sharing. Also, curriculum mapping can provide insights into which courses are no longer offered regularly or at all, and this may help to remove course redundancy.
 - b) The Faculty of Environment Liaison Librarian is engaged with all programs in the Faculty and is highly responsive to student and instructor needs (demand-driven).
 - c) The recent search for an Indigenous Scholar in Environment under the Provost's cluster hire initiative was unsuccessful. However, the Provost has indicated that he would support a subsequent search and this may provide an opportunity for the Faculty to hire an Indigenous Scholar to assist in meeting this recommendation. This possibility is under consideration by the School and Faculty.
4. We recommend a review of the MPlan and GDIP programs. We did not have enough information to make a more specific diagnosis of these programs, but provide some possible avenues for renewal of this or, alternatively, a decision to put the programs on hold. These include adding an on-campus and/or other synchronous learning opportunity as part of the curriculum for these; and adding an accelerated Master's option for BES students to the MPlan target market.

Program Response

The School agrees and had already planned a review of the MPLAN/GDIP. The review has already started and will unfold in full over the coming year.

Dean's Response

The planned review of the MPLAN/GDIP is supported.

5. Efforts should be taken now to ensure that, as the School grows, its essential connections to alumni and the profession do not fall by the wayside. Some recommendations for how to

achieve this include: implement external relations faculty service role), including integrating career sessions more systematically into the curriculum, support faculty involvement in securing and enhancing internships, including research-intensive ones.

- a. A new administrative role in the School of Associate Director of Professional and Alumni Relations, should be considered, as a way to ensure the vital connections between the academy and professional practice are fostered and maintained as the school grows. If pursued, this role should be a senior one, working in close partnership with the School Director and Manager as well as with arm's length and external units, such as coop, the Pragma Council, the alumni association, Planner-in- Residence program, university advancement office and possibly the master's Internship program.
- b. One specific frustration with respect to a disconnect between the work and study arms of the School's programs is that undergraduate co-op positions and Master's internships currently are not considered by OPPI and the PSB to carry weight toward the work experience required for planning accreditation. This is a matter in need of continued advocacy with the accreditation bodies that, if changed, could improve the students' degree satisfaction particularly in the domain of the relationship between the work and classroom time of their degree.

Program Response

- a) A new Associate Director (Associate Director, Professional Practice) role would be highly welcomed and as explained in the general comments above, will be essential to ensure the continued success of the School. A new Associate Director role is recommended in the areas of professional relations (in Canada and increasingly abroad as well to facilitate growing internationalization), knowledge dissemination from research to practice, communications, and professional events (e.g., Pragma, UWPAT, Planner-in-Residence program). The current capacity among the School's faculty leadership (Director, Associate Director Grad, Associate Director Undergraduate) is not sufficient to meet the School's needs and remain competitive with other planning programs in Ontario and across Canada that are directing significant resources to professional outreach and communication (e.g., Toronto Metropolitan University). Furthermore, the new Associate Director position should be filled by a faculty member with planning experience in some form. It would provide a unique and dedicated resource that helps foster professional relationships, knowledge exchange with the profession, work on internationalization of the professional dimensions of the School, and other related functions. The additional Associate Director could also organize and run professional development sessions for students directly relevant to their areas of practice (a growing demand and necessity for our students). Currently, all these roles fall on the Director (and to some extent the Associate Director Undergraduate) in addition to the Chair duties all other department heads must fulfill. Arguably, this has made the Director position highly undesirable among faculty members in the School.

- b) The School is aware of this and agrees with the reviewers. The Director and other School members will continue to advocate with the profession to facilitate this change. Ultimately though, this is not a decision within the School's control.

Dean's Response

- a) This is an excellent recommendation and has resulted in the new position of Associate Director, Professional Practice, which is now filled with a faculty member who is a senior Professional Planner.
 - b) The School's position is supported.
6. With respect to the augmented external review process, more detailed consideration of each of the programs could have been possible if undergraduate and graduate programs were considered separately. Additional useful context and information could have been available as well if the review team had been able to meet with alumni and potential/actual employers of graduates.

Program Response

As noted in communication from Amanda McKenzie, Director, Quality Assurance (Academic Programs), this recommendation will be taken into consideration by the Quality Assurance Office. From the perspective of the School, we certainly would value additional insights from alumni and active employers – and given current connections with these groups, these meetings should not be too difficult to facilitate.

Dean's Response

This recommendation as presented by the School is supported.

