

FINAL ASSESSMENT REPORT

PERIODIC PROGRAM REVIEW (PPR)

Bachelor of Arts

In Disability Studies

Faculty of Community Services

In accordance with the Institutional Quality Assurance Process (IQAP), this final assessment report provides a synthesis of the external evaluation and the internal response and assessments of the undergraduate Disability Studies program. This report identifies the strengths of the program, together with opportunities for program improvements and enhancements, and it sets out and prioritizes the recommendations that have been selected for implementation.

This report also includes an Implementation Plan that identifies who will be responsible for approving the recommendations set out in the final assessment report; who will be responsible for providing any resources entailed by those recommendations; any changes in organization, policy, or governance that will be necessary to meet the recommendations, who will be responsible for leading those recommendations; and timelines for acting on and monitoring the implementation of those recommendations

SUMMARY OF THE PERIODIC PROGRAM REVIEW OF DISABILITY STUDIES

Disability studies is not yet an accredited field in Canada.

Disability Studies at Ryerson enables students, including disabled people, to advance their careers and leadership in direct care, service management, community development, policy and public action, and to engage with advanced degrees in education, critical disability studies, cultural studies, public health, medicine and rehabilitation science and environmental studies.

Core courses cover theories of disability, state intervention, principles and practices of accessibility, rights and justices, mad people's history, representations and culture, community organizing, leadership and advocacy.

The School has four full-time faculty members. In the 2019-20, it admitted 49 new students for a total headcount of 165 students. As of Fall 2020, it had an active learning community of 240 part-time students, 475 alumni in diverse roles, and roughly 1000 course enrolments in a typical academic year. It is important to note that the number changes slightly every semester based on admission, registration, and discontinued status. Recognized for its catalytic animation of disability arts and culture, methodological innovation and mad studies, the School is a favoured destination for international guests seeking collegial mentorship in an independent program of critical disability/Deaf/mad scholarship.

In 1998, Academic Standards approved the Disability Studies program as a two-year undergraduate degree-completion program for part-time students. To promote access across Ontario (and elsewhere),

the curriculum was to be delivered through distance education and/or various kinds of intensive on-site courses. With Melanie Panitch as founding director, the School admitted its first 25 students to a 2-week summer session in August 1999 (since known as the “Summer Institute”). It celebrated its first 9 graduates in 2003, and had its 20th anniversary in the 2019-20 year with roughly 500 alumni in Ontario and other parts of Canada. Among them are Heather Willis, who was hired as Accessibility Coordinator for Ryerson University in 2010, Dr. Katherine Gallinger, who was the first alumnus to complete doctoral studies (Queen’s University, 2014), 15 alumni who now teach in 9 community colleges across Ontario and educational settings in Guyana and Uganda.

Since 1999, Disability Studies at Ryerson has developed in two eras that are marked by differences in program funding, with a new era on the horizon.

In 2019, the School undertook several activities to review, reposition and renew the School’s curriculum and governance. Emerging out of ongoing internal reflexive processes, the School invited renown disability justice writer and activist Lydia X. Z. Brown to deliver the Annual Activist Lecture as part of the Summer Institute. In preparation for the lecture, the School contracted sessional lecturers Ms. Fiona Cheuk and Dr. Fady Shanouda to develop and facilitate a series of workshops/caucuses titled *Let’s Talk about Race & Disability*. The process led to a number of recommendations that are being implemented in a larger effort to interrupt the whitestreaming of disability, mad and Deaf studies as animated in the School.

This document comprises the Faculty of Community Services (FCS) Dean’s response to the Peer Review Team (PRT) Report and the School’s response, in accordance with the directions of the 2020 Periodic Program Review (PPR) Manual and with Section 8.2 of Senate Policy 126, Periodic Program Review of Graduate and Undergraduate Programs. The site visit by the external PRT for the Periodic Program Review was carried out between May 4th and 6th, 2022. The School of Disability Studies submitted a list of potential Peer Review Team (PRT) candidates to the Office of the Dean who then selected Dr. Bren LeFrançois, University Research Professor, School of Social Work, Memorial University of Newfoundland and Labrador and Dr. Liat Ben-Moshe, Associate Professor and Graduate Director, Criminology, Law and Justice, University of Illinois at Chicago. The PRT Report was received by the Dean’s Office on July 14, 2022, and the School’s response to the PRT Report was received by the Dean’s Office on August 16, 2022.

