

FINAL ASSESSMENT REPORT

PERIODIC PROGRAM REVIEW (PPR)
Bachelor of Arts (Honours)
Environment and Urban Sustainability
Faculty of Arts

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 Environment and Urban Sustainability 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 Environment and Urban Sustainability

The Bachelor of Arts in Environment and Urban Sustainability (EUS) is a four-year, full-time honours degree offered by the Department of Geography & Environmental Studies at Toronto Metropolitan University (TMU). It is one of thirteen undergraduate degrees offered in the Faculty of Arts, not counting Undeclared Arts and several double majors. The EUS program is designed for students who are passionate about social and environmental issues and eager to learn about, envision, and develop innovative responses to challenges facing urban centres and surrounding interconnected resource-based communities. The program integrates the social sciences, natural sciences, and applied disciplines as related to environmental and sustainability issues.

Over the course of the program, students complete twenty core required EUS courses, as well as twenty structured elective courses. These elective courses include core electives, open electives and liberal studies electives, ensuring each student fulfills all Faculty of Arts program requirements. EUS curriculum builds on a strong foundational year of interdisciplinary studies. Through a unique balance of required and optional courses, students gain skills in creative thinking, research and analytical methods, and theoretical approaches, while choosing to pursue individual interests through elective opportunities. In addition to the full-time honours degree, students in other programs at TMU can work towards an EUS minor.

This document comprises the Faculty of Arts' Dean's response to the Peer Review Team (PRT) Report and the School's response, in accordance with the directions of the 2018 and 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 November 25-26, 2024. The School of Environment and Urban Sustainability submitted a list of potential Peer Review Team (PRT) candidates to the Office of the Dean, who then selected

Dr. Sheryl Ann Simpson, Associate Professor, Geography and Environmental Studies, Carleton University
Dr. James Voogt, Professor, Department of Geography and Environment, University of Western Ontario

Overall, the PRT felt the EUS program provides a distinctive training in environmental and urban sustainability in the heart of Canada's largest city. Its physical location and applied focus are important strengths and distinctive attributes. The program directly aligns with the 'Focus on Communities and Cities' described in the 2020-2025 Academic Plan and addresses the 'Urban Innovation' theme of TMU's strategic plan. Students gain relevant employment. It is making good use of existing resources, and departmental leadership is being proactive in seeking creative opportunities for support. Faculty have made significant efforts to incorporate experiential learning in their courses. Environment and sustainability issues are becoming increasingly important to urban areas globally and underlie a need to continue support for programs such as EUS.

The PRT identified several areas for improvement and enhancement. They recommended undertaking a review of the program objectives to ensure alignment between core curriculum and faculty resources and allow other recommendations related to program curriculum to be prioritized. There is a need to improve the fraction of core and core-elective courses taught by FT faculty. The program should continue to work toward adding a BSc stream. Earlier incorporation of GIS skills would enable students to build those skills earlier in their program and to then more easily implement them as part of senior level research projects. The program sees potential (Self-study recommendation 4b) for a possible double major in EUS and GA. These enhancements may help with student recruitment, as would a co-op option and potential incorporation of program accreditation. Additionally, v=better access to physical lab infrastructure and funding to support field experiences will help enhance senior-level courses and ensure learning outcomes are consistently met. Lastly, the program should make more use of PAC and alumni in building experiential learning opportunities

The PRT Report offered the following eighteen critical 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 Environment and Urban Sustainability has submitted its response to the PRT report to the Dean of the Faculty of Arts, to which the Dean responded on February 4, 2025.

The Academic Standards Committee completed its assessment of the School of Environment and Urban Sustainability on April 3, 2025. 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:

The mandated One-Year Follow-up Report be submitted by June 30, 2026 to include:

1. An update on the Implementation Plan
2. A report on enrolments and curricular renewal

Presented to Senate for Approval: May 6, 2025

Start date of next Periodic Program Review: 2025/26

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

RECOMMENDATION ONE: Curriculum

Building on the strengths of the EUS curriculum, we recommend attention to integration between programs, ensuring necessary courses and skills are introduced early in the program, and further exploration of new major and cooperative programs.

6 months - 1 year

Complete ongoing initiatives

- A. Finalize revisions of EUS program objectives
- B. Further develop and promote 'pathways' (e.g. policy, economic, ecological, justice etc.) through the program to support students navigating through the interdisciplinary program offerings.