Recommendations Not Selected for Implementation

N/A

Implementation Plan

	Recommendations	Proposed Actions	Responsibility for Leading and Resourcing (if applicable) the Actions	Timeline for addressing Recommendations
1.	<p>Opportunity to grow its complement in ways that also promote diversity and Indigenization and strategically fill gaps in competencies and strengthen research hubs.</p> <p>a. Grow the faculty complement.</p> <p>b. Providing financial support for faculty members' accreditation.</p> <p>c. Inscribe EDI into performance guidelines.</p>	<p>a. Two full-time tenure track faculty lines for two planning scholars, working on transportation, climate change and/or equity, diversity, and inclusion (related to professional dimensions in particular)</p> <p>b. Cover annual RPP expense for faculty members who hold professional designation. Continue to cover part of the expense of obtaining professional designation for faculty members currently in the process.</p> <p>c. These values are already reflected in the guidelines. Nonetheless, the School has already reviewed the guidelines again from an EDIJ perspective following this external review. No additional changes were recommended by faculty members.</p>	<p>a. Program Director and Dean</p> <p>b. Program Director and Dean</p>	<p>a. One full-time tenure-track faculty position has been filled (July 2024). An additional faculty hire would be subject to recently enacted university-wide budget constraints.</p> <p>b. This is under review with reference to 24/25 corporate and Faculty budget constraints.</p> <p>c. Not requiring action.</p>

2.	<p>Increase to the graduate staffing complement in the School.</p> <ol style="list-style-type: none"> The work of covering a vacancy and training a new staff team member should be compensated. Various staff skills and qualifications are needed to manage this set of job responsibilities effectively as well as awareness of mental health supports and protocols at the University. 	<ul style="list-style-type: none"> Hire a co-op student for each term (F, W, S): this student should be from an admin, business background, and senior. <ol style="list-style-type: none"> Ensure temporary (additional) staff is in place to cover absences and/or assist with training so that current capacity and department operations can continue to function normally. Review job descriptions with staff, and where appropriate make recommendations for amendments to HR. 	<ul style="list-style-type: none"> Director and Dean <ol style="list-style-type: none"> Director, Academic Services Manager and Dean. Director, Academic Services Manager, and HR 	<ul style="list-style-type: none"> Starting budget cycle (2023/2024). <ol style="list-style-type: none"> No specific timeline. Depends on potential staff turnover, leaves etc. Academic services manager to reviewed with staff in Fall 2023.
3.	<p>Concerted effort to examine course offerings plan of the now-renewed undergraduate and graduate curriculum in terms of workload allocation, course size and class delivery type.</p> <ol style="list-style-type: none"> The review team recommends that the School perform a more thorough examination and mapping of the sequencing/progression of their courses. 	<ol style="list-style-type: none"> The School has finalized a full undergraduate program curriculum review and re-design, which will take effect in Fall, 2024. First year instructors to connect with librarians to revisit question of training re library resources in first year courses. The current elective course on Indigenous peoples and planning has become a permanent course in the curriculum following the current review. EDIJ considerations were integrated in undergraduate curriculum. 	<ol style="list-style-type: none"> Associate Director Grad and Director will form a committee Director to connect with instructors Director and current undergraduate curriculum review committee Director and Associate Director Grad will coordinate review of graduate programs 	<ol style="list-style-type: none"> Revised undergraduate program approved and launches Fall 2024. As soon as possible Already Underway Underway for completion July 1, 2025



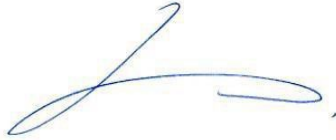
	<p>b. Opening up a longer block of time within a dedicated first year courses to allow the liaison librarian.</p> <p>c. Consider taking up the offer from the University's Centre for Educational Excellence on a review of syllabi.</p>			
4.	Review of the MPlan and GDIP programs.	<ul style="list-style-type: none">• Starting in Fall 2024.	<ul style="list-style-type: none">• Associate Director Graduate Programs and Director to form committee	<ul style="list-style-type: none">• Begins fall 2024

5.	<p>Efforts should be taken now to ensure that, as the School grows, its essential connections to alumni and the profession do not fall by the wayside.</p> <p>a. A new administrative role in the School of Director of Professional and Alumni Relations, should be considered.</p> <p>b. Continue advocacy with the accreditation bodies that, if changed, could improve the students' degree satisfaction particularly in the domain of the relationship between the work and classroom time of their degree.</p>	<p>a. Propose forming new Associate Director, Professional Relations, position.</p> <p>b. This is a continuing point of conversation between program directors and the profession. A final decision on this is, however, outside our direct control. We will do our best to continue to advocate on this point.</p>	<p>a. Director approaches Dean for approval and resourcing</p> <p>b. Program Director</p>	<p>a. Position was approved and operational in Spring 2023.</p> <p>b. Already underway, in conjunction with the Association of Canadian University Planning Programs (ACUPP).</p>
6.	<p>With respect to the augmented external review process, more useful context and information could have been available as well if the review team had been able to meet with alumni and potential/actual employers of graduates.</p>	<p>c. Reviews with alumni and employers could be facilitated for the next review</p>	<p>c. QA working in conjunction with School</p>	<p>c. Next review cycle</p>

The Department Chair/Director, in consultation with the Dean of the Faculty shall be responsible for the Implementation Plan.

Date of next program review _____ **2026-2027**
Date

Signatures of Approval



10-10-2023

Chair/Director _____ Date

AFIW Administrative Dean/Head (*For AFIW programs only*) _____ Date



November 1, 2023

Faculty Dean _____ Date

Note: AFIW programs fall under the Faculty of ARTS; however, the Dean does not have fiscal control nor authority over staffing and administration of the program.



July 11, 2023

Associate Vice-President, Graduate Studies and Postdoctoral
Affairs (For graduate and augmented programs) _____ Date
On behalf of the Associate Vice-President, Academic