

FINAL ASSESSMENT REPORT

PERIODIC PROGRAM REVIEW (PPR)

Bachelor of Journalism

Journalism

The Creative School

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 assessment of the undergraduate Journalism 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 JOURNALISM

The Bachelor of Journalism (BJourn) is a full-time, four-year program offered primarily in the daytime, Monday to Friday, with most courses taking place on-campus. Most students come directly from secondary school, although some have prior college and/or undergraduate course experience from across Toronto Metropolitan University (TMU) and from external institutions.

While there is no general advanced-standing admission process, the program has a formal articulation agreement to allow graduates of Sheridan College's journalism programs (the former parallel broadcasting and print journalism programs as well as the current single journalism program) to receive credit for some foundational courses, enabling them to complete a Toronto Metropolitan University BJourn in at an accelerated rate, entering in a relative equivalent to year 3. Students receive a BJourn degree upon successful completion of the program.

There is currently no major listed on the transcript. However, students admitted prior to 2007 (most graduating in 2011) would have had one of the following majors included: broadcast, magazine, newspaper or online. Since then, all students were and continue to be admitted to a single unified curriculum where they experience aspects of a variety of forms of journalism through core courses and can concentrate in one or more journalism approaches or medium formats throughout their upper years of study.

This document comprises The Creative School's Dean's response to the Peer Review Team (PRT) Report and the School's response, in accordance with the directions of the 2023 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 January 15-16, 2026. The School of Journalism submitted a list of potential Peer Review Team (PRT) candidates to the Office of the Dean who then selected

Jillian Bauer-Reese, Associate Professor, Temple University

Dr. Candis Callison, Associate Professor, University of British Columbia (UBC)

The Reviewers acknowledged the hard work and diligent responsiveness among individual faculty (including current School leadership) in charting a new course for the School of Journalism in the past 5 years with regards to changes in media and society as well as new and emerging ethical standards and practices. They recognised that the influx of new and diverse faculty members has had an impact on student and alumni experiences that is positive and contributes to the evolution of the journalism profession and industry.

The Reviewers also acknowledge that many of the stakeholders who were part of the site visit are calling for a cultural shift at the school and system change, and that this may require discomfort and it will certainly require concerted, sustained, and continued effort. Faculty and staff may require training, coaching, and mentoring in order to understand how to make this change, and the tensions and challenges inherent.

The PRT Report offered the following seven 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 Journalism submitted its response to the PRT report to the Dean of The Creative School to which the Dean responded on March 25, 2026.

The Academic Standards Committee completed its assessment of the Bachelor of Journalism on April 23, 2026. 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 reports as follows:

1. The mandated One-Year Follow-up Report to be submitted by June 30, 2027 to include: Updates on the status of the initiatives outlined in the Implementation Plan.

Presented to Senate for Approval: May 5, 2026

Start date of next Periodic Program Review: 2031/32

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

RECOMMENDATION 1:

The 2021 Standing Strong Task Force Report's Recommendation #9 states that it must "develop a plan to ensure all academic programs contain mandatory learning opportunities about Indigenous history and Indigenous and colonial relations for all students."

School of Journalism leadership as well as the Dean's and Provost's office directed reviewers to address this recommendation in our report. Given the well-documented harm and mis- or non- representation of Indigenous people and communities since pre-confederation in Canadian media – and the leadership role TMU's School of Journalism plays amongst industry, professionals, and educators, this should be a central task. Given that the report came out in 2021, one might expect that efforts to address this recommendation would be much further along in development.

However, the earlier "noted" pause indicates there may be challenges both amongst faculty and reputationally within the TMU larger community.

Addressing this recommendation requires both addressing the history of representation and media coverage in Canada as well as ongoing challenges within the profession of journalism. We recommend that the School of Journalism:

- a) work with the TMU Indigenous community including and especially the Yellowhead Institute whose contributing faculty have commented and reported on media coverage of Indigenous concerns,
- b) hire an additional Indigenous faculty whose primary role is to consult, evaluate, and make recommendations about how the curriculum can and should be modified, and
- c) negotiate and agree on a unified faculty response to issues of concern such as covering the TMU Indigenous community i.e. if there is a pause then ALL faculty must pause their direction of students to report on Indigenous community events.
- d) strike a faculty committee in order to address the pause on reporting on the TMU Indigenous community. This should be prioritized, addressed, and resolved in a way that allows students to both learn from mistakes and resume reporting with accountability measures in place.

PROGRAM RESPONSE:

We appreciate this concern raised and have started working to address these concerns already. We commit to more consistent connections and discussions with the Indigenous Education Council at TMU, as well as the research centre, Yellowhead Institute. We have begun the process of reestablishing a relationship with both of these bodies through the earlier decision to pause our reporting practices in connection with reporting that requires interviews with members of the Indigenous community on

campus.