1-3 years

Focus on the content of existing courses, access to courses, and developing new courses and programs as appropriate

- C. Identify opportunities to introduce written communication and oral presentation skills in core courses at the first or second year. Explore opportunities to develop an environmental communication course.
- D. Ensure expansion of perspectives of the environment including sufficient exposure to Indigenous Knowledge through a mandatory course with an Indigenous focus.
- E. Explore further integration between EUS and GA programs including 'cleaning up' course overlap to remove redundant courses and increasing access to introductory GIS courses (GEO141) for EUS students.
- F. Explore opportunities to introduce field study experiences earlier in the curriculum.
- G. Ensure access to appropriate early science courses and prerequisites including the potential to develop an EUS-housed ecology course. This course can build on the strengths of the program and address the needs of students in the Faculty of Arts.

H. Establish a cooperative program to provide consistent access to placements for all students.

2-5 years:

Changes and additions related to majors

- I. Add a GA-EUS double major option as a clear pathway for students to integrate skills across the two programs.
- J. Add a EUS BSc option, this would require coordination across the Faculty of Arts and Faculty of Science including the departments of Chemistry and Biology. This new program would align program and faculty member interests, broaden the program base by ensuring appropriate ecological foundations and depth for EUS students, and has the potential to increase the accessibility of science education at TMU by providing an interdisciplinary path into ecological studies. Development of such a stream should consider carefully the presence of similar competing programs at TMU and other Ontario institutions and their current recruitment of students to determine what a likely enrolment might be.

PROGRAM RESPONSE:

Overall, the Department agrees with all EUS program recommendations related to curriculum put forward by the external program review team and will consequently aim to incorporate all of them into the implementation plan. As such, the PRT recommendations are reflective of recommendations put forward by the Department in the PPR self-study report, with minor deviations in terms of detail and timelines given the required submission of both minor and major program modifications to meet program improvement objectives related to the curriculum. Specifically, implementation of recommendations to add a GA-EUS double major as well as adding a BSc designation will require major program modifications and will furthermore determine the implementation of minor modifications to address recommendations such as the development of new courses, development and promotion of pathways or streams (e.g., policy, economic, ecological), and ensuring access to science-based courses in Year 1 and 2. Therefore, the timelines associated with PRT recommendations on development of program objectives, a double major, the addition of a BSc designation, new courses and specific additions of communications and Indigenous geographies content will be pursued simultaneously and potentially proposed for implementation in the shorter term.

Points of clarification to the PRT recommendations:

- The Department will not propose a new program, but rather modify the existing program to include separate curricula leading to a degree with either the BA or BSc designation.
- The addition of a co-operative education option for the program will not provide access to placements for all students, but rather provide a limited and competitive number of student spaces in the co-operative program. The co-op program will be available for both BA and BSc designations.
- The PRT recommendation to ‘increase access to introductory GIS courses’ does not clearly articulate the self-study recommendation to add GEO 141 to Table 1, or preferably, add as a required first year course for EUS. Students currently have access to this course as an Open

Elective, but this does not meet the program's objectives to increase GIS competency among EUS students.

DEAN'S RESPONSE:

- A. Clear program objectives are a key measure of the quality of a degree program (as outlined by the Institutional Quality Assurance Process) and provide the core that ensures curricular coherency for the Program. As such, no changes to the Program's curriculum should be made without a clear articulation of the Program's objectives. Revamping the Program's objectives provides an opportunity to ensure that they are in line with the current delivery and focus of the Program's curriculum and that they incorporate the Faculty of Arts' (Arts) commitment to decolonization, anti-racism, equity, diversity, inclusivity and accessibility. Revision of the program objectives also provide an opportunity for the Program to embed new Program priorities and opportunities for experiential learning, such as co-op, into the program objectives. The Program would also do well to review their program learning outcomes to ensure that they are in line with the revamped program objectives.

Curriculum Quality Assurance in the Centre for Excellence in Learning provides a number of online resources to support the development of program objectives at Program Learning Outcomes. Curriculum Specialists are also available to provide guidance and support in the revision and development of program objectives.

The Program is encouraged to complete new program objectives by spring 2025. Doing so will ensure that all subsequent curricular changes are in line with the new program objectives.

- B. The Dean is supportive of initiatives that improve student experience, including providing students with clear pathways of interest and specialization.

Policy 2 sets out the definitions of curricular options such as minors and concentrations and may be helpful if the Program chooses to develop such pathways. The Associate Dean is available to help navigate proposals for concentrations, if the Program chooses that option to develop their curriculum.

The Dean supports the proposed 1 – 3- year timeline and reminds the Program that it will need to be mindful of the calendar cycle when instituting these changes.

- C. The Dean supports deeper integration of professional and practical skills into the curriculum in an intentional and scaffolded manner and welcomes the Program's plans to do so. Such changes should be made in light of the revised program objectives and any new program learning outcomes; and the course mapping conducted as part of the PPR self-study.