The PRT Report is extremely positive, highlighting the tremendous contributions this small School makes to the broader TMU community and as well as to the field of Disability Studies nationally and internationally. The PRT cites the School’s exceptional record of creative and scholarly activity and its pedagogy and support of diverse students as some of its particular strengths, suggesting the School is poised to grow in both undergraduate and graduate programs.

The PRT Report offered the following 7 recommendations, and the School has responded thoughtfully to each to generate their Implementation Plan. The Dean’s Office is in full support of the School’s responses to the PRT recommendations.

The School of Disability Studies submitted its response to the PRT report to the Dean of the Faculty of

Community Services to which the Dean of Faculty Community Services responded on November 21, 2022.

The Academic Standards Committee completed its assessment of the Disability Studies program on February 16, 2023. The Committee indicated that a thorough, analytical and self-critical program review was conducted. The program provided a detailed plan for future growth and support for development.

The Academic Standards Committee recommends that the program continue, as well as provide a one-year follow-up report, as follows:

1. The mandated One-Year Follow-up Report be submitted by June 30, 2022 to include:

a. Updates on the status of hiring;

Presented to Senate for Approval: **March 7, 2023**

Start date of next Periodic Program Review: **2026-27**

SUMMARY OF THE REVIEWERS' RECOMMENDATIONS WITH THE PROGRAM'S AND DEAN'S RESPONSES

PRT Recommendation #1

Adding at minimum 2.5 tenure-track/tenured faculty positions at the school, to replace those lost by faculty attrition since 2011.

It is understood by the School and PRT alike that the School's small faculty team makes significant SRC and pedagogical contributions. Of note is that the School, in addition to teaching its own students, has steadily increased its teaching of students from other Departments and Faculties, including via a Liberal Studies course and several Open Electives. The School has highlighted several strategies to increase student enrollment and also to develop graduate programming in order to support rationale for new faculty hires.

The Dean's Office can confirm approval for a replacement hire for one retired faculty member. As such, the School will receive one tenure stream faculty position for July 1, 2023. Future expansion of the faculty complement is contingent on the expansion of the School into full-time undergraduate and also graduate programming, which the Dean's Office strongly supports. The Dean's Office can also confirm strong support for the hiring of LTFs when existing tenured faculty members go on sabbatical. This is anticipated to be the case for the 2023/2024 academic year.

PRT Recommendation #2

The addition of an administrative staff position. The School is currently working on a number of strategies

to gain additional staff support. Firstly As they prepare an LOI to expand their current part-time 2-year degree completion program to include a full-time offering, the School anticipates that this will reduce the systemic challenges in administering a part-time program and that there will be enhanced efficiency in administrative processes. The offering of a full-time program is also likely to increase student enrollment and retention, potentially resulting in additional administrative support. Additionally, some administrative responsibilities have been folded into the Disability Publics Lab Coordinator role.

This is a short-term strategy which relieves the program coordinator's workload while supporting faculty SRC endeavors. The School is also in the process of preparing an LOI for a PhD program, and a part-time graduate assistant is being proposed as part of this LOI.

The Dean's office endorses the current strategic use of the Disability Publics Lab Coordinator and is fully in support of the expansion of the undergraduate program to include a full-time program, as well as the development of a PhD program, both of which have the potential to support increased administrative support. In addition, the Dean's Office is in the process of creating two centralized administrative management positions that are focused on the administration of TAI and CUPE contracts and it is anticipated that this will benefit a small School such as Disability Studies. The Dean's Office will consider the hiring of an additional part-time program assistant once the full-time program is launched and it is determined if this supports increased enrollment in the School.

PRT Recommendation #3

The program be considered for a Canada Research Chair search.

The outstanding work of the Disability Studies faculty has a significant impact on TMU as well as across the sector nationally and internationally. A CRC is one route to increasing faculty and to support the planned PhD program. The School is working to generate a network of TMU scholars whose work engages disability, mad and Deaf studies to foster collaboration and coalesce scholarly and practical insights that could be used toward a future CRC proposal. The Dean's Office, under the leadership of the Associate Dean for SRC, recently submitted a CERC proposal, with results anticipated in April 2023. As part of this proposal, a Critical Disability Scholar of enormously high global profile was recruited from Australia, and if successful, this scholar will join the faculty group of the School of Disability Studies as a Full Professor.

The Dean's Office is acutely aware of the outstanding SRC work within the School and fully supports cross-Faculty collaborations in research to support, enhance and amplify work in this area. The Dean's Office supports Dr. Eliza Chandler's (Associate Professor, Disability Studies) program of research working towards a potential CFI John R. Evans Leaders Fund that would complement these plans.