With the Yellowhead Institute, we have been in conversation with their education lead, Associate Professor of Sociology, Megan Scribe (Norway House Cree). We would also like to note that our colleague, Connie Walker (Okanese Cree) is the first journalist associate to join the institute.

At the moment we are engaged in the following:

- Encouraging all faculty, sessional instructors, and staff to take the Yellowhead Institute's Land Back workshop training. More broadly, The Creative School is considering a partnership with San'yas to make Indigenous Cultural Safety training available faculty-wide.
- Hosting a March 11 live podcast recording, co-sponsored by the Yellowhead Institute, which focuses on pushing forward dialogue on Recommendation 9 of the Standing Strong Report, to advance curricular, co-curricular and extra curricular engagements in Indigenous knowledge and histories of colonization. Journalism partnered with Rick Harp, of Media Indigena, who led the Recommendation 9 session. Recordings from this discussion will be available on Media Indigena.
- Building on an existing partnership with Saagajiwe in The Creative School, which co-sponsored the School of Journalism's Atkinson Lecture in the Fall, which featured Tanya Talaga on her book *The Knowing*. Saagajiwe is currently headed by Jesse Wente (Anishanaabe) and partnered with Journalism for the March 11 event.
- Planning two Atkinson lectures led by the Journalism Research Centre with journalists Michelle Cyca (Spring 2026) and Kyle Edwards (Fall 2026) with the potential to continue a co-hosting relationship with Yellowhead Institute.
- Continuing short-term and long-term opportunities for dialogue and discussion, focusing on relationship building through these efforts.
- Committing to a stronger communication strategy that includes informing faculty and sessional instructors in clear ways about our path moving forward.
- Proceeding with the recognition that this is a work in progress: we will continue to adjust, adapt and respond to the needs of our Indigenous communities on campus, and remain responsive to our obligations as a journalism school to our students and the public record. We expect that we will make mistakes, and hold ourselves accountable to acknowledge and own them when we do, and to respond with care if and when such situations arise.

B) Hire an additional Indigenous faculty whose primary role is to consult, evaluate, and make recommendations about how the curriculum can and should be modified.

Given the structure of academic hires and the ways in which these tenure-stream positions take place, we do not know if the curriculum specialist role is within the scope of the journalism school's mandate. Nevertheless, exceptions are sometimes made and we will explore it. Moreover, we appreciate the direction of this recommendation and are discussing other ways to fund a part-time or stipend-based role that could come through a partnership with the Centre for Learning and Teaching or other institutional resources. Faculty members have a record of receiving grants whose goal is to integrate Indigenous-led material into the curriculum. In 2017, Janice Neil received a Learning and Teaching Office (now CELT) grant to build a web-based resource about reporting in Indigenous communities. Sonya Fatah was awarded a grant from the Indigenous Education Council (IEC) in 2022 for the development of the live journalism course. We have also been encouraged by the IEC to apply for a fresh submission for a wider grant to develop curriculum support for journalism education. We

also seek recommendations for other approaches to this kind of curricular support at other educational institutions across Canada.

We also have a Visiting Journalist role, which comes with a stipend, and we could design a curriculum focus for it and hire an educational expert in it.

Our faculty supports the spirit of the recommendation and if and when a position opens up, we commit to making another Indigenous hire a priority.

C) Negotiate and agree on a unified faculty response to issues of concern such as covering the TMU Indigenous community i.e. if there is a pause then ALL faculty must pause their direction of students to report on Indigenous community events.

On January 8, 2026, the full faculty met for a focused discussion to determine how to move forward following the fall pause on directing students to report on members of the TMU Indigenous community. The meeting was structured around establishing short, medium, and long-term goals and grounded in our responsibilities under the Truth and Reconciliation Commission's Calls to Action, particularly Call to Action #86, and in our role as a journalism school committed to non-extractive, respectful reporting practices.

Faculty reviewed and revised proposed course-outline language and debated the scope of the pause. Concerns were raised about clarity of audience (students vs. instructors), the risk of a blanket prohibition, the importance of allowing Indigenous students to report on their own communities, and the need to avoid shifting the reporting burden onto other Indigenous organizations. Through discussion, faculty agreed that the pause should be temporary and specific to contacting Indigenous faculty, staff, student groups, and events on campus, in response to concerns about the volume of student requests.

We agreed that the pause must apply consistently across all courses, that instructor approval is required for any Indigenous-focused story, and that students must demonstrate thoughtful preparation and relationship-building before pursuing interviews. The revised language was approved for inclusion in course outlines and guidance to CUPE instructors.