Arts is currently in the process of revising SSH 205: Academic Writing and Research and would welcome the Program's feedback on how the course might be revised to serve as a foundation

for their students' writing needs and to explore how the two courses could be placed in dialogue with each other to support students' development of written skills.

Curriculum development is the purview of the Program's Curriculum Committee. The Curriculum Insights mapping program provided by Curriculum Quality can help to ensure that writing skills are scaffolded effectively into the Program's curriculum. Curriculum Specialists are also available to help ensure that writing skills development are embedded in program-level and individual course learning outcomes.

Curricular changes should be either in line with or subsequent to the development of new program objectives and any revised program learning outcomes. As such, the Program is encouraged to aim for new curricular changes to be made within the earliest possible timeframe, ideally, for either the Fall 2025 or Fall 2026 calendar cycle.

Curriculum development is an iterative process and the Program's plans to develop a new environmental communications course is welcome. It may be that this new course could establish the written and oral presentations skills. As noted above, new courses must reflect any revised program objectives and learning outcomes.

- D. The Dean commends the Program for its desire to embed Indigenous knowledge and learning into the curriculum. Doing so is in line with the values and priorities of the Faculty of Arts and the broader University. In this process, it will be necessary to consult with Indigenous faculty members for insight on how best to incorporate Indigenous content and perspectives in the curriculum. For example, Indigenous faculty have raised the concern that forcing students to take a mandatory Indigenous course might be counterproductive by breeding resentment in students; there are also additional concerns about workload for Indigenous faculty members. In light of these concerns, the Program is encouraged to consider a wide variety of options to incorporate Indigenous knowledge into the curriculum; for example, the Program might consider requiring students to choose an Indigenous course from a specified list of courses thereby helping to ensure that students have some choice in the course that they take. Doing so might also help increase enrollments in current Indigenous courses offered in Arts. The Dean concurs that a 1 – 2-year timeline to completion is feasible.
- E. The Dean supports efforts that seek to enhance learning opportunities for studies, particularly when both faculty members and students have identified a curricular gap. It is worth noting that if the intention is for all students to develop geospatial and geotechnical learning outcomes, such learning must be integrated into the program learning outcomes and embedded in required, rather than elective, courses. Mindful of the calendar deadlines, the Dean supports the Program's plan to institute this change within one to two years.
- F. The Dean is supportive of measures that improve student experience and learning as is proposed in this recommendation. The Dean concurs that the proposed 1 – 3-year timeline is reasonable,

in line with other proposed curricular innovations.

- G. The Dean is generally supportive of measures that improve student experience and learning as is proposed in this recommendation. As noted, the Dean is available to participate in negotiations with the Faculty of Science if needed to ensure access to science courses. See also response in #6 above. The Dean concurs that the proposed 1 -3-year timeline is reasonable.
- H. The Faculty of Arts aims to offer co-op options for all BA programs by the 2027- 2028 academic year as part of its Strategic Enrollment Management Plan; thus the Dean strongly supports this recommendation.

Introducing co-operative education directly responds to student demand for more and deeper experiential opportunities, and employers' increasing calls to benefit from the diverse skills sets of liberal arts students through a co-op experience. Additionally, the Arts Co-op Program is committed to enhancing accessibility for our diverse group of students from a broad range of cultural, social and economic backgrounds; to providing expanded opportunities to earn an income to offset the cost of education; and to directly enhancing student experience.

The Dean's Office can provide a template proposal for the co-op program that must be submitted to Academic Standards; the Curriculum Specialists can assist with revamping program learning objectives that may be necessary with the introduction of a co-op option.

As noted, the Dean considers introduction of a co-op to be a high priority and encourages the Program to aim to submit their proposal in 1 to 2 years rather than 1 to 3 years.

- I. A double-major in Geographic Analysis and EUS is a logical curricular direction for a department of both Geography and Environmental Studies. Such a degree could help bolster enrollments in Geographic Analysis courses and provide improved employment opportunities for graduates. Arts currently offers nine double-major degrees and has found these offerings to be an effective and efficient way to expand curricular offerings and provide meaningful learning opportunities to students. None of the current double-majors have a co-op option. The Program may want to explore whether a co-op option is viable in the double-major curricular format.

Successful Arts double-major proposals can be made available to the Program to use as templates for their double-major proposal. Additionally, Curriculum Specialists can help to develop appropriate program-learning objectives for the new degree. The current Associate Dean was part of the team that drafted the original double-major proposals for Arts and is also available to assist in this process.