PRT Recommendation #4

The School be included in any new targeted Indigenous cluster hires, in addition to the replacement of faculty mentioned in Recommendation #1.

Like many academic units, Disability Studies is facing increasing expectation and demand from students and faculty for hiring Indigenous faculty members who can support the growth and development of Indigenous content and approaches within the School's curriculum. Although

there are currently no Indigenous faculty within Disability Studies, the School is actively working to engage TRC recommendations and to develop curriculum that takes up decolonization and critically explores intersections between ableism, medical racism and colonialism. The School prioritizes relationships with Indigenous scholars who can work with students in the classroom or in other experiential learning settings.

The Dean's Office continues to strongly advocate within the university at the VPFA and the Provost level for Indigenous hires to support recommendations from the TRC as well as from the Standing Strong Task Force Report. The Dean's Office is committed to continuing to include Disability Studies in its efforts to advocate for future Indigenous cluster hires for the Faculty. The Dean's Office is currently planning to develop and offer a series of cross-Faculty courses in Indigenous-focused community services that will be available to all FCS students, and may particularly benefit Disability Studies as they continue to engage these issues within the School. This initiative will ensure that Disability Studies students will be engaged by Indigenous faculty members from across FCS.

PRT Recommendation #5

Development of a four-year full-time undergraduate program.

The School is working towards an LOI for a full-time undergraduate (2-year) program that they plan to submit this year. The 2-year full-time program will align with the current part-time degree completion program in a way that retains the flexibility of the current program but also allows students to proceed through the program more quickly if desired. The possibility of developing a 4-year full-time program will be explored by the School over the next year as it will require further research and relationship-building on the part of the School.

The Dean's Office lends its full support to the expansion of the current 2-year part-time program to also offer a 2-year full-time option, and will support the curricular revisions and processes necessary. Should the School also decide they are interested in offering a 4-year full-time program, the Dean's Office will review the proposal at that time. Given the strength of the School, and pending resource implications, it is anticipated that the Dean's Office will support such a proposal.

PRT Recommendation #6

Development of a PhD program.

The School is well-positioned to develop a PhD program based on the expertise of faculty, their prominence in the field of Disability Studies, and the important and unique contributions of the School. The School attracts an impressive array of postdoctoral fellows and there is momentum within the school to begin the planning for a PhD program. An LOI is currently being developed for submission in the near future. Consultations with YSGS, focus groups and community consultations are all underway. Consultations with colleagues across TMU for both input and interest in a Disability Studies-administered PhD with themes focussed on Bodies, Technologies and Culture have also taken place. The Dean's Office lends its full support for the development of a PhD program and will support the administrative and curricular processes required. It is of course recognized that the expansion of doctoral level graduate studies in Ontario is contingent on the release of funded seats by the province.

PRT Recommendation #7

Initiating or strengthening a peer cohort mentoring component. Immediately following the PRT site visit, the School began developing a peer mentoring network, including renewing social media connections between students and hiring two new student engagement facilitators to develop hybrid gatherings among students.

The Dean’s Office is glad to see the School supporting students in this way, and encourages the use of annual Student Engagement Funds offered through the Dean’s Office to continue to support this work.

Summary

We are enormously pleased with the report submitted by the external reviewers. It confirms what has been readily apparent for quite some time. Specifically, it confirms that the School of Disability Studies continues to be a nationally and globally recognized School well known for its critical engagement of disability issues and themes. The School’s faculty members, both senior and junior, are widely celebrated scholars and activists who reflect and indeed project the values of Toronto Metropolitan University. All the recommendations are indicative of a strong desire not only within the School, but also amongst academic peers and the community more generally, to expand this School in meaningful and high impact ways. Our focus is squarely on the development of new program structures, notably a full time degree completion program and a PhD program, as we believe that this School will be at the centre of the Faculty of Community Services’ plans for renewal, innovation, and bold pathways toward an exciting future.