As follow-up, we committed to reevaluating the pause and reporting approach prior to Fall 2026, strengthening communication with the Indigenous Education Council, engaging in faculty training (including the Land Back course), and striking a committee to formalize our policies and accountability processes going forward.

D) Strike a faculty committee in order to address the pause on reporting on the TMU Indigenous community. This should be prioritized, addressed, and resolved in a way that allows students to both learn from mistakes and resume reporting with accountability measures in place.

- We agree with this recommendation. Our full faculty met on Jan. 8 to discuss phase 2 after the fall pause and we will revisit this discussion in April, prior to the development of Fall 2026/27 outlines.
- We also commit to communication and training for CUPE members about knowing and operationalizing this strategy.
- We will strike a faculty committee to focus on decision making around this issue.

DEAN'S RESPONSE:

The School's self-study (recommendation #8) highlighted several aspects of the 2021 Standing Strong Task Force Report's Recommendation #9. The Dean endorses topics listed in item A, including Land Back workshop training for TFA and CUPE faculty and possibly online training on Indigenous Cultural Safety offered by San'yas to support efforts to advance duty of care principles. The Dean recognises the importance of ongoing curricular, co-curricular, and extra curricular events to encourage dialogue regarding Recommendation 9 outlined in the University's Next Chapter, which identifies the need for the university to "develop a plan to ensure all academic programs contain mandatory learning opportunities about Indigenous history and Indigenous and colonial relations for all students". Collaborations with Saagajiwe, Media Indigena, and the Yellowhead Institute are key to this initiative. As discussed in item B, curriculum transformation pertaining to Truth and Reconciliation and the advancement of Indigenous scholarship and education is also a key priority as noted in TMU's 2025-2030 academic plan. The Dean agrees that visiting journalists may support this aim in addition to targeted hires. The Dean is actively working with University Advancement to support opportunities for visiting journalists and pursuing faculty renewal with the Provost, and intends to work with the program to ensure sustained growth.

With respect to recommendation B, the Dean recognizes that a dedicated hire must be accompanied by a broader cultural shift to create the conditions for successful curriculum integration and to ensure that this work is not placed disproportionately on an individual Indigenous faculty member but is, rather, taken up as a shared responsibility across the Faculty.

Faculty engaged in pedagogy-focused research that is supported by grants from the Centre for Excellence in Learning and Teaching (CELT) as well as the Indigenous Education Council will further advance this goal. As noted in items C and D, the Dean agrees that a committee be struck to guide discussions among faculty in the School of Journalism to have a unified process on how best to direct students when reporting on Indigenous community events.

RECOMMENDATION 2:

We recommend curricular additions in the form of new courses to address ethics, the duty of care suggested by students and alumni, representational challenges inherent in media coverage of marginalized communities, and reporting with systems thinking and approaches that will be ever more required as uncertainty and instability continue to plague both democratic institutions and journalism itself. We suggest new required core courses could be added to 1st and 2nd years, respectively. Another faculty member whose research and expertise is on the history of journalism and representational challenges may be required.

PROGRAM RESPONSE:

We are working on this process already. We have proposed that JRN 106 (first year) and JRN273 (second year)—both technically oriented courses—be replaced by courses that address ethics and duty of care more fulsomely to ensure all students get this training earlier in their education.

We are in process of potentially introducing two new mandatory courses, which provide a more system-learning framework that will enable students to better participate in journalism production. We recognize we need to enhance our expertise/capacity in the area of journalism history and representational challenges, and whoever will be teaching these courses will be well aware and able to foster appropriate learning outcomes:

- Revisiting Canada/Knowing Canada (WT), JRN100, offered in the Fall of the first year, will provide a historical account of Canada for journalists;
- Spin, Information Networks and Disinformation (JRN200) will broaden the scope of understanding the broader information systems that receive and disseminate information, their impacts on the production of journalism content, and learning how to navigate them;
- We are also considering the adoption of CSE100, a first-year mandatory course that is offered at the faculty level that provides the opportunity for students to collaborate with students from across the Creative School and engage in group problem-solving centred on the grand challenges of our historical moment that is rooted in systems thinking.

DEAN'S RESPONSE:

The Dean encourages deep reflection on curriculum modifications that embed ethics and duty of care as they are foundational to journalistic practice. Rather than silo this content, the Dean believes it is imperative to consider ethics and duty of care through an interdisciplinary lens in order to integrate this foundational pedagogical approach throughout core courses that are scaffolded in the curriculum. The Dean also advocates advancing Recommendation #5 in the PPR self-study pertaining to the revision of the School's Reporting Guide to incorporate a shared perspectives framework to achieve this aim.

RECOMMENDATION 3:

Double majors and minors need to be available to Bachelor of Journalism students to allow for additional specialization and depth of knowledge in fields of study. Such specialization would give students more options after graduation, and improve their ability to do journalism more effectively on topics, issues, and problems in their additional field of study.

PROGRAM RESPONSE:

- We discussed a number of opportunities arising from this recommendation that would be pertinent to our students in the area of double majors, dual degree programs, and minors. We discussed a number of avenues through which we could develop advising pathways for students.
- We have been considering the value of double majors for students in an undergraduate program of journalism but, until now, this has been a challenge at TMU since double majors have not been historically offered. This is currently under review and, in fact, a dual degree program is currently underway between the Ted Rogers School of Management (TSRM) and Engineering to design a six-year dual degree program. We support the idea of a double major in principle and await more structural support for the development of this idea as the university opens up this option.
- With this double major work underway, we might also explore options comparable to the TSRM-Engineering dual degree programs, such as a dual degree in Journalism and Computing (AI, Disinformation, Information Networks, etc) or Journalism and Law.
- We recognize that students in our program can get minors and do. However, minors can be tricky

because they cannot always see the pathways to pursuing a minor and this requires a lot of planning. We recognize we can enhance our advising but need to develop a community-based framework to develop that advising component.

- What we have discussed is working on developing a culture of cooperation that includes support for students at the close of the first and second year. Faculty agree to give up some hours of time at the end of each year to support conversations about student's individual directions. We consider this to be a community-based effort among faculty.
- We have also discussed setting up an annual meeting at the end of the first year of the program for students to explore and demonstrate interest in potential minor concentrations based on their interests and career plans. This would be an in-person event that brings in people from other programs to introduce students to opportunities in other programs (for example politics, history, sociology, business, computing). We hope to commit to this starting in the 2026-27 year, possibly in October or November of 2026.

DEAN'S RESPONSE:

The Dean endorses curricular flexibility (through double majors and an enhanced choice of diverse minors) that allow students to customize their pathway within their chosen discipline. The School identified this in their self-study (Recommendation #7). Senate Policy 2, Undergraduate Curriculum Structure, will facilitate this initiative and is currently under review with the goal to have a revised policy ready for presentation to the Academic Governance and Policy Committee (AGPC) by May 19th 2026 and a submission to the final Senate meeting June 2, 2026. The Dean encourages that this review also include the reassessment of the role of the News Studies Minor (NNS), which was itemized in the self-study (Recommendation #6).

RECOMMENDATION 4:

We note that the Program Advisory Council has not been kept active. This should be reconvened with new members who represent a diversity of alumni experiences, communities, and journalism organizations. The PAC should be utilized for more frequent self-studies as well as ongoing insight and advice that might impact curricular adjustments as well as outreach to communities inside and outside TMU and industry changes and needs. A PAC could also help evaluate the impact and state of student journalism, graduate status and opportunities, and other program learning outcomes.

PROGRAM RESPONSE:

Yes, we are aware that this is a major gap in our current program structure. We established a process by which to start developing the PAC back in 2023 and we do have a starting point for this work. We recognize the urgency of this action and are working on it right away.

We would like to carefully design a structure for the PAC's role and establish opportunities for more meaningful and useful participation for our school.

We will establish the PAC by the end of the school year/beginning of the summer 2026.

DEAN'S RESPONSE:

The Dean notes that this recommendation was included in the PPR self- study (#1). According to Policy 158, *all* undergraduate academic programs are required to establish a Program Advisory Council (PAC). The Dean recognizes that while the pandemic impacted several aspects of teaching, learning and governance at the university, this recommendation must be a priority for the School as it implements initiatives outlined in the program review and embarks upon curriculum modification.

RECOMMENDATION 5:

Support should be given to ongoing innovation and experimentation among new and sessional faculty and to prevent burnout among overburdened staff. This is critical as faculty have rapidly developed courses that respond to emerging stakeholder feedback.

The School should consider course releases for full-time faculty engaged in substantially higher than average levels of student engagement, community work, and curriculum development. Equivalent stipends should be considered for sessional faculty performing the same amount of work.

PROGRAM RESPONSE:

While we appreciate this recommendation, some of the directions may be outside of the scope of what we can offer given the university structures and variety of collective union agreements in place.

- We are aware that there are stipends allocated for sessional instructors who develop or partially develop courses and we are committed to ensuring that sessional faculty are provided the compensation they deserve. We recognize the additional labour that people are doing, sometimes on their own time, and believe people should be supported and compensated for their work but we also recognize the financial limitations and need to find a way forward recognizing both of these realities.
- We also recognize that there are equity concerns within our department around the importance of supporting faculty members who are carrying a heavier load (teaching, service, research) and may require additional support.
- We need to develop better communication systems with CUPE members because we're not always aware of the support they need or experiences of burnout they might be encountering at all times.
- As part of this recommendation, we have discussed revisiting and revising our teaching standards document and policies to ensure fairer balance.
- Part of our response to this would be committing to exploring how our service roles/offerings could be reimagined to help support with providing mentorship, opportunities for research and other collaborations with faculty and the school at large.
- On the question of staff burnout, we need to engage separately with staff while recognizing a new structure is in place (360) which has impacted our previous staff alignments and access.

DEAN'S RESPONSE:

The Dean values systems and practices that support people and has asked program Chairs to discuss and develop a framework for collegial governance that outlines typical workloads related to teaching, SRC and service activities.

RECOMMENDATION 6:

As artificial intelligence continues to reshape many industries and impact all aspects of news gathering and reporting, TMU's investment in small class sizes that teach narratives and engage in community engagement and representation are vital. All stakeholders mentioned these classes as a possible antidote to the onslaught of AI.

However, this does not also preclude more responsiveness, experimentation, education, and curricular reform that takes AI to be the result of Large Language Models that reproduce a sociality of language (that is dependent on the model and the version of a model and is replete with its variances, issues, and interpretive frameworks). The School should work with AI researchers (not consultants or practitioners) who may offer expertise and direction as to how journalists can, might, and do partner effectively with AI platforms, and the School should also support faculty experimentation with AI in the classroom.

PROGRAM RESPONSE:

We appreciate your drawing our attention to the critical continued development of AI and its impact on journalism. It is something that many of our faculty are engaged with in both teaching and in research: our senior faculty Professors Asmaa Malik and Gavin Adamson lead JERI, a research tool that employs AI to track source diversity in newsroom work; Professor Angela Misri is the recently appointed GenAI fellow at CELT and will be focusing on expanded AI research through this opportunity. In addition, we are currently in the process of pitching for a Canada Impact+ Research Chair position in the area of AI, disinformation, and public trust. Should we be successful in this effort, Journalism will quickly be a vital centre at TMU (and in Canada more broadly) for investigations of AI and its impacts on the field of journalism to the benefit of our faculty and students.

We also plan to develop more opportunities for collaboration with the Creative AI hub located within the Creative School. A minor in Creative AI is currently in development and this could be a potential pathway for students. Furthermore, the CSE100 course that we plan to onboard will also include modules on Responsible AI; as a mandatory course that instruction will reach all students.

We currently have a living doc on AI best practices that is shared with faculty/instructors; we will continue to collect suggested practices and maintain clarity through our communications with each other and our community. We are also discussing the potential to create a service role that focuses on Innovation/Technology in Journalism that can help support the continued development of best practice guidelines.

We will also consider our obligations to platforms that provide students with feedback and identify what is and what isn't working. For instance, the JERI project discovered that AI refused to recognize Indigenous chiefs as political agents. That research project would like to develop a pathway that allows us to provide AI platforms with feedback to address significant oversight and gaps in their production of information. We also have historical partnerships with problematic industry partners like Google and Facebook. For instance, we ran a Facebook - Digital News Innovation Challenge in 2018. Through these efforts we are working to understand how to maintain a critical distance from partners who want to fund us but not give us access to data they have. These tensions are pointing to the need to develop best practices or directions for collaborations that must involve intellectual and cultural reciprocity. A

framework and shared language will help us guide these partnership decisions.

We are aware that the university also has its own framework in development around the use of AI in research, teaching and student work. We are working to inform ourselves better about these directions so we can be aware of the ways in which higher-level management and university directions compare with our own. Conversations at town halls and Senate are ongoing, and will be tracking these conversations. In a teaching capacity, we are assessing our course outline policies around guidance provided to students for the use of AI. We also want to build transparent practices around the disclosure of the use of AI in student work as well as in research work.

Finally, and importantly, we are fully invested and committed to our focus on narrative development in storytelling through a bevy of courses and foci that support the research and creative practice directions of several of our colleagues. We recognize that we have faculty strength across mediums in this space and we are supportive of bolstering training and exposure to narrative journalism.

DEAN'S RESPONSE:

The Dean agrees that Artificial Intelligence (AI) is a critically important topic to address given the disruptions it continues to present to the journalism sector. The University's Leadership Task Force on Generative AI is advocating on better understanding AI perspectives, risks, key challenges, and opportunities. In addition, the Provost is interested in knowing how AI is featured in our teaching and research. The Dean supports curriculum mapping and enhanced understanding of how AI is integrated and scaffolded in courses taught by full and part time faculty and endorses an emphasis on AI literacy, which includes ethics and responsible uses.

RECOMMENDATION 7:

New media technologies are proliferating at an extremely rapid rate. In order to address and meet this challenge, technical staff should be involved in curricular planning in order to ensure that students are building a technical skill set appropriate for what they may face in varied and diverse workplaces. All technical skills should be taught in ways that lay a foundation for rapid adaptation in the workplace. Lab time with small enough class sizes where students can engage in experimentation with technologies, engage in skills development, and achieve proficiency is vital at a time when journalism requires multi-platform competence and constant adaptation.

PROGRAM RESPONSE:

We are working hard to address this recommendation through major modifications in our undergraduate curriculum structure and offerings. We are aware that there are burdens on technical staff as well as the availability of space for our work and our students' success. We will be considering parallel learning outcomes in storytelling and technology and how best to support these within our program and create a more integrated learning experience.

We also seek clarity on the role of staff under the 360 changes, which remain a little confusing in our day-to-day operations not just for us as faculty but often for staff as well.

We have a range of online training modules and we can examine them more closely to see if they are up

to date and find better methods of promoting them to students.

We will also be consulting staff to solicit their feedback on FAQs and whether we can translate some of these into training opportunities for faculty and for students. We also hope that greater engagement with staff on this issue can also help us provide information at the faculty level for enhanced access to technology and equipment and better solutions for problems as they arise.

DEAN'S RESPONSE:

The Dean's office is currently implementing curriculum, infrastructure, and budgets holistically as a result of the 360 Review of all programs within The Creative School. We cannot escape the current economic reality of the post-secondary education sector. However, we can adapt, including pursuing external funding opportunities and partnerships to support both technology and curricular infrastructure needs. We also continue to refine and clarify the role of staff under the 360 changes as we complete our first full cycle of the restructure to better support day-to-day operations not only for faculty but also for staff themselves.

The program's self-study referenced several other recommendations pertaining to curriculum modification and recruitment that the PRT did not comment on. These include Recommendation #3, a reassessment of curricular complexity and student progression, as well as #4, developing strategies for recruitment, admissions and retention. These are critical to the renewal of the program and the Dean urges the School of Journalism Chair and faculty to carefully consider the recommendations in their self-study as well as those brought forward by the PRT to revise and submit a major curriculum modification by the 2026 deadline.

In closing, we would like to reiterate our thanks to the PRT and the School for completing and reflecting upon the recommendations brought forward in the quality assurance process. We look forward to maintaining an ongoing dialogue with the Chair and faculty in the School of Journalism, the Vice-Provost Academic, and the Provost and Vice-President Academic to usher the program toward its next phase of innovative development.

IMPLEMENTATION PLAN: JOURNALISM

Priority Recommendation #1:

Respond to TMU's Recommendation #9 of the Standing Strong Task force and the Truth and Reconciliation Commission's Call to Action #86 about the responsibilities of Journalism Schools in relation to Indigenous issues and peoples

Rationale:

- The PRT was asked to comment on the School of Journalism's efforts to address Recommendation 9 of the TMU Standing Strong Task Force. The self-study also identified this as one of its recommendations. The external reviewers noted that addressing Recommendation 9 will also require addressing the history of representation and media coverage in Canada (as noted in Call to Action #86) as well as the ongoing challenges within the profession of journalism and that this should be imaged throughout curricula, co-curricular experiences and staffing.

Implementation Actions:

- Strike a standing committee focused on operationalizing Indigenous strategy to address immediate, short, and long term relationships with members of the campus Indigenous community and wider Indigenous communities, including but not limited to:
 - Plans for closer collaboration with TMU Indigenous Education Council and internal and external Indigenous journalists and community members
 - Discussion of and clear communication about the School's approach to education about and practices of journalism assigned to students involving Indigenous peoples and communities.
- Prioritize hiring Indigenous faculty and curricular support staff. Consideration should be made around hiring an additional Indigenous faculty member and/or Indigenous curriculum specialist focused on journalism education.
- Offer initiatives including specified training, workshops, and public lectures for faculty, staff, and students.
- As part of the major modification (see recommendation 2), build scaffolding throughout mandatory courses about journalism's role in meeting the goals of the TRC.

Timeline:

- February - May 2026 - internal and external curricular discussion
- May 2026: Strict standing committee
- Fall 2026 - on-going: Host Indigenous focused major lectures
- Summer 2026 - on-going: Communicate strategies with faculty, CUPE instructors and staff
- Fall 2026: Communicate strategy and changes to all students

Responsibility for:

a) leading initiative:

- Indigenous Initiatives and Curricular Advisory Committee, (members primarily from the School of Journalism)
- School of Journalism Leadership group

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

- Journalism Faculty
- Indigenous Education Council
- Journalism School Council (as required)
- Dean of the Creative School

Priority Recommendation #2:

Make 'duty of care' and ethical engagement and practice models a core foundation recurring throughout the curriculum.

Rationale:

- The self-study of this PPR revealed that many students and alumni recognize that their grounding in journalism practice must be tempered by an understanding of how that practice has unfolded and created impacts on society over time. Some identified harmful histories of coverage and/or traditions of journalism that prioritized specific knowledge systems, speed over relational knowledge and other techniques that fit certain journalism economies but not necessarily all journalism audiences and communities equally.
- Current and former faculty, employers, students and alumni noted a need for a historical grounding and understanding of systems and institutions to guide their works of journalism.

Implementation Actions:

- Develop a major modification to curriculum, including several new courses, to comprehensively integrate duty of care, journalism history, representational challenges and other responsibilities to communities and ethical engagement throughout the curriculum. The modification will attend carefully to scaffolding these concepts through the years of study.

Timeline:

- Undertake major curricular modification process by May 2026 with a goal of implementation of new curriculum for Fall 2027
- Propose new curriculum outside of the School of Journalism, eventually to TMU Senate

Responsibility for:

a) leading initiative:

- Undergraduate Curriculum Committee and Undergraduate Program Director
- Staff Manager, Academic Curriculum and Advising - The Creative School

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

- Journalism Undergraduate School Council
- Associate Dean Undergraduate, The Creative School
- University Programs Office
- TMU Academic Senate

Priority Recommendation #3:

Improve Academic Advising in Relation to Minors, and Explore Pathways for Double Majors

Rationale:

- The self-study and external review both indicated that journalism students at TMU are introduced to a deep and strong 'craft-based' education that could benefit from more intentional breadth education. This could provide students with a more comprehensive understanding of broader social issues, institutional histories, and numeracy skills, as well as transferable skills for future employment. This should also provide balance with the traditions and 'brand recognition' of TMU Journalism while introducing new approaches.

Implementation Actions:

- Explore opportunities for double majors that align with TMU's upcoming policy changes on double majors as part of a major curriculum modification proposal.
- Establish a framework for faculty advising on minors to more effectively direct students towards minors that support or enhance their major course of study in journalism and define pathways for students based on their individual interests and career aspirations
- Establish an annual meeting at the end of the first year of the program for students to explore potential minor concentrations based on their interests and career plans.

Timeline:

- May 2026: Develop advising strategy around minors and breadth courses
- May 2026: Propose major curriculum modification trying to leave room for potential double major degrees when made viable by TMU policy changes
- Fall/Winter 2026-2027: Present advising options to first-year and upper year students

Responsibility for:

a) leading initiative:

- School Leadership Team
- Undergraduate Advisor
- Undergraduate Curriculum Committee

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

- Undergraduate Program Director
- Undergraduate Curriculum Committee
- UPO and Academic Standards Committee (curriculum modification)

Priority Recommendation #4:

Form a new Journalism Program Advisory Council (PAC)

Rationale:

- The Journalism Program Advisory Council has not been kept active. An active PAC is required by Policy 158 for all undergraduate programs.

Implementation Actions:

- Compose a list of potential PAC members who represent a diversity of alumni experiences, communities, and journalism organizations.
- Redefine the PAC's role in the School of Journalism's curriculum and operational needs, establishing opportunities for more meaningful and useful participation of the PAC in School initiatives (eg. internships, outreach, currency, curricular review, etc.)

Timeline:

- Preliminary list of potential PAC members - spring 2026
- Outreach to prospective PAC members will occur in Spring/Summer 2026
- A fully defined PAC will be proposed to the Dean by or before Summer 2026
- A first PAC meeting will be scheduled within 30 days of approval by the Dean

Responsibility for:

a) leading initiative:

- Outreach to potential PAC members: all faculty
- Composition of the final PAC membership: Chair, Assoc Chair, Program Directors
- Approval of PAC: Dean of the Creative School
- First meeting invitation and PAC activity: Chair of the School and Operations Manager

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

- All faculty approve proposed list
- School Leadership Group finalize list
- Dean of The Creative School approves final composition

Priority Recommendation #5:

Enhance faculty, sessional instructor and staff experience to support a high-quality student experience

Rationale:

- The self-study of this PPR noted the importance of faculty, sessional instructors and support and technical staff across the student experience. As staffing structures become reorganized, it is key to support the continuation of a close-contact environment and support service workload for the highest-contact instructional and support staff roles.

Implementation Actions:

- Review and revise sessional instructor and faculty support structures, local teaching standards, policies and collegial framework to ensure equitable distribution of service labour.