The current double-majors in the Faculty of Arts exceed the program balance for Core courses allowed under Policy 2 by a single course. On March 1, 2022, Senate passed a motion that granted the nine current double-majors offered in Arts an exception to the program balance

prescribed under policy on the grounds that the imbalance had been present when the double-majors were approved. It is not clear whether such an exception would be extended to new double-majors. Thus, the Program should be mindful of the program balance requirement when developing the double-major and seek advice from Curriculum Quality as necessary during this process.

The Dean reminds the Program that curricular developments must be in line with the calendar, Academic Standards and Senate deadlines. Mindful of these cycles, the Dean is in agreement that a 2 to 4-year timeline is reasonable.

- J. A BSc in EUS is an exciting opportunity to pursue interdisciplinary learning that can help to further prepare students to take leading roles in the environmental field. The new degree also has the potential to increase enrollments in EUS classes and help to position the department strategically as the provider of an all-encompassing approach to environmental education and as a leader in the field.

It should be noted that the Vice-President, Academic and the Academic Standards Committee will soon be embarking on a degree designation review. If there are opportunities for department members to participate in this work, they are encouraged to do so as they would have early access to understanding the direction that the University is going in with regard to degree designation; they may also have opportunity to shape what is understood to constitute a BSc.

As noted, Curriculum development is the purview of the Program's Curriculum Committee. As noted above, Curriculum Specialists can help to develop appropriate program-learning objectives for the new degree.

The Faculty of Arts currently does not offer any Bachelors of Science; as such, it is unclear as to whether creating such a degree might trigger the need for organizational, policy, or governance change. As such, the Program is advised to work closely with Curriculum Quality Assurance as it develops the degree.

This project will take considerable collaboration between the Department and possibly other departments across TMU (e.g., the Faculty of Science); further new degrees generally take 18 months to 2 years to be launched. As such, the Dean concurs that the proposed 2 – 4 years to completion timeline is reasonable.

RECOMMENDATION TWO: Resources

The recommendations in this section focus on program-level needs to support the curriculum, many of which would bring EUS in-line with comparative programs.

1-3 years:

Resources related to immediate teaching needs.

- A. Ensure appropriate faculty recruitment. Since the self study was completed there have been significant resignations that impact the program's capacity to teach social-cultural environmental issues and ensure engagement with Indigenous Knowledge. Recruitment can also be an opportunity to align faculty interests and skills, across the department, with program objectives and curriculum, and ensure necessary breadth of faculty expertise. In addition to recruitment, support from the Faculty should also focus on retention.
- B. Access to a teaching laboratory. Access will support the further integration of environmental science and physical geography in the program including adding lab components to additional courses. This resource would also bring the program in line with comparable programs, and support faculty retention. Temporary access could be gained through partnerships with programs in the Faculty of Science as work continues towards permanent access or a dedicated space.
- C. Resources to support field studies and experiential learning, and support equitable access to these experiences.

2-5 years:

Resources to support proposed curriculum changes.

- D. Increasing access to GIS courses for EUS students, as recommended above, will increase demand for the use of existing computer labs for teaching and student independent work. Plans should be made to ensure sustainable access, and increase resources if needed.
- E. Exploring options for a permanent field studies location, in Ontario or beyond. This site will support the expansion of environmental sciences and physical geography across the EUS curriculum. A field study location will build on the current use of urban field sites, expanding student access to field-based experiences and a broader range of environmental conditions.

PROGRAM RESPONSE:

The Department agrees with the recommendations of the PRT team related to resources. These are noted with respect to the number of faculty members supporting the program in specific areas of expertise; physical resources for teaching; resources for field studies and experiential learning and to ensure equitable access; resources to support proposed curriculum changes, and; the establishment of a permanent field studies location. These items will be incorporated in the implementation plan, but a point of clarification is that implementation of recommendations related to faculty position replacements is subject to budgetary planning and decisions by the Faculty and University, and access to a physical geography teaching laboratory may be subject to collaboration and resources in the Faculty of Science. Furthermore, the anticipated and additional demand for GIS and geotechnology teaching resources is primarily associated with the proposal and implementation of a BSc designation, although increased access to geotechnology learning will also be pursued for the BA designation, as noted in the self-study recommendations.