IMPLEMENTATION PLAN

<p>Priority Recommendation # 1 Program Development and Renewal: Prepare and submit an LOI for a 2-year full-time and 4-year full-time undergraduate program that is based on and expands the existing curriculum.</p>
<p>Rationale: As indicated in the curriculum mapping exercise and analysis (Section 5a) and analysis of faculty SRC (Section 7), the field of critical disability studies has expanded and diversified in the period since the last PPR. The depth and international scope of scholarship, the increase in graduate programs with concentrations in disability studies, the assembling of sibling fields mad, Deaf and disability studies and the explosion of academic and creative publications and conferences have meant there is considerable scope to build on the current strengths of the existing program. Student surveys, caucus and townhall feedback have indicated a strong appetite for expansion of the program into a 2-year full-time or 4-year full-time degree as well as the potential development of a graduate program.</p> <p>The popularity of liberal studies, some open electives and current topics courses demonstrates an interest in disability, mad and Deaf studies scholarship beyond what is currently offered through the scope of the existing core curriculum, as discussed in Section 5. Building on the successes with these offerings, the School seeks to bring this scholarship from the periphery of the program to the centre of a renewed full-time high quality curriculum.</p>

As Sections 3 and 5 indicate, students face challenges in completing the program given its part-time structure, including enrolment in desired electives, access to academic and non-academic student supports, funding and scholarships, connection with peers and faculty, and career enhancing opportunities such as volunteer or leadership workshops. As noted in the SWOT, it is administratively difficult to track students' progress and retention through the program. Also, as outlined in section 3, there is an overall softening of the part-time market in higher education. Together, these structural challenges speak to the importance of full-time program development to the goal of enhancing recruitment and retention.

Implementation Actions:

- Complete societal need and labour market analysis through environmental scan.
- Complete stakeholder analyses with (prospective and current students, alumni, employers, sector leaders, community stakeholders and PAC).
- Consult with other academic units regarding curriculum/program integration.
- Review and simplify PLOs with DST faculty and curriculum planning office.
- Complete curriculum planning with DST curriculum committees

Timeline:

2 year FT LOI to be prepared 2022-23 academic year with submission of proposal to VPA by June 30th 2023.

4 year FT LOI to be prepared 2023-24 academic year with submission of proposal to VPA by June 30th 2024.

Responsibility for

a) leading initiative: Program Director

b) approving recommendation, providing resources, and overall monitoring: Faculty Dean, UPO, ASC, VPA

Status for 1-year Follow-up Report: (To be added as an update 1 year following Senate approval of PPR)

- a) Since Fall 2022, the School director, program coordinator and faculty members have been consulting with community members/leaders to inform continued renewal of program curriculum. Consultations with directors from TMU Schools have informed brainstorming around future collaborative curriculum including Early Childhood Studies, Social Work and Creative Industries.
- b) Submission of a Major Modification proposal for a 2 year FT offering of the current BA degree completion in Disability Studies. The modification included the revision of the capstone course, into a single term required course and a core elective second course for those wishing more intensive exposure to research design, execution and analysis.
- c) Consulted with the Registrar's office and Admissions in 2023 to explore 'reach back' curriculum for students with multiple certificates to meet admission requirements of the DST program. In 2022-23, changes in the provincial funding to community colleges led the Deaf Intervenor program to move from a two year academic diploma program to a fourteen month

certificate program. While many students who applied to TMU also possess previous post-secondary education, a provisional curriculum of five undergraduate courses were outlined to support potential applicants. This has provided the foundation to consider a separate second year advanced standing entry into the program leading to a BA in Disability Studies.

- d) A four year degree is on hold pending outreach to secondary schools to ascertain the nature of student interest. Preliminary stakeholder consultation with guidance counsellors, inclusive demonstration schools and disabled youth agencies/services underway.



Priority Recommendation #2 Develop a PhD LOI:

Develop and submit an LOI for a PhD program administered through the School of Disability Studies, harnessing critical disability, mad, and Deaf studies work at the intersection of bodies, communities and technology.

Rationale:

Based on the recommendation of the PRT's assessment of the School's SRC and record of robust postdoctoral study, a key priority moving forward is the development of a PhD LOI (See Section 7 SRC, Section 8 SWOT). The School has already initiated an exploratory process to ascertain the focus for a graduate program that cuts across the FCS Schools.

Implementation Actions:

- Consultation with internal and external stakeholders and partners.
- Complete social need, student demand and labour market analysis.
- Prepare background research about practice-based doctorates and new approaches to internationalization.
- Finalize learning outcomes and curriculum.
- Review with faculty and School Council.
- Review with UPO.
- Submit LOIs for approval.
- Prepare a full proposal.
- Develop any necessary courses.

Timeline:

Submission of LOI to VPA June 30th 2023.

Responsibility for

- a) **leading initiative:** Program Chair
b) **approving recommendation, providing resources:** FCS Dean; Associate Dean Graduate Studies, UPO.

Status for 1-year Follow-up Report: (To be added as an update 1 year following Senate approval of PPR)

- a) Consulted with faculty across TMU, who engaged in Disability Studies SRC, including Drs. Biglieri (SURP), Moola (ECS), Poole (SW), Friedman (SW), Snodden (ECS), Underwood (ECS), Wehbi (OSI), Lum (Politics), Campbell (CI), Blake (History), Seko (ProCom), Barry (Fashion), Lachman (Digital Media), Griffith (ProCom), Winiarczyk (Languages), Hart (PSY), Abdoli-Eramaki (OPH).
- b) Met with external partners, including Enviaance Institute, Institute for Research in Inclusive Societies, iHuman, Global Centre for Disability Studies, Locke Mission of Ontario, Art Inclusion Canada, among others, as part of the social need analysis.
- c) Finalized learning outcomes with core faculty group.
- d) Drafted societal need section of the LOI.
- e) Explored practice-based doctorate models.
- f) A preliminary draft PhD LOI was submitted to the FCS Dean and Associate Dean Graduate Studies in June 2023. In fall 2023, a revised abridged LOI draft was submitted to the Associate Dean YSGPS and a meeting to review the LOI was held in early 2024. A major barrier in following through with the LOI is the need to develop an income generation or cost-recovery model for the proposed program.
- g) In consultation with the FCS Associate Dean Internationalization and Graduate Studies, the School developed a graduate readings course with a focus in critical disability theories. Discussions are underway to include this course more regularly in the graduate offerings of an FCS School.

Priority Recommendation # 3 Faculty Hiring:

Increase the faculty complement of the School of Disability Studies.

Rationale:

The PRT report recommended adding at least 2.5 tenure-track/tenured faculty positions at the School, to replace those lost by faculty attrition since 2011. As noted in the self-study Sections 3, 5 and 6, the School is engaged with decolonizing pedagogy and invested in further critical analysis about the relationship between disability, disablement and colonization. In accordance with the PRT report and the Dean's response, that the School be included in any new targeted Indigenous cluster hires. As noted in the PRT, DST is well-positioned to collaborate with the medical school and may pursue opportunities for curriculum development, joint teaching and faculty cross-appointments.

Implementation Actions:

- Complete 23/24 hiring of tenure-track and LFT positions;
- Continue to advocate for the addition of LTF and tenure-track positions with the growth and evolution of the School.

Timeline:

- New tenure-track hiring, Jul 2023;
- Maintenance of LTF position, 2023.

Responsibility for

a) leading initiative: Program Director and School Council.

b) approving recommendation, providing resources, and overall monitoring: FCS Dean and VPFA.

Status for 1-year Follow-up Report: (To be added as an update 1 year following Senate approval of PPR)

- A new tenure-stream faculty member, Dr. Merrick Pilling was hired and began in July 2023.
- Course registrations have remained robust, supporting the hiring of a Limited Term Faculty Member from 2021-2025 (successive one year terms).

Priority Recommendation # 4 Student and Alumni Engagement:

Strengthen and maintain student engagement through peer and alumni mentorship networks. Develop new opportunities for student and alumni engagement and direction in School activities.

Rationale:

The School will continue to develop the strength of the student engagement activities as identified in the SWOT and Sections 6 and 5. As the Let's Talk About Race & Disability, Building Black Spaces and Perspectives: Black disability and mad studies Speaker Series demonstrated, these activities address students' experiences and learning needs at the intersection of anti-racist, anti-colonial, anti-ableist and anti-sanist pedagogies. With continued student engagement funding from FCS, the School will prioritize the unique strategies and practices required to foster the participation and involvement in School activities from part-time, distance education learners as noted in Section 6 and SWOT. To enhance the Student Engagement role, based on student feedback and to redress the suspension of the Summer Institute, the School will explore new avenues to support student connectivity such as faculty-student mentorship, online School events such as public lectures, informal School-based gatherings and student representation on School committees. A key priority within this work is to develop faculty and alumni mentoring practice around career and scholarly pathways in keeping with student surveys. Another priority is to maintain and build upon existing student consultation/involvement processes in School governance such as town halls and School-wide access caucuses (based on student feedback, academic plan and SWOT). Students will also be connected to faculty's ongoing SRC as research assistants and through KME opportunities based on findings in Section 6 and the SWOT. Where possible, students will also be integrated into future work emanating from the Disability Publics lab. Finally, student engagement will work to liaise with student and academic support to facilitate virtual supports after the return to campus over the next five years (based on

Self Study Section 8 SWOT).

Timeline: N/A

Responsibility for

a) leading initiative: Program Coordinator and Program Director

b) approving recommendation, providing resources, and overall monitoring: School Council

Status for 1-year Follow-up Report: (To be added as an update 1 year following Senate approval of PPR)

- a) Since January 2023, the School has continued its tradition of student engagement activities
- b) Two alumni panels with K-12 teachers and administrators were held; 2 alumni panels with a focus on non-traditional career pathways (e.g. tech industry, medicine) were held.
- c) A series of student co-curricular critical analysis workshops to support students returning to school after many years in the workforce were held in January 2023, June 2023, October-November 2023.
- d) Invited guest speakers to speak to the student body (e.g. lunch and learns) were held around a variety of topics, including assistive technology (March 2023), access in the financial sector (June 2023, February 2024).
- e) New quarterly alumni newsletter launched in late 2023.
- f) See below for Priority Recommendation #8 for SRC activities in which students were included.

Priority Recommendation # 5 Administration:

Increase the human and financial resources to support the daily operations and growth of the School of Disability Studies.

Rationale:

A key finding from the PRT visit was the need for increased administrative resources (see PRT report and Dean's response). In order to support and maintain the growth of the School, an addition of a 0.5 FTE administrative staff person is recommended. The addition of this administrative support, will safeguard the School's single program coordinator, freeing her to pursue activities that foster student engagement and program evolution.

Implementation Actions:

- Pilot an additional 0.5 FTE administrative staff member within the School to support activities related to program renewal, development, growth and retention.
- Pursue funding opportunities that build in administrative assistance, particularly in the area of curriculum development and innovation.
- Evaluate the impact of additional administrative assistance.
- Begin to utilize FCS Dean's Office supports.

Timeline:

- Pilot from Winter to Summer 2023 (February-August).
- Apply for one government grant.
- Continue to plan and advocate for appropriate administrative supports with program growth and the establishment of a graduate program.

Responsibility for

a) leading initiative: Program Director and Program Coordinator

b) approving recommendation, providing resources, and overall monitoring: FCS Dean

Status for 1-year Follow-up Report: (To be added as an update 1 year following Senate approval of PPR)

- a) The timeline of this priority was shifted somewhat. The program coordinator was on medical leave episodically between January 2023 and June 2024. During early 2023, attention was focused on backfill administrative support until June 2023.
- b) Beginning in August 2023, a .70 FTE departmental assistant role was launched for an eighteen month period.
- c) During this time, student wait-time for responses to queries has been reduced to 36 hours. The DA has supported the smooth launch of the FCS CERC public activities prior to the establishment of her own admin staff structure. The School is in the midst of developing a database to track student retention, active status and to streamline administrative duties, in order to allow admin staff to prioritize student engagement activities.
- d) The School continues to evaluate the impact of additional administrative support as we move into a period without an interim director.
- e) Eight external grants have been secured or applied for to help support the salary of the Disability Publics Lab Coordinator. This role provides faculty with research, financial and KME administrative support beyond that provided through FCS.
- f) Moving forward, DST faculty and the Lab Coordinator are initiating conversations with the Dean's office to explore a cost recovery model in which the Lab Coordinator provides admin support to FCS researchers on a nominal fee-for-service basis.

Priority Recommendation # 6 Curriculum Development:

Develop new courses and curriculum modules as part of ongoing program refreshment and program growth.

Rationale:

New course development is integral to the program renewal process as the 2Yr and 4Yr FT LOIs are prepared. New course and curriculum development also broadens the reach of Disability Studies to the wider TMU student body, thereby contributing to growth in enrolments.

The developmental plan identifies three key areas of course development. A crucial area of curriculum development is to continue work on mobilizing the recommendations of student feedback offered through the Let's Talk About Race & Disability report. This continues the ongoing review and renewal of current course offerings as well the development and promotion of new courses that foreground the intersection of disability, mad and Deaf studies with intersectionality, critical race and decolonial analyses. This priority area is supported by the TMU Academic Plan 2020-25 as noted in Section 4, the Anti-Black Racism Campus Climate Report and the Self Study analysis in Section 5b. Additionally, this responds to the societal need for a social response to the recommendations from the Truth and Reconciliation Commission. These curriculum developments also address the societal need for citizens who can understand the diverse and structurally inequitable needs within their communities.

A second priority for course development is to expand mad studies/critical mental health course offerings to meet the growing practice, policy and cultural significance of this area of scholarship and activism as outlined in Section 3, societal need analysis. These courses also demonstrate robust demand from students across the wider university and serve as an area of potential growth for the School and Faculty of Community Services.