- Continue to integrate previous program-based staff as they are transferred to new organizational structures that support the School.

Timeline:

- Spring 2026: Map pressure points with faculty, staff and sessional instructors.
- Faculty Retreat (May): Redevelop Journalism Teaching Standards document
- Fall 2026: Develop check-in mechanism for sessional instructors to report non-standard workload issues related to student care needs.
- Fall 2026: Revise Service roles definitions
- Winter 2027: Adopt new Teaching Standards and Governance framework.
- Winter 2027: Revisit pressure points with faculty, staff and sessional instructors.

Responsibility for:

a) leading initiative:

- Chair, Associate Chair
- Undergraduate Program Director
- Operations Manager

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

- Chair
- Operations Manager
- Office of the Dean of The Creative School (at the budgetary level)
- CUPE 3903, OPSEU, TFA (instructional and staff unions)

Priority Recommendation #6:

Devise an AI Strategy for Journalism

Rationale:

- The self-study and PRT report highlighted the impact of artificial intelligence in reshaping journalism. This requires more responsive, experimental, and continuous engagement around the role of AI in journalism, including through curricular reform.

Implementation Actions:

- Support student critical engagement with AI in coursework and portfolios, for example, through updated course outline language and instructional modules.
- Support faculty and School-wide engagement with AI through curricular integration and faculty and student research
- Integrate AI to the major modification noted in recommendation 2 above

Timeline:

- Ongoing: update of School of Journalism AI policies and knowledge base
- Spring 2026-on-going: Work more closely with The Creative AI Hub at TCS
- 2026-2028 - Continuous feedback from Generative AI Teaching Fellow
- Spring 2026-on-going: Monitor and evaluate academic integrity policies on AI at TMU

Responsibility for:

a) leading initiative:

- Faculty whose SRC focuses on AI
- All Faculty and Instructors
- Journalism AI / technology lead (to be determined)

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

- Journalism Faculty
- The Creative School's Creative AI Hub

- TMU Academic Leadership Group focused on AI

Priority Recommendation #7:

Further Engage Technical Staff to Improve Technical Training Opportunities for Students

Rationale:

- High-contact technical skills are a continuous expectation of post-graduation employment. To address this, technical staff should be involved in curricular planning in order to ensure that students are building a technical skill set appropriate for what they may face in varied and diverse workplaces.

Implementation Actions:

- Work with emerging staffing structures to integrate technical perspectives in curricular planning, space allocation and continuous evaluation of new developments.
- Review and update School of Journalism-made self-directed technical support documents and associated resources.

Timeline:

- On-going: Define new role clarity of technical staff
- On-going as operational conditions change: Evaluate changing space allocations
- Summer 2026: Review currency of online training modules. :
- Summer/Fall 2026 - on-going: Develop workplan to update online training and FAQ materials
- June 2026 and prior to course (re)development yearly: Curricular co-development
- End of Fall and winter yearly: Debrief about changing technological needs and experiences

Responsibility for:

a) leading initiative:

- Chair
- Operations Manager
- Lead Production Technologist

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

- Chair
- Operations Manager
- Lead Production Technologist
- Creative School Director Operations

Priority Recommendation #8:

Develop Clearer Strategies for Recruitment, Admissions, and Retention

Rationale:

- Journalism schools are subject to a rapidly changing reception of journalism in society alongside a broader changing post-secondary landscape. The School must be more mindful of how to communicate with prospective students and their families about its role in journalism innovation, differentiating how the school builds opportunities to adapt.
- The School must embrace transferable skills and core approaches to journalism practice.

Implementation Actions:

- Major curricular modifications will embed a pathway that centres innovation in journalism.
- Core courses to feature an understanding of the foundational skills and provide a gateway to extant and emerging techniques, audiences and practices, allowing students to engage **with** different forms of journalism at earlier points in the curriculum.
- The School shall re-establish its 'high school news conference' as outreach to K-12 students

- Explore additional curricular and co-curricular journalism-specific supports, such as writing coaches, legal advisors, and supports for extracurricular projects and connection points to multi-modal journalism practices
- Admissions requirements based on grades-only admissions will be reviewed

Timeline:

- On-going recruitment and outreach activities including direct high-school focused events
- May 2026: Major curricular modification to address exploration - to be in place for fall 2027
- October 2026 and yearly: Reinvigoration of “Journalism Now” high school news conference -
- On-going: Work with Dean’s Office on strategic enrollment management programming

Responsibility for:

a) leading initiative:

- Operations Manager
- Outreach Leads (Media Unit)
- Chair
- Undergraduate Program Director

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

- Chair
- Operations Manager
- Dean’s Office