DEAN'S RESPONSE:

- A. The Provost's Office determines whether any hires are awarded to Arts. This decision is made on an annual basis. If/when hires are awarded to Arts, the Dean has the responsibility of allocating the hires amongst the departments based on demonstrated need and other considerations. Due to current financial constraints, we expect that Arts will receive limited hires over the next few years; and that there will be strong competition amongst departments for any such hires. The Program will need to provide strong rationales to support any requests for hires. At a minimum, such rationales should demonstrate connections between the request for hires and the Program's strategic research, teaching, and enrolment priorities, and should be supported by appropriate data.
- B. High quality geographical and environmental research is reliant on computing tools found in a well- equipped and cutting-edge laboratory. Additionally, laboratory work provides students with the vital hands-on learning opportunities that are central to Arts degree programs. By enhancing experiential learning and supporting research, a revamped laboratory can also play a significant role in establishing the EUS program as a viable and attractive study option for students interested in the field, which is important in the face of the Program's ongoing application declines.

The Faculty of Arts is facing considerable financial constraints. As such, the Dean encourages the Department to consider additional sources of revenue to support this project, including using BIP funds and seeking partnerships with industry sponsors. The Executive Director of Development for the Faculty of Arts may be able to offer support in fundraising for the project. The Communication Teams in the Faculty of Arts and for TMU will be available to promote the new laboratory upon the completion of its renovation. Due to the importance of updated laboratory space to the vitality of the degree, the Dean is in agreement with the Program's plan to update the lab within four years.

The Dean is prepared to support the Department by engaging in conversations with the Faculty of Science to share their lab spaces until permanent access to a teaching laboratory is established. As part of the process of securing lab space, the Department should also assess the current capacity of their labs to maximize lab spaces.

The Dean is prepared to work with the Department to determine the feasibility of future investment in lab facilities. Such investment might involve fundraising; the Executive Director of Development may be able to provide support for such fundraising initiatives. The Dean also reminds the Department that lab space development is subject to the University's space constraints. The Dean concurs that a 1 – 4-year timeline to completion is reasonable.

- C. The Dean agrees with the importance of ensuring equitable access to field studies and experiential learning experiences in this recommendation as such efforts are in line with the

values and priorities of both the Faculty and the University.

The significant financial constraints facing Arts suggests limited availability of financial support from the Faculty directly; however, there are grant opportunities from CELT, CWIL, and iHUB, that might be put toward this initiative. Additionally, the Executive Director of Development might be able to help the Program find resources to support this recommendation. The Dean concurs that the proposed 1-3 year timeline is reasonable.

- D. See response to B above.
- E. While the Dean is generally supportive of possible internationalization and experiential learning opportunities, the Department will need to put forward a plan and proposal, including a detailed budget, setting out the costs of such initiatives, before the Dean would be able to enter into discussions on the feasibility of this initiative. The Dean will be better able to enter into discussions to support a permanent field studies location when the cost for such a site is known. Part of these discussions may entail identifying community partners and experiential learning grants that might be engaged to support these initiatives. The Executive Director of Development might be able to assist in locating funds to support such projects. The Dean concurs that a 3 – 4-year timeline to completion is reasonable.

RECOMMENDATION THREE: Outreach, Recruitment and Professional Development

This set of recommendations relate to program engagement in and with communities including initial recruitment of students, and preparation for professional work after completing the program.

1-3 years:

- A. While the enrolment trends in EUS are similar to some comparable programs in Ontario, recruitment should still be prioritized. The program can work with University-wide recruitment staff to ensure the program is being promoted in the strongest way possible as sustainability related programs in Geography departments in North America generally have shown good student interest. The department should also work with staff to understand best practices to increase conversion rates.
- B. Engage the Program Advisory Council (PAC) on a more regular basis. This engagement is an opportunity to bridge between the university and broader professional community including exchange of information, increasing opportunities for cooperative placements, and support recruitment.
- C. Provide an annual opportunity for student and alumni engagement and feedback to support regular program monitoring and evaluation, and student recruitment and success.

2-5 years:

- D. Pursue accreditation with non-governmental organizations and industry associations such as ECO Canada, and facilitate structured opportunities for student environmental professional

accreditations, for example around life cycle analysis and energy efficient design. These opportunities could increase professional success of students, and increase the program's profile.

PROGRAM RESPONSE:

The Department agrees with the recommendations of the PRT regarding outreach, recruitment and professional development. Initiatives recommended with respect to outreach and recruitment have already been initiated, along with engaging the PAC. Therefore, the implementation of these recommendations will follow a shorter timeline than outlined by the PRT.

DEAN'S RESPONSE:

The Dean agrees with the PRT's recommendation to continue to develop program promotion. For example, the Geographic Analysis Program now has an instructor who acts as the External Liaison Officer; perhaps EUS will want to consider instituting a similar role for their Program.

- A. The Dean agrees with the PRT's recommendation to continue to develop program promotion. For example, the Geographic Analysis Program now has an instructor who acts as the External Liaison Officer; perhaps EUS will want to consider instituting a similar role for their Program.

Working closely with Recruitment will give the Program access to data and other information and resources that will assist the EUS develop strategic enrolment planning. The Associate Dean can also help to facilitate connecting the Program to planners for Open House and to the central Communications Team to help with such promotion. The Arts Communication Team can also help support promotion efforts.

Improving enrollment is a high priority of the Dean and of the University more generally. As such, the Dean encourages the Program to begin initiatives in year 1, rather than waiting for years 2 and/or 3.

- B. The Department agrees with the recommendations of the PRT regarding outreach, recruitment and professional development. Initiatives recommended with respect to outreach and recruitment have already been initiated, along with engaging the PAC. Therefore, the implementation of these recommendations will follow a shorter timeline than outlined by the PRT.

The Dean commends the Program's plans to engage their PAC on a more regular basis and encourages the Program to review their obligations under Policy 158. The Dean concurs that a 1-2-year timeline to completion is reasonable.

- C. The Dean commends the Program for its proactive plan to provide ongoing and sustainable monitoring of the Program. Such feedback, along with the feedback from the PAC (see recommendation #14 above), should provide the Program with strong foundations for any

curricular changes and could play a significant role in improving student experience and retention. The Dean concurs that the 1 – 2-year timeline to establish the means of ongoing monitoring is reasonable, with the understanding that such monitoring is, however, planned for the long-term.

D. Strategic Enrollment Management (SEM) data provided by the University has confirmed that the perceived ability to find a job post-graduation is a significant motivator for undergraduate applicants to Arts' programs. Accreditation helps to make recognisable the skills that students have developed in their study and often gives students access to industry-specific job boards. As such, the Dean is generally supportive of the Program's efforts to pursue accreditation opportunities as described in the PPR self-study, with the caveat set out in the discussion on Resources below.

It is unclear what resources are required to meet the type of accreditation requirements discussed in the self-study and PRT Report. The Department should conduct preliminary research to determine whether the current program meets Curriculum Standards that align with the National Occupational Standard (NOS) and labour market requirements; and if not, to determine what changes need to be made and how much resource investment is needed to meet accreditation requirements. When such research is completed the Department will be in a position to make informed decisions about the feasibility of pursuing accreditation.

The Dean recognizes that the accreditation process will take some time and encourages the Program to begin the process of exploring the possibility of accreditation sooner than later; and, to ensure that accreditation is promoted effectively, to bear in mind the cyclical nature and deadlines pertaining to the production of promotional material and the calendar if the department pursues accreditation. To that end the Dean supports the Program's plan to have made a decision about accreditation or to complete accreditation by 2028/29.

IMPLEMENTATION PLAN: Environment and Urban Sustainability

Priority Recommendation # 1: Review and finalize EUS program objectives.
Rationale: Formalized and approved Program Objectives do not exist.
Implementation Actions: <ul style="list-style-type: none"><i>Draft program objectives to meet requirements of the Ontario Universities Council on Quality Assurance (UPD and Department PPR self-study team)</i><i>Refine program objectives (Curriculum Committee)</i><i>Finalize and approve program objectives (Department Council)</i><i>Review (and revise) program objectives with assistance from Curriculum Quality Assurance at Department spring retreat, as initial step of next EUS PPR process</i>
Timeline: 2025 Winter and Spring/Summer term, with submission of proposed program objectives to the Academic Standards Committee by May 30, 2025; submission to the Ontario Universities Council on Quality Assurance upon review and approval by ASC and Senate
Responsibility for

a) leading initiative: EUS Program Director

b) approving recommendation, providing resources, and overall monitoring: PPR Self-Study Team, Curriculum Committee, Department Council, ASC, Senate, Ontario Universities Council on Quality Assurance

Priority Recommendation #2: Revise and develop program pathways to improve learning opportunities related to environment and ecology.

Rationale: Identified as a curriculum gap in SWOT, the student survey and curriculum mapping; supported by peer reviewers; supports societal need by providing students with the opportunity to develop in-depth knowledge within the discipline.

Implementation Actions:

- *Remove BLG 143 (Biology I) from EUS BA curriculum and develop an ecology foundations course in second year*
 - *Add/remove prerequisites as required in the curriculum that scaffold and provide an environment and ecology stream for students in EUS*
- *Add a Bachelor of Science (BSc) designation to the program*
 - *Identify courses in the current EUS curriculum that meet disciplinary norms, related objectives, teaching methods and assessments in natural, environmental or physical sciences*
 - *Identify science courses in other TMU departments (e.g., Biology, Chemistry) that complement EUS and develop inter-department enrolment agreements for EUS students*
 - *Develop curriculum structure for BSc degree with Curriculum Committee*
 - *Develop any core elective courses required for the BSc designation, if needed*
 - *Review with faculty and approve in Department Council*
 - *Implement assessment/approvals process for integration of a BSc degree into the curriculum*
 - *Develop admission standards and clearly communicate availability of the BSc degree to prospective students*
- *Monitor student access and enrolment for curriculum courses in other departments*
- *Monitor student enrolment and progress in BA and BSc degrees*

Timeline: 2024-25 academic year with submission of major modification proposal to VPA by May 31, 2025 and submission of minor modifications to VPA and UPO by September 2025; commences Fall 2026; monitoring starting in Winter 2027

Responsibility for

a) leading initiative: Department Chair

b) approving recommendation, providing resources, and overall monitoring: Curriculum Committee, Program Director, Department Council, Faculty Dean, UPO and VPA

Priority Recommendation #3: Revise and develop program pathways to improve learning opportunities related to GIS, spatial analysis and geomatics.

Rationale: Identified as a curriculum gap in SWOT, the student survey and curriculum mapping; supported by peer reviewers; supports societal need by providing students with the opportunity to develop in-depth knowledge within the discipline.

Implementation Actions:

- *Add GEO 141 to Table 1 or as a first-year core elective*
- *Develop Major structures for EUS and Geographic Analysis separately for potential double major degrees with other Arts programs*
- *Create a double major in Geographic Analysis and EUS (proposed and approved in Geographic Analysis PPR, March 2023)*
- *Review with Curriculum Committee, faculty and approve in Department Council*

- *Implement assessment/approvals process for integration of Double Major in EUS and GA into curriculum*
- *Clearly communicate the availability of the Double Major and registration process to students*
- *Monitor student enrolments in Double Major, GEO 141 and subsequent classes*

Timeline: 2024-25 academic year with submission of major modification proposal to VPA by May 31, 2025 and submission of minor modifications to VPA and UPO by September 2025; commences Fall 2026; monitoring starting in Winter 2027

Responsibility for

a) leading initiative: EUS and GA Program Directors

b) approving recommendation, providing resources, and overall monitoring: Curriculum Committee, Program Director, Department Council, Faculty Dean, UPO and VPA

Priority Recommendation #4: Improve access to physical resources for teaching and learning.

Rationale: Identified as need by students, alumni and PRT; needed to support implementation of recommendations #2 and #3; necessary to provide appropriate training in methodological and practical tools of the discipline.

Implementation Actions:

- *Identify classes in the current BA and future BSc curricula that require a lab component for effective teaching of methods and techniques related to environment, ecology, GIS, spatial analysis and geomatics*
- *Renovate and improve usability of Department facilities for geospatial teaching (POD 348)*
- *Renovate and improve usability of Department facilities for independent student coursework in GIS and geospatial activities (POD 346)*
- *Ensure access to financial resources for maintenance, upgrades and future renovations of Department facilities*
- *Identify suitable space for storage and access to field equipment used for undergraduate coursework and research projects (e.g., drones, air quality and noise sensors, soil and water sampling equipment)*
- *Gain access to a teaching laboratory for current and future EUS classes with a lab component (e.g., GEO 313, GEO 513, GEO 575, EUS 701) that supports learning outcomes related to environment and ecology*
 - *Develop cost (sharing) plan with Dean of Arts and laboratory facility manager for potential maintenance costs and incidental lab activity expenditures (e.g., glassware, filters, samples, disposal etc.)*
- *Monitor utilization and utility of physical resources*

Timeline: Renovation of Department Facilities 2025-26; Identify and arrange teaching lab access 2025-27

Responsibility for

a) leading initiative: Department Chair

b) approving recommendation, providing resources, and overall monitoring: Department Chair, Deans of Faculty or Arts, and Science and/or Community Services

Priority Recommendation #5: Improve diversity and quality of core required and core elective courses.

Rationale: Identified as gaps in achieving proficiency based on course mapping.

Implementation Actions:

- *Increase focus on written and oral communication skills in year 1 and/or in year 2 core required courses through course description modifications*

- *Develop or identify existing Indigenous course and add as core required course*
- *Develop or identify existing Environmental Communications course and add as core required course*
- *Integrate professional development and certification opportunities in core required and core elective courses*
- *Review and revise Table 2 to remove underutilized/inaccessible non-department courses*
- *Review and revise Table 2 to increase availability of department and non-department courses that support program objectives and learning outcomes*

Timeline: 2025-26 academic year with submission of minor modifications in 2025 and 2026 cycles; commences Fall 2026 and Fall 2027

Responsibility for

a) leading initiative: EUS Program Director

b) approving recommendation, providing resources, and overall monitoring: Department Council, UPO and Program Director

Priority Recommendation #6: Improve experiential learning.

Rationale: Identified in SWOT, student and alumni survey; supported by peer reviewers; strengthens student learning and career readiness through active learning in the field and workplace experience.

Implementation Actions:

- *Add co-op option to the EUS program*
- *Establish a permanent field studies location*
- *Further the integration of field-based modules in existing and new courses*

Timeline: 2024-25 academic year with submission of co-op major modification proposal to VPA by May 31, 2025; 2025-26 academic year to identify and arrange permanent field studies location

Responsibility for

a) leading initiative: Department Chair and Program Director

b) approving recommendation, providing resources, and overall monitoring: Department Council, Faculty Dean, VPA

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

Priority Recommendation #7: Improve professional development opportunities.

Rationale: Identified in alumni survey; supported by peer reviewers; supports societal need by improving student preparedness and professional qualifications.

Implementation Actions:

- *Integrate professional development and certification pathways in the curriculum through completion of specific courses and course-work*
- *Undertake necessary course and/or curriculum modifications*
- *Pursue program accreditation(s) with non-governmental organizations and industry associations*

Timeline: 2025-28 academic year with identification of suitable professional associations and accreditations

Responsibility for

a) leading initiative: EUS Program Director

b) approving recommendation, providing resources, and overall monitoring: Department Chair, Department Council, potentially Dean of Arts, UPO and VPA

Priority Recommendation #8: Improve student and community engagement with program governance.

Rationale: Identified in Self-Study data and student survey; supported by peer reviewers; supports university

<p>goals and society needs to promote DEI and collegial governance.</p>
<p>Implementation Actions:</p> <ul style="list-style-type: none">● <i>Prioritize racialized and disabled groups in outreach, recruitment and liaison activities</i>● <i>Engage and support the EUS Student Association to create a peer mentoring program and organize seminar series</i>● <i>Increase the number of department awards for EUS students through fundraising in public and private sector</i>● <i>Develop process for regular engagement with Program Advisory Council</i>● <i>Facilitate annual opportunities for student feedback and engagement in program development</i>
<p>Timeline: 2025-26 academic year</p>
<p>Responsibility for</p> <p>a) leading initiative: EUS Program Director</p> <p>b) approving recommendation, providing resources, and overall monitoring: Department Chair and Program Director</p>
<p>Priority Recommendation #9: Develop a strategic plan to recover and recruit faculty resources and inform financial planning that ensures effective delivery of EUS program.</p> <p>Rationale: Identified in SWOT; evidenced in self-study analysis as lack of faculty to teach core courses; supported by peer reviewers; supports pedagogic integrity of program, Department and University at large.</p>
<p>Implementation Actions:</p> <ul style="list-style-type: none">● <i>Identify current and future gaps in faculty resources and expertise</i>● <i>Develop Department Strategic Plan that includes planned program development and growth</i>● <i>Utilize Strategic Plan in communication and requests to Dean and VPFA for replacement of lost faculty positions</i>● <i>Utilize Strategic Plan to identify and direct Department resources for EUS</i>● <i>Promote and monitor program enrollment to increase revenue</i>● <i>Promote and monitor course enrollment to increase revenue</i>
<p>Timeline: Development and approval of Strategic Plan during Spring/Summer and Fall 2025; submission of faculty hiring requests in Winter term of each academic year</p>
<p>Responsibility for</p> <p>a) leading initiative: Department Chair</p> <p>b) approving recommendation, providing resources, and overall monitoring: Faculty Dean, VPFA</p>
<p>Priority Recommendation #10: Develop frameworks and procedures to ensure compliance with IQAP and the timely completion of future PPRs.</p> <p>Rationale: Recommended by Department Chair, Dean of Arts and Curriculum Quality Assurance; endorsed by Department Council.</p>
<p>Implementation Actions:</p> <ul style="list-style-type: none">● <i>Propose and revise procedures for establishment of PPR Committees in the Department Bylaws</i>● <i>Endorse procedures for establishment of PPR committees by Department Council</i>● <i>Submit updated Bylaws to Senate for approval</i>● <i>Early initiation of next EUS (and Geographic Analysis) PPRs in May 2025, with support and guidance to complete Department group components of the PPR from Curriculum Quality</i>
<p>Timeline: Development and approval of procedures in Department bylaw in Fall 2024; submission and approval by Senate in Fall 2024; establishment of PPR committees for EUS and GA in Winter 2025; timely submission of Master of Spatial Analysis self-study in Winter 2025 and PRT in Summer 2025.</p>
<p>Responsibility for</p>

a) leading initiative: Department Chair

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