A third priority responds to student feedback which indicates that career pathways may favour the inclusion of STEM, digital literacy and production, and critical accessibility into the current curriculum. A chief task will be to revisit DST 614 or equivalent in order to meet the societal and labour market demands as outlined in Section 3. Course development in crip technoscience and disability, digital access and identity represent an area of SRC, interschool/faculty collaboration, societal need and curriculum intersection for the School as indicated in the SWOT.

A final area of course development emerges from the SWOT analysis for a strong focus on collaboration. To this end, planning with faculty from other Schools around the development and formalization of courses like Deaf Studies and Disability Studies in Education are currently underway. Both these areas of scholarship and practice represent potential areas of growth in student and labour market demand and respond directly to the career aspirations of current students.

To support the activities related to course development, the School will continue to pursue curriculum development funding (based on Self-Study Section 5 and Section 6b).

Implementation Actions:

- Begin course development.
- Identify program curriculum changes necessary to allow for new required course offerings.
- Review current and new courses for alignment and contribution towards socially just and intersectional pedagogy.
- Apply for internal and external funding opportunities to support the creation of a variety of courses and modes of curriculum delivery.
- Implement approvals process for new course offerings.
- Develop concentrations with the Curriculum Committee.
- Review with faculty.

Timeline:

Ongoing:

- To date two new core DST courses have been developed.
- One work integrated/studio course has been piloted.
- One liberal studies course has been developed and submitted.
- By August 2023 one new reach back course will be developed for students coming from certificate programs.
- Second liberal studies course will be submitted by May 2023.
- New core elective by August 2023.
- Redevelopment of DST614 by March 2024.

Responsibility for

a) leading initiative: Program Director; DST Curriculum Committee

b) approving recommendation, providing resources, and overall monitoring: DST Anti-Black Racism Committee; School Council; FCS Dean; FCS Associate Dean undergraduate Students and Pedagogy

Status for 1-year Follow-up Report: (To be added as an update 1 year following Senate approval of PPR)

- a) Development of courses that foreground intersectional approaches to disability/mad studies.
 - i) DST 604 Current Topics 2: Transnational Disability Studies designed and offered one time; DST 604 Current Topics 2: Black Feminist Approaches to Disability designed and to be offered SS 2025; Upper Level Liberal Studies DST 510 Death and Everyday Life

with strong necropolitics approach offered W2024 for first time, scheduled for W2025.

- ii) FCS 200 Indigenous Relations and Practices and FCS 400 Indigenous Land and Sovereignty added to core electives.
 - iii) New curriculum open educational resources created through FCS ABR funding initiatives: *Perspectives on Black Disability Studies* and *The Black Pain Project*.
- b) Development of mad studies/critical mental health courses:
- i) Minor modification submitted to DST 503 Current Topics 1: Madness & Childhoods to be developed into a core elective DST 640.
 - ii) DST 601 Mad Poetics, an upper level liberal studies, designed and to be offered Fall 2024.
- c) STEM and applied courses
- i) Enabling Change grant successfully applied for to support design of an Accessible Health Care Delivery course and open educational resource to be offered to nursing, midwifery, social work, nutrition and medical students. Pilot course to be offered Fall 2024.
 - ii) DST 614 Community Access and Technology revised to include environmental justice material, offered SS 2023.

Priority Recommendation # 7 Program Delivery:

Continue to innovate program delivery models to meet the societal and labour market needs and student aspirations.

Rationale:

The School plans to maintain its strength in online, flexible delivery, by refining its current course delivery models. Revisiting modular, hyflex and blended delivery models to facilitate students' completion of program requirements as noted in Sections 3 and 5 is currently underway as the university gradually returns to onsite delivery. As part of this work, the School will explore and establish a mix of small, medium and large classes (based on Self Study Section 5, Section 6 and Section 7).

The School will explore work-integrated or cooperative learning opportunities in order to address student feedback and labour market trends as described in Section 3 and the less experienced student profile as described in Section 5 and the university's Academic Plan in Section 4. These opportunities will focus on careers based in accessibility, equity, advocacy, arts and design to reflect labour market growth and to develop new areas of growth for FCS students.

Implementation Actions:

- Pursue funding for innovative curriculum development and delivery.
- Pilot blended, international classroom, and hybrid modular models of course delivery.
- Work with the Experiential Learning Hub at TMU about cooperative education.
- Consult with external partners and industry leaders regarding development of cooperative education.
- Draft LOI for cooperative education program; and
- Implement approvals process for LOI.

Timeline:

- Piloting of new course delivery models, 2023-2024, with establishment of FT program for 2024-2025.
- Consultation with external partners re: cooperative education, Winter 2023; and
- Drafting LOI for submission, Fall 2023.

Responsibility for

a) leading initiative: Program Director.

b) approving recommendation, providing resources, and overall monitoring: Experiential Learning Office; CEWIL; Dean's Office; VPA.

Status for 1-year Follow-up Report: (To be added as an update 1 year following Senate approval of PPR)

1. Little progress was made on this priority, given the small number of active faculty in the School in 2023-24. Most attention was given to maintaining current partners.

Priority Recommendation # 8 SRC:

Continue to strengthen the SRC capacity of the School of Disability Studies. Enhanced elaboration of the Disability Publics Lab will be instrumental to enhanced faculty, postdoctoral fellow and student SRC capacity.

Rationale:

The Disability Studies Lab is crucial to SRC and curricular success of the School. In its second year of operation, the lab will move to bring together scholars from across the university whose work intersects with disability, mad and Deaf studies, enacting a longstanding element of the School's academic plan as noted in Section 4 and the desire for collaboration as noted in the SWOT. As noted in Section 7, depending on the results of the 2022 CERC competition, the School will pursue a longer range goal of seeking support and nomination from the Faculty of Community Services to

apply for John R Evans Leadership funding to develop the infrastructure of this lab.

Supported by Self-Study Section 6 and the SWOT, the developmental plan focuses on increasing the SRC funds/faculty ratio. Given the small size and subsequent intense service and teaching demands of the TFA faculty members, the developmental plan acknowledges faculty need for support for SRC capacity. To this end, the School will explore avenues for cost recovery for the “Lab Coordinator” position established in January 2022.

A key element of increasing the School’s SRC capacity is to maintain the excellent work conducted by the two independently funded postdoctoral fellows. Adding to the pool of postdoctoral fellows through Tri-Council and Mitacs funding, developing potential Research Chair grants, strengthening connections with international postdoctoral and emerging researchers and building connections between DST postdoctoral fellows and other emerging researchers within the university are key areas of future work as supported in the Self-study Section 7.

Enhanced SRC capacity will include a plan to meaningfully include DST program students into faculty SRC activities as co-researchers, research assistants and other highly qualified personnel, to diversify the pool of emerging scholars in the field of disability, mad, and Deaf studies.

Implementation Actions:

- Establish regular large and smaller group meetings of disability studies scholars from across the University.
- Implement process to explore and establish internal policy regarding cost recovery for Disability Publics Lab activity.
- Build relationships to enhance community use of Disability Publics Lab with view to strengthening community-directed SRC and KME initiatives.
- Pursue funding to support current and additional postdoctoral fellows
- Establish a work back plan.

Timeline:

- Establish disability studies network meetings throughout 2023, with final meeting structure by Feb 2024.
- Develop internal Disability Publics Lab policy regarding cost recovery, March-Feb 2024.

Responsibility for

a) leading initiative: Director and Disability Publics Lab Governance Committee. **b) approving recommendation, providing resources, and overall monitoring:** Faculty, School Council, and FCS Dean.

Status for 1-year Follow-up Report: (To be added as an update 1 year following Senate approval of PPR)

- a) First Disability Publics Lab Network Meeting held in March 2023. Network members from beyond School have planned research and KME activities in conjunction with the Lab.
- b) Lab Coordinator supported the preparation of sixteen grant applications since January 2023 and has provided administrative support for twenty-five.
- c) Scholarly, Research and Creative panels: *Working at the intersections of Blackness and Mental Health* with Dr. Nadena Doherty (March 2023); *Not writing access* with Rob Colgate & Drew McEwan (April 2023); *International Perspectives on Legal Capacity & Supported Decision-making* (May 2023); *Dispatches from Disability Country* with disability rights activist Catherine Frazee (June 2023); *Crip Ecologies* with Pree Singh & Carmen Papalia (August 2023); *Music and Neurodiversity* with Xenia Music Collaborative (April 2024),
- d) Supported the onboarding of the FCS CERC, Dr. Karen Soldatic, who is a professor in the School of Disability Studies. Specifically supported the coordination of two events with visiting international scholars: *Coloniality and White Settler Population Anxieties* with Dr. Madi Day (April 2024); *Disability and the Global South: Lessons Learned from Africa* with Dr. Brent Elder (April 2024)