

UTQAP Cyclical Review: Final Assessment Report and Implementation Plan

1. Review Summary

Program Reviewed:	Master of Science in Physical Therapy, M.Sc.P.T.
Unit Reviewed:	Department of Physical Therapy (PT)
Commissioning Officer:	Dean, Temerty Faculty of Medicine
Reviewers (Name, Affiliation):	• Prof. Cathy Arnold – School of Rehabilitation Science, University of Saskatchewan • Prof. Bruce Greenfield – Dept. of Rehabilitation Medicine, Emory University • Prof. Marguerite Wieler – Dept. of Physical Therapy, University of Alberta
Date of Review Visit:	December 3-4, 2020
Date Reported to AP&P:	October 26, 2021

Previous UTQAP Review

Date: November 19–20, 2013

Summary of Findings and Recommendations

Significant Program Strengths

- One of the leading physical therapy programs in North America and internationally
- Successful curricular innovations include the implementation of inter-professional education and social accountability content
- Admirable, high quality student research projects address questions of interest to the physical therapy community
- Extraordinary faculty research productivity
- Impressive network of collaborative relationships within the University and across external organizations

Opportunities for Program Enhancement

- Engaging in a strategic planning process, mapping out future objectives
- Implementing new program evaluation processes, reducing the demand on students while still eliciting quality input
- Identifying new sources of revenue
- Exploring alternative organizational structures for the Rehabilitation Sciences

Current Review: Documentation and Consultation

Documentation Provided to Reviewers

Confirmation/Agreement Letter; Terms of reference; Self-Study Report (including latest PEAC and CAPTE accreditation documents); Faculty CVs; Schedule; Previous Review Report (2013-14), the Dean's and Chair's Responses, and FAR-IP; Dean's Report 2020; Temerty Faculty of Medicine's Strategic Plan (2018-2023); University of Toronto Towards 2030; Access to Quercus with PT's online learning and teaching resources; Access to all course descriptions

Consultation Process

The reviewers met directly with the following individuals/groups via Microsoft Teams:

1. Dean and Vice Provost, Relations with Health Care Institutions
2. Vice Dean, Strategy & Operations
3. Interim Vice Dean, Research & Innovation
4. Interim Chair

5. MScPT Program Director and Ontario Internationally Educated Physical Therapy Bridging (OIEPB) Program Director
6. MScPT Associate Program Director and Director of Clinical Education & Community Affairs
7. MScPT Trainees
8. OIEPB Program Students
9. Executive Committee Members
10. Core Faculty
11. Research Institute Leaders
12. Academic Practice Leaders
13. Rehabilitation Sector Chairs and Director
14. Temerty Faculty of Medicine Advancement Officers
15. Administrative Staff

Current Review: Findings and Recommendations

1. Undergraduate Program(s) (n/a)

2. Graduate Program(s)

Unless otherwise noted, all bulleted comments apply to all programs reviewed.

The reviewers observed the following **strengths**:

- Overall quality
 - ▶ MScPT is a strong program with a holistic focus on scholarship, clinical education skills and service; well-aligned with the mission and vision of both the Temerty Faculty of Medicine and the University
- Objectives
 - ▶ Program design and curriculum are aligned with Department's values and strategic priorities
- Admissions requirements
 - ▶ Admissions requirements are consistent with national best practices for Physical Therapy programs
 - ▶ Sound admission/recruitment process attracts highly qualified students who successfully complete the program and find work in the profession
- Curriculum and program delivery
 - ▶ Clearly articulated program requirements and learning outcomes are aligned with the *Competency Profile for Physiotherapists in Canada*; curricular standards met or exceeded accreditation guidelines from Physiotherapy Education Accreditation Canada
 - ▶ 2019 curriculum revisions, developed around three pillars of critical thinking, inquiry mindset and professionalism, have resulted in a "creatively imagined and integrated two-year curriculum" with appropriate increases in complexity and comprehensiveness through the program

- ▶ Active engagement of researchers in curriculum delivery reinforces program pillars of critical thinking and inquiry mindset
- ▶ Participation in formal, qualitative and quantitative mentored research projects with research faculty, clinical faculty and scientists prepares students as “innovators of new knowledge”; research projects cover a diverse range of topics including clinical, health science, biomedical and population health research
- ▶ Revised curriculum includes ongoing integrated experiential learning providing opportunities to apply theory to practice
- ▶ Continuous program evaluation process ensures initiatives are undertaken to review and enhance the program quality; faculty meet regularly to evaluate student outcomes and assessment methods, address issues and challenges related to program content, and to identify strategies to improve integration
- ▶ Program-level feedback mechanism is a positive and collaborative method to consolidate student and instructor feedback about substantive issues for review and recommendations to departmental committees
- ▶ Clinical instructors with teaching roles help to bridge didactic and clinical experiences; strong clinical partnerships support experiential learning opportunities for students
- ▶ Vibrant continuing educational program may be further strengthened by experiences with developing and delivering remote content during the COVID-19 pandemic
- Innovation
 - ▶ Recently revised curriculum is integrative, relevant, and innovative
 - ▶ Well-respected, sought-after and successful OIEPB program is “a flagship program of the department” providing comprehensive training for internationally educated physical therapists, with subsequent benefits for the national healthcare system
- Assessment of learning
 - ▶ Impressive attention to assessment of progressive learning outcomes; methods include a mix of practical skills assessment, reflective assignments, small group and inter-professional activities, and critical thinking case-based exams
- Student engagement, experience and program support services
 - ▶ Commendable encouragement and support for students to have projects published in peer review journals or presented as posters in professional meetings; aligns with programs’ three foundational pillars
 - ▶ Opportunities for student research include clinical research internships, engagement in knowledge translation strategies, presenting at rounds, participating in research teams, and attending conferences
 - ▶ Students praised senior leadership and faculty for their mentorship and support
 - ▶ Successful mentorship program connects MScPT students in their final year with recent graduates, supporting students’ professional development
 - ▶ Adequate resources for students requiring physical or mental health accommodations

- Quality indicators – graduate students
 - ▶ Reviewers found universally positive outcomes measures attesting to the effectiveness of the curriculum, underscored by high average grades across all academic units, high licensure pass rate, and high graduation rates
 - ▶ High average GPA among applicants (85%) and competitive admissions process (10:1 ratio of applicants to admission offers), indicate program’s strong reputation
 - ▶ High retention and graduation rates: graduation rate of 98% or above since 2016; fewer than 10% of students per year have delayed graduation since 2013
 - ▶ High quality of the educational experience is supported by survey data, evidence of meeting PEAC accreditation standards, success on the National Exam (PCE) and previous UTQAP reviews
- Quality indicators – alumni
 - ▶ Since 2013, MScPT graduates have an impressive 100% employment rate 6 months after graduation
 - ▶ Notably successful OIEPB program has high completion rates and 100% employment rate for those who pass the national exam
- Student funding
 - ▶ Student funding support is available, including support for travel and housing during clinical placements as deemed appropriate

The reviewers identified the following **areas of concern**:

- Curriculum and program delivery
 - ▶ Lack of formal peer-to-peer feedback mechanism for instructors, which would support effective mentorship of teaching
- Accessibility and diversity
 - ▶ Strong competition and “unknown bias” of processes such as CAP and CASPer may disadvantage diverse applicants in the admissions process
 - ▶ Information regarding access and equity services not consistently identified on course syllabi or in student-facing learning management system
 - ▶ Time and resource constraints noted as potential challenges to achieving Department’s goals with respect to EDI in recruitment, admissions, teaching, and research
- Student engagement, experience and program support services
 - ▶ Student handbook and departmental website of limited use; reviewers noted that students may not be aware of all of the support resources available to them

The reviewers made the following **recommendations**:

- Objectives
 - ▶ Implement a regular review and feedback mechanism to discuss and evaluate strategic priorities, accomplishments, opportunities and threats

- Curriculum and program delivery
 - ▶ Monitor and evaluate the impact of recent curriculum revisions
- Innovation
 - ▶ Ongoing faculty and stakeholder curricular reviews to remain current with rapid innovations in the discipline, including telerehabilitation, use of machine learning algorithms, use of large dataset for outcome measures
- Accessibility and diversity
 - ▶ Ensure that the Department's mission, values and goals, as well as the Faculty's goal to "cultivate and bring to life ideas that impact scholarship and society through unprecedented collaboration drawing in the diverse voices of our research, learning and clinical network," are applied across the program
 - ▶ Take actions to increase equity for diverse applicants, including:
 - Review the admission process from a social accountability lens
 - Examine the diversity of the accepted pool vs the applicant pool, and the diversity of the applicant pool in comparison to provincial demographics
 - Consult with other University departments and other Canadian PT programs to investigate methods of enhanced recruitment, admission and retention of Indigenous PT students as well as other marginalized groups
 - ▶ Department has observed a recent increase in the number of students requiring accessibility accommodations; reviewers recommend enhanced communication and resources for students with diverse needs
 - ▶ Consider creation of an EDI-focused committee within Temerty Medicine or the Rehabilitation Sector
 - ▶ Consistently provide information regarding access and equity services on course syllabi and in student-facing learning management systems
- Student engagement, experience and program support services
 - ▶ Revise student handbook and departmental website to ensure that students receive important information regarding program requirements and available support resources
 - ▶ Support students' use of available counselling and mental health support resources
 - ▶ Work closely with the Rehabilitation Sector Leadership Team to ensure Physical Therapy students' access to soon to-be-established Temerty Medicine resources for Indigenous students
- Student funding
 - ▶ Monitor future funding access for lower-income students within the context of other EDI and social accountability initiatives
 - ▶ Maintain an active donor and alumni program, and encourage continued efforts to secure Physical Therapy specific bursaries and scholarships

3. Faculty/Research

The reviewers observed the following **strengths**:

- Overall quality
 - ▶ Opportunities for interprofessional collaborative practice, education, and research creating and reinforcing interprofessional competencies are shared by faculty and students
- Research
 - ▶ Departmental research themes were updated after the 2013 review to include new themes of educational scholarship research and knowledge translation and health services research in rehabilitation; the scope, quality and relevance of PT researchers and research activities, focused within the updated research themes “are a main strength and deserve to be highlighted”
 - ▶ Faculty research foci encourage a “highly collaborative” culture across research themes
 - ▶ Reviewers note impressive research funding obtained by department faculty, noting in particular the actual dollars received, the number of grants held, and the variety of sources of funding; Tri-council funding applications and success rates provide “further evidence of an engaged and productive research culture in the department”
 - ▶ Very high research productivity reflected in peer-review and other publications; PT Department contributes significantly to University’s status as a global leader in Rehabilitation research
- Faculty
 - ▶ Complement of existing tenure-stream and teaching-stream faculty brings significant depth and breadth to the Department
 - ▶ Departmental leadership and faculty demonstrate clear commitment to supporting educational opportunities as part of their vision and mission; all core faculty contribute to MScPT program’s educational agenda via formal teaching, student and junior faculty mentorships, and training PhD and postdoctoral students through the Rehabilitation Science Institute
 - ▶ Faculty teaching development programs offered at departmental, Rehabilitation Sector, Faculty and University levels, to prepare faculty for effective teaching
 - ▶ Number of individuals who hold/have held salary awards or a research chair provides further evidence of the quality and strength of the research faculty
 - ▶ Strong commitment to professional activities, including participation as journal reviewers and editors, grant reviewers for national and international agencies, guideline panels, and holding positions on local, national and international committees/foundations
 - ▶ PT faculty collaborate with other Rehabilitation Sector colleagues and departments via the Center for Interprofessional Education (EDU:C).

The reviewers identified the following **areas of concern**:

- Research
 - ▶ Departmental website is lacking in providing accurate and up to date faculty research profiles and knowledge translation activities; Department and individual researcher web pages “did not truly capture the outstanding work being done”

The reviewers made the following **recommendations**:

- Research
 - ▶ Further efforts to showcase faculty research accomplishments, and to package research from faculty and students “in a more inspirational way”
 - ▶ Redesign departmental website and individual researcher pages to share and highlight research themes and knowledge translation activities
- Faculty
 - ▶ Conduct ongoing formal peer teaching reviews as an important component of teaching mentorship
 - ▶ Further support and enhance the Continuing Teaching Stream with more full-time positions
 - ▶ Pursue more Canada Research Chairs to further enhance Department’s research profile and reach

4. Administration

The reviewers observed the following **strengths**:

- Relationships
 - ▶ Considerable evidence of the strength of the current leadership team and the Department, and their relationships with both internal and external partners
 - ▶ Rich, diverse and productive ecosystem of relationships and partnerships with external entities “an obvious strength of the department”; includes strong institutional and community bridges between academic and clinical worlds
 - ▶ PT administrative staff demonstrate impressive support, expertise, “and their very apparent commitment to the department”
 - ▶ Strong relationships between leadership, faculty, and staff provide a positive, collaborative environment within the Department
- Organizational and financial structure
 - ▶ Recent changes have given PT a stronger voice at decision-making tables within Temerty Medicine
 - ▶ New co-leadership governance model viewed as a “positive, transformative change” that has improved morale within the Department and led to increased and enhanced transparency, efficiency, communication, consultation and engagement

- ▶ Department's physical space includes access to discipline-specific labs, lecture theatres and small group rooms, as well as shared space with other rehabilitation sciences departments; co-location of research labs provides opportunities to foster informal and formal interaction and collaboration between research teams
- ▶ Department has embarked on a number of successful initiatives to augment base budget funding, including expansion of the Continuing Professional Development and the OIEPB programs
- Long-range planning and overall assessment
 - ▶ Department's Strategic Plan identifies a vision, mission, values, priorities and initial goals and objectives to address each priority; the Plan has widespread support and aligns with Faculty and University strategic priorities
- International comparators
 - ▶ Fully accredited program compares favourably to other Canadian PT programs, with respect to curriculum and success on the national exam

The reviewers identified the following **areas of concern**:

- Organizational and financial structure
 - ▶ Optimizing utilization of space for teaching and research is an ongoing challenge; recently formed departmental space committee to consider options for space allocation and sharing
 - ▶ Reviewers note potential obstacles to expansion in program enrolment numbers, noting that expansion "may not be supported by the provincial government" and that current space availability would also be an issue if student numbers were to increase
 - ▶ OIEPB program is an important program offering, and a significant source of revenue for the Department; reviewers note risk that the program is grant-funded and does not have stable funding
- Long-range planning and overall assessment
 - ▶ Reviewers note one risk of (otherwise successful) strategy of jointly funding tenure stream positions, that "it assumes the ongoing financial viability of the partner institutions"; using carry-forward dollars also noted as a financial risk to the ongoing viability of the Department
 - ▶ Reviewers note that MScPT program enrolment increases may be necessary to meet demand, and that the current enrolment cap "threatens future growth of the program and ultimately the future of the profession in the province"

The reviewers made the following **recommendations**:

- Relationships
 - ▶ Explore unmet opportunities for collaboration and partnerships within the Rehabilitation Sector to support EDI, advance strategic plan initiatives, enhance inter-professional learning opportunities, and optimize new donor support resources

- Organizational and financial structure
 - ▶ Address the potential threat of loss of financial support for the OIEPB program
 - ▶ “Advocate for removal of the enrollment ceiling cap”
- Long-range planning and overall assessment
 - ▶ Consider additional teaching-stream hires to support innovative learning and advancement of emerging practice areas
 - ▶ Ensure commitment and availability of resources to realize goals and objectives of the Department’s Strategic Plan
 - ▶ Identify additional revenue sources to mitigate the risks of jointly funding tenure-stream positions with partner institutions



Patricia Houston, MD MEd FRCPC
Acting Dean and Vice Dean, Medical Education

September 14, 2021

Professor Susan McCahan
Vice-Provost, Academic Programs
Division of the Vice-President & Provost
University of Toronto

Dear Susan,

DEAN'S RESPONSE | UTQAP Review of the Department of Physical Therapy

On behalf of the Temerty Faculty of Medicine at the University of Toronto, I would first like to thank the reviewers, Professors Cathy Arnold, Bruce Greenfield, and Marguerite Wieler, for a fulsome and rigorous review of the Department of Physical Therapy on December 3-4, 2020. On behalf of Temerty Medicine, I would also like to thank Professor Susan Jaglal, Chair of the Department, the administrative staff, the Department's Executive Committee, and all those who contributed to the preparation of the outstanding self-study report. I also wish to thank the numerous administrative staff, trainees, and faculty members who met with the external reviewers and provided invaluable input.

The reviewers identified many strengths of the Department, including *"a well-articulated academic strategic plan, a renewed integrative and innovative curriculum, a shared culture of respect for each other, strong clinical education leadership, engagement with the clinical community and innovative clinical education experiences integrated into curriculum, successful students who are supported in their learning environment, effective governance model with respected leadership who have a voice at appropriate decision-making tables, a unique and successful bridging program for internationