

Final Assessment Report

Tri-University History (MA, PhD)

June 2023

Executive Summary

External reviewers found that the MA and PhD delivered by the Department of History as part of the Tri-University History Program were in good standing.

This collaborative program has dedicated faculty, a healthy number of high-quality students, and funding for all domestic students. It offers an impressive range of courses, fields, and supports. We deem the Tri-University Program to be excellent. It brings significant prestige to all three universities. The standout quality of the Program, in the words of the Self Study, is that it has the strengths of a large department (roughly 80 faculty members from across three universities) with ‘personal attention and intimate community of a close-knit ‘small’ department’ ... The courses and fields offered by the program are a strong representation of the discipline of History, and the faculty members are excellent scholars and teachers... The brilliance of the Program is the combining of the strengths of three universities, which allows each university’s History Department to have a much more significant impact than if it was acting alone.”

A total of 5 recommendations were provided by the reviewers, regarding increasing administrative support, providing faculty renewal, ensuring student experience is more cohesive, improving faculty experience and compensation, and increasing professional development opportunities for students. In response, the program created a plan outlining the specific actions proposed to address each recommendation as well as a timeline for implementation. The next cyclical review for this program is scheduled for 2028-2029.

Enrollment over the past three years

	University of Waterloo ¹		University of Guelph ²		Wilfrid Laurier University	
	MA	PhD	MA	PhD	MA	PhD
2022-2023 (CURRENT YR)	17	28	28	10	23	14
2021-2022 (LAST YR)	22	26	31	11	16	12
2020-2021 (THREE YRS)	27	24	27	10	18	12

¹ Based on Active Student Extract in Quest from June 26, 2023. *These numbers currently reflect only UW enrollment.*

² Based on November 1 Count Date.

Background

In accordance with the University of Waterloo’s Institutional Quality Assurance Process (IQAP), this final assessment report provides a synthesis of the external evaluation and the internal response of the MA and PhD delivered by the Departments of History at University of Waterloo, Wilfrid Laurier University and University of Guelph as part of the Tri-University History Program. A self-study (Volume I, II, III) was submitted to the Associate Vice-President, Graduate Studies and Postdoctoral Affairs on March 28, 2022. The self-study (Volume I) presented the program descriptions and learning outcomes, an analytical assessment of the programs, including the data collected from a student survey, along with the standard data package prepared by the Office of Institutional Analysis & Planning (IAP). The CVs for each faculty member with a key role in the delivery of the program(s) were included in Volume II of the self-study.

From Volume III, two arm’s-length external reviewers were selected by the Associate Vice-President, Academic and Associate Vice-President, Graduate Studies and Postdoctoral Affairs: Dr. Bonny Ibhawoh, Professor of History, McMaster University, and Dr. Carolyn Podruchny, Professor of History, York University. Each institution also selected their own internal reviewer that would participate in relevant meetings.

Reviewers appraised the self-study documentation and conducted a virtual site visit for the Tri-U History Program on June 21-28, 2022. An internal reviewer from the University of Waterloo, Dr. Barbara Csima, Professor of Pure Mathematics, was selected to accompany the external reviewers. Internal reviewers from the other universities were: Dr. Margot Irvine, Professor of Languages and Literatures from the University of Guelph, Dr. Lisa Duizer, Professor of Food Science from the University of Guelph, and Dr. Derek Hall, Professor of Political Science from Wilfrid Laurier University. The visit included interviews with: Vice-President, Academic and

Provost (UWaterloo, WLU); Associate Vice-President, Graduate Studies and Postdoctoral Affairs, (UWaterloo); Interim Assistant Vice-President and Dean, Faculty of Graduate and Postdoctoral Studies (WLU); Assistant Vice-President, Graduate Studies (Guelph); Dean of Arts (UWaterloo); Dean, College of Arts (Guelph); Vice-Dean of Arts (Laurier); Associate Deans of Graduate Studies (UWaterloo; Guelph); Chairs of the Departments at the Tri-Universities, as well as faculty members, staff, current graduate students from each institution and alumni. The Review Team also had an opportunity to meet with representatives from the libraries.

Following the site visit, the external reviewers submitted a report on their findings, with recommendations for continuous program improvement. Subsequently, the program responded to each recommendation and outlined a plan for implementation of the recommendations. Finally, the relevant Deans at the University of Waterloo, University of Guelph, and Wilfrid Laurier University, as well as the Dean of Faculty of Graduate and Postdoctoral Studies from Wilfrid Laurier University, responded to the external reviewers' recommendations, and endorsed the plans outlined by the program.

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

Program Characteristics

Master's Program:

The chief goal of the Tri-University MA Program in History is to provide MA students with the opportunity to explore and deepen their knowledge of diverse fields of history while simultaneously developing skill sets with broad application. The Tri-University MA in History is ideally suited for those who seek a program of study that will enable them to explore a wide range of historical subjects and to meet the intellectual challenges of higher education. Students gain a depth of specialization in areas of their choice, yet all students are required to become familiar with historical methodologies and to develop an awareness of some of the current debates in the profession.

PhD Program:

The main goal of the Tri-University PhD Program in History is to provide the opportunity to establish and articulate expert knowledge in one major and two minor fields of history, while simultaneously refining skill sets (research, writing, presenting, and project management) with universal applications. The purpose of the Tri-University Doctoral Program is to encourage the pursuit of outstanding graduate teaching and research, nurture intellectual curiosity among doctoral candidates, and facilitate the learning process through small seminar experiences. The

program is designed to be completed in four years and has a streamlined structure to meet this timeline. The program has a series of regulations and milestones (which will be discussed in detail elsewhere) that aim toward consistent and timely progress through the program. The program includes a mandatory Professional Development Seminar (PD) for all first-year doctoral students as well as an optional teaching practicum. These additional elements provide a strong grounding in professional history writ large and offer opportunities for further engagement.

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

Strengths

MA Program

- **Faculty Expertise:** The Tri-U has a tremendous breadth of faculty expertise across the three programs, and related course offerings. The depth of our faculty expertise in various geographic, temporal, and methodological areas opens a broader array of viable committees for thesis and MRP topics. Students report how they appreciate the level of faculty engagement – both with their projects and with help in seeing these projects to the end.
- **Student Learning Experience:** The range of available courses is excellent and offers students the chance to put together course offerings that reflect their studies as well as ensure breadth of subjects and methodologies. Our courses and program milestones ensure rigour in reading, discussion, research, and writing. The annual Tri-University conference provides an opportunity for all students to hone knowledge mobilization skills early in their graduate careers. The combined resources of the three libraries for research material offer excellent access to books, journals, databases and the like for students and faculty within the Tri-U.

PhD Program

- **Faculty Expertise:** In many ways the previous analysis of the MA program could apply to the PhD program with a few heightened additional issues. The diverse expertise of our faculty and their dedication to the program remains a core strength as students have real depth and breadth of knowledge to draw upon in close, professional, supervisory relationships.
- **Student Support and a Personalized Program:** Our small seminar experience with tailored fields to the students' interests allows us considerable flexibility to develop a personalized program. Our schedule of formal progress meetings and feedback from the first year onward helps keep students on track. Our post-comps stages (proposal,

colloquium, etc.) are important for the way they keep students and committees engaged. Our accelerated first year offers a direct and timely path to comprehensive/qualifying exams, allowing students to complete them in just over a year. Our students also can gain supervised training in classroom instruction through mentored teaching practice.

Challenges

MA Program

- **Declining Enrolment:** The Tri-U MA program faces challenges related to the current state of the Humanities across North America. It is not “new news” that the Humanities are in crisis across North America. Declining enrollments in History undergraduate and graduate programs nation-wide have been reported. These are widespread issues related, in part, to the changing perceived value of historical study. Faculty report sensing that History is perceived to be irrelevant to currently popular areas of study like business, media, and high tech. These concerns are exacerbated by the rising costs of higher education that are shouldered by the students due to declining provincial funding of the university sector. Some faculty also report feeling a sense of negativity from some students, other faculty, university administration, and the general public that a graduate history degree is not a worthwhile endeavor. As the success of our graduates reveals, this is simply not the case. Historians’ skills are valuable, translate quickly to employment, and create multiple pathways to success. Our MA students report that the skills gained from courses, teaching assistantships, and independent research are all valuable. Nonetheless, we can improve our communication so that we can help students ‘translate’ their learning into ‘employer’ language.

PhD Program

- **Creating a Sense of Community:** Small cohorts of students, especially at the PhD level, make the ability to create a sense of community for the students across the three campuses a challenge and can lead to isolating experiences. More planning and engagement may be necessary to overcome the barriers of building a cohesive Tri-U community. Again, Zoom and other virtual platforms may provide one means of doing so as students need not worry about transportation. An undergirding issue, however, remains the competing demands within institutions for faculty time that then limit the ability of faculty to focus on graduate students.

- **Faculty Renewal:** While the Tri-U continues to build on its existing strengths in Indigenous history and looks forward to welcoming a new colleague through Laurier's upcoming CRC, military history has also long been a draw to the program. Recent retirements and departures have left few historians working in this popular field. Faculty renewal will be important to maintain this long-standing strength of our program.
- **Decline in Academic Job Market:** The academic job market has not recovered from the lows of the 2008 financial crisis and the current global pandemic has likely only deepened the crisis. Job market reports from Canada and the United States, including ones by the American Historical Association paint a challenging, if not depressing picture. Additionally, because of the COVID-19 crises, we expect at least some longer-term impacts and consequences confronting current PhD students when trying to engage in primary research. This issue is likely to extend programs for many students and may cause some structural issues as students continue to enroll, while those at later stages of the program need to stay longer. We will need to find ways to best support both students and faculty through this period.
- **Financial Concerns:** The cost of tuition and completing degrees generally for PhDs is significant. While we guarantee four years of funding, we expect students to run out of funding before they can complete the degree due to the current challenge of conducting research. Like all History graduate programs in Ontario we face a provincial government that is seeking to tie funding to vocational outcomes in ways that are concerning. The success of our graduates is unlikely to be picked up by the proposed metrics. As noted above, this feeds the pernicious narrative that pursuing especially a PhD in History is not worthwhile. As noted above with the MA, this is simply not the case. Our students' employment one year after graduating shows that there is demand for high-level research and communication skills a History PhD provides. Alumni report that research, communication, and presentation skills are all very useful in securing employment. Further, in spite of the serious decline in the traditional academic job market, our program has remained successful and competitive in this regard.

Weaknesses

MA Program and PhD Program

- **Transportation Between Campuses:** While Laurier and Waterloo are relatively close, the distance between the two schools and Guelph can be a barrier. Poor public

transportation and increased traffic between the two cities can make commuting a frustrating experience. The unfortunate COVID-19 pandemic has forced us to explore using various forms of remote and online learning, which might help us solve our geography problem and make our diverse course offerings more fully accessible to all our students. Certainly, the use of Zoom can continue with PhD progress meetings and potentially with other milestones, as committees see fit.

Summary of Key Findings from the External Reviewers

The standout quality of the Program, in the words of the Self Study, is that it has the strengths of a large department (roughly 80 faculty members from across three universities) with “personal attention and intimate community of a close-knit ‘small’ department” (pg. 5). Students have access to a large faculty, many courses and fields, and extensive library resources. They receive careful guidance from their individual supervisor, the university-specific graduate director, and the overall director of the Tri-University Program. The courses and fields offered by the program are a strong representation of the discipline of History, and the faculty members are excellent scholars and teachers. In addition, the Program should be commended for the three streams of MA training and the mandatory professional development training for PhD students. The brilliance of the Program is the combining of the strengths of three universities, which allows each university’s History Department to have a much more significant impact than if it was acting alone. It is an excellent model that could be replicated in other disciplines and other places, especially in the context of declining enrollments in the Humanities.

Areas that could be improved are a more stable position for the administrative assistant of the program, more coordination across the three universities, university commitment to lobbying for or providing better transit among the universities, and providing adequate and equitable compensation for faculty labour in the graduate program.

Opportunities for enhancement include a dedication by senior administration at all institutions to faculty complement renewal, increased branding to better serve the students on the job market, and the incorporation of an optional co-op program for both MA and PhD students to help them transition to the job market after their degrees.

Recommendations concern increasing and stabilizing administrative support for the Program, maintaining a commitment to faculty complement renewal, improving both the faculty and student experience in the program, and professional development for students enrolled in the program.

Program Response to External Reviewers' Recommendations

- 1. Increase administrative support.** The position of administrative support to the director of the Tri-University program should be made full-time and rooted in one institution. There is enough work to support a full-time position, and this will ease the burden of the director of the program and the workloads of the directors and administrative support at the local graduate programs at each university. It is structurally important for the program because it will attract and retain high-caliber employees: they will be able to accrue seniority, pension, and benefits at a single university instead of having to change employers every three years.

Response

Program Response

The Tri-University Program recognizes the importance of the support staff to the functioning of the program function, and we realize that our current apparent practice of three-year rotation of our one part-time employee between the three campuses disrupts staff career advancement and increases the transaction costs to the Program itself. We will work to establish the support position in one of the three campuses and think that we should be able to offer this to prospective staff. The pandemic has demonstrated that most, if not all, of the functions of this position can be performed remotely, and so the geographic location of this position in the physical department of one of the three partner universities is no longer necessary. Converting this position to a permanent position at one of the three campuses will increase its attractiveness to prospective applicants. As for converting the present position into a full-time position, the Tri-University Program will supply job details to the respective Deans and Administrators who determine job classification and Tri-University program will argue in support of this change, though the current Tri-University Budget may be limiting in this respect.

Dean's Response – University of Waterloo

The logic of having a full time staff position to support this program is sound, particularly if the person was able to largely work from a remote location, and we are open to discussions with the other two universities involved in the program about how to make this happen. We will consider the job details provided to us by the program and determine whether there is room in the Tri-University budget to convert the position to full time; all three institutions are facing budget constraints.

Dean's Response – University of Guelph

We agree that the staff position will be more attractive to applicants and will better support the program if it is full-time, located at one of the partner universities, and supports all three campuses equally through remote work. We are happy to enter

discussion about this, though the need to prioritize calls on a limited budget will be a factor.

Vice Dean of the Faculty of Arts – Wilfrid Laurier University

A staff position that is anchored at one of the three universities makes complete sense. Thanks to the changes brought about by the pandemic, this person should be able to function very well in support of all three campuses. At a time of fiscal restraint it may be challenging to allocate budget to a full-time role, although with three universities sharing the cost it may be easier.

Dean of the Faculty of Graduate and Postdoctoral Studies – Wilfrid Laurier University

While acknowledging budgetary constraints and challenges, the rationale for a full-time staff position to support the administration of this program at the three participating universities is strong. Clearly, this approach will benefit both the program and serve to attract a strong candidate.

- 2. Continue to provide faculty renewal.** The Tri-University Program is high profile and high impact and needs to be maintained with faculty renewal. In addition, the leadership of the three partners university should explore the possibilities of coordinating faculty hires in their respective programs. At the very least, the Tri-U Program Director should be informed of faculty recruitment plans in the partner programs.

Response

Program Response

The Tri-University program accepts this recommendation and intends to fulfil it by making sure that Graduate Program needs, including our PhD's nine major fields, including the rotating Canadian Field, are considered in the requests-to-hire put forward by any of the three Departments. The Tri-University Director will ask Department Chairs to share insight into hiring plans annually; Chairs of the three Departments should have good intelligence about requests- to-hire and other hiring initiatives in their fellow Departments.

Dean's Response – University of Waterloo

In order to maximize the contributions that new hires in any of the three departments can make to the Tri-University History program, we are supportive of this recommendation.

Dean's Response – University of Guelph

We are also supportive of this recommendation, especially the proposal to coordinate hiring across the three departments to best support the graduate programs.

Dean's Response – Wilfrid Laurier University

Coordinating new hires across the three departments would be very valuable although quite unusual. If the departments can reach this level of consensus and demonstrate such a degree of cohesion then it will speak powerfully to the strengths of the Tri U program.

Dean of the Faculty of Graduate and Postdoctoral Studies – Wilfrid Laurier University

A good communication plan is in place, among the Tri-University Director and chairs of the respective departments, to ensure to the degree possible that this recommendation can be addressed.

- 3. Ensure the student experience is more cohesive.** Increase the level of coordination throughout a student's degree in the Tri-University program. The coordination is good at the beginning of a student's career but disappears at the close. Find ways to communicate, advertise, and celebrate graduations. Ensure that the Tri-University Program appears on student transcripts. The Program should issue its own certificate of graduation at the completion of a degree. In addition, the Program should create more opportunities for intellectual and social interactions among students in the Program. The Program should support existing student initiatives in building a cohesive community within the program.

Response**Program Response**

The Tri-University Program accepts the Recommendation to make Tri-University student experience more cohesive. The External Reviewers propose two avenues to achieve this: one, to introduce a Tri-University "certificate" to mark completion of MA or PhD, and to ensure that the Tri-University achievement appears on the students' transcripts. The Tri-University Director will work with Graduate Studies at Guelph and will ask Department Chairs at UW and WLU to do same in order to arrive at a common recognition of graduation from the Tri-University program (MA and PhD) and we hope to have a plan in place by end of 2023.

We will also work to ensure that the Tri-University Director be informed of PhD and MA defenses and be given opportunity to be present and to "wave the flag", and to offer

opportunities for students and faculty to attend defenses, and learn of their successful outcomes, something which is not routine at present. The second avenue promises more: building sense of community among the members of the Tri-University community, by more fully involving the Tri-University Graduate Students Association (TUGSA) in cross-campus activities and to promote these activities as well as our other chief joint showcase, the annual Tri-University Graduate History Program Conference (Winter each year; last few years virtually, with great effect), using social media and other outreach techniques. Our students are our best advocates: action is underway to engage the Tri-University Community at higher level, with effects apparent from Fall 2022 onwards.

Dean's Response – University of Waterloo

We are supportive of the recommendations that have been put forward. The UW History department is encouraged to explore mechanisms with the GSPA to see whether further formal recognition of the program is possible, keeping in mind that the definitions of what constitutes a “certificate” can vary from one institution to another. With hybrid defences now routine (and since almost all defences are public) the program should be able to find ways to encourage students to watch the oral examinations of their peers by providing online access to students at the other universities (as well as in person access for those students who are in the program at the same institution). Encouraging a deeper sense of student community among those in the Tri-University program is particularly important and we are very supportive of the initiatives outlined above.

Dean's Response – University of Guelph

We are also very supportive of this proposal, even if the completion certificate needs in the end to be internal to the program in the event it cannot be recognized formally by all three institutions. Treating oral examinations as conducted by, and open to, the program members across all three campuses also seems to us a good idea. The annual Tri-University Graduate History Program Conference is an excellent event, and we wonder if there is appetite for additional occasions that bring together all three departments in the year (such as the Fall Social mentioned below); perhaps these could sometimes be student-led.

Dean's Response – Wilfrid Laurier University

We support very much all efforts to overcome barriers and to bring cohesion to the Tri U program. It may be that staff and students can apply what has been learned through the pandemic to our benefit and find creative ways to meet virtually which will, in turn, lead to more reasons for in-person interactions. While there are institutional definitions of “certificate” if there is the will to find a way to develop a formal recognition of graduates of the program then no doubt it can be found.

Dean of the Faculty of Graduate and Postdoctoral Studies – Wilfrid Laurier University

The program has offered several excellent suggestions to raise the ‘cohesion’ of the graduate student experience with respect to the Tri-University program. I was pleased to see the return of an ‘in-person’ annual Tri-University Graduate History Program Conference (25 March 2023) and suspect that will continue to be key for promoting program cohesion among the graduate students from the participating universities, while offering an important training and networking opportunity. I agree that student-led initiatives may have best opportunity for success, and perhaps organization of additional activities could be supported by the increased administrative support provided to the Director.

- 4. Improve the faculty experience and compensation.** Increase the level of coordination of the Program for faculty members. We recommend creating a faculty handbook, which will serve as a place to record Program priorities and regulations. Hold at least one faculty meeting annually to review the program and discuss challenges. These meetings and discussions will increase the sense of community for faculty members, especially across the three institutions.

Response

Program Response

The Tri-University Program does not determine “faculty compensation” as this is a matter for the Departments, Deans and Administrators at the three Universities. We understand though that the recommendation also deals with “faculty experience” which we understand as communication within the Program. As such the Tri-U Director accepts that we have work to do. Specifically, the Tri-University Director and the Program administrator will produce a “Faculty Handbook” which will explain the various processes of the Tri-U Program including: course development; MA and PhD cycles; and, how each Department applies and interprets Tri-U practice in their local contexts and according to their calendar regulations. And we will seek to resurrect annual meetings of faculty from the three institutions, by convening faculty at the Tri-University annual conference, and, if free of pandemic-era restrictions in Fall 2023, resuming the practice of holding a Fall Social.

Dean’s Response – University of Waterloo

Aside from the matter of compensation that is beyond the purview of the program, we are supportive of the faculty experience measures set out above.

Dean's Response – University of Guelph

We are also supportive of the proposal to create a Tri-U faculty handbook, and to increase the opportunities for faculty across the three departments to meet.

Dean's Response – Wilfrid Laurier University

Again, lessons from the pandemic should be applicable in such a way as to help bring faculty members into more frequent conversation.

Dean of the Faculty of Graduate and Postdoctoral Studies – Wilfrid Laurier University

In principle, producing a 'faculty handbook' is likely useful, but perhaps feedback on the idea could be presented to faculty at the next annual meeting to guide investment in the project and to ensure it will meet needs of faculty.

- 5. Increase professional development opportunities for students.** The professional development activities should be strengthened, expanded and made more relevant. Some students felt the professional development activities were not entirely relevant to their needs and aspirations. The program should engage with its alumni more and involve them in their professional development initiatives. The program should explore the possibilities of establishing an optional graduate co-op program for students that builds on the University of Waterloo's strong tradition and institutional frameworks for student co-op.

Response

Program Response

The Tri-University Program recognizes the significant expansion of Co-op and Experiential Learning options at all three campuses, with significant interest in expanding MA and PhD options in these areas. The Tri-University program encourages these initiatives and will endeavour to engage them through discussions of the Graduate History Coop with Experiential Learning and Coop leaders at the three Universities. We hope to have a sense of a way forward by end of 2023.

The External Reviewers suggest the additional initiative to involve Tri-U Program alumni to a greater degree as mentors, and we plan to do this. We will use the Professional Development Course – a Fall/Winter course aimed at first year PhD students, for whom it is a requirement. A broader audience from the program can be invited for session events such as those featuring returning alumni, and other sessions such as about publishing or careers, which might be more applicable at later stages of the program, in 2023-24.

Dean's Response – University of Waterloo

The GSPA at UW is initiating several pilot projects that introduce and/or enhance Graduate Work Integrated Learning as part of the implementation of the university's Strategic Plan. We are strongly supportive of paths that increase the work experience and, as a corollary, the career prospects of our graduate students. Engaging the network of alumni that the program has produced is also a welcome recommendation.

Dean's Response – University of Guelph

We are strongly supportive of integrating additional, appropriate experiential and work-integrated learning opportunities into the Tri-University graduate programs. Continuing to enable and improve successful outcomes for graduates of the programs, into either academic or non-academic opportunities, is a key goal, and we are delighted at the Tri-U's intentional approach to this.

Dean's Response – Wilfrid Laurier University

We support very much the introduction of suitable experiential and work-integrated learning opportunities into the Tri-U program. Our graduates must be encouraged to think about professional careers that extend beyond tenure-track faculty positions, and we would do well to emphasize the value of the wide range of skills that they develop as doctoral students.

Dean of the Faculty of Graduate and Postdoctoral Studies – Wilfrid Laurier University

Strengthening professional development activities is a common priority of graduate programs, and their faculty and graduate students at Laurier. Certainly, we support advancing the Tri-University program in this direction. Regarding the professional development course, I encourage leveraging Laurier's ASPIRE program to the delivery of the course.

Recommendations Not Selected for Implementation

The Tri-University Program will carry out recommendations from the External Reviewers that fall within the power of the three Departments, their respective Deans, and the Tri-University Directorate.

We thank the External Reviewers as well as the Deans and Library and other staff at the three Universities for their thoughtful comments and recommendations.

Implementation Plan

	Recommendations	Proposed Actions	Responsibility for Leading and Resourcing (if applicable) the Actions	Timeline for addressing Recommendations
1.	Increase administrative support.	Work to locate the Tri-U admin position in one of the three campuses on permanent basis. Ask Deans to cost the proposal to make the admin position full time.	Deans of Arts UG, WLU and UW	July 2023
2.	Continue to provide faculty renewal.	Department Chairs will confer and involve Tri-University Director in discussion of hiring opportunities	WLU, UG and UW Department Chairs; Tri-University Director	January 2023
3.	Ensure the student experience is more cohesive.	Department Chairs will work with Tri-University Director to ensure that the Tri-U mechanisms to build community are working.	Same as above	September 2023
4.	Improve the faculty experience and compensation.	Tri-U Director and the Program Administrator will produce a Faculty Handbook which explains program process and Departmental variation.	Tri-University Director	July 2023
5.	Increase professional development opportunities for students.	Department Chairs will communicate co-op and other Experiential Learning opportunities to Tri-University Director, who will investigate OVGS options when said Co-op programs arise. PhD Professional Development Seminar to be enhanced with the addition of alumni sessions and broadening the invitation pool for sessions relevant to other students in the program.	Department Chairs and local University Experiential Learning/Co-Op programs. Tri- University Director.	December 2023

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

Date of next program review _____ **2028-2029** _____
Date

Signatures of Approval



Chair/Director

17 August 2023

Date

Sheila Ager

December 8, 2023

Faculty Dean - UWaterloo

Date



Faculty Dean – University of Guelph

August 11, 2023

Date

Gavin Brockett

August 23, 2023

Faculty Dean – Wilfrid Laurier University

Date



August 23, 2023

Associate Vice-President and Dean of the Faculty of
Graduate and Postdoctoral Studies – Wilfrid Laurier
University

Date

John M. Coell

August 8, 2023

Associate Vice-President, Graduate Studies and Postdoctoral Affairs –
UWaterloo

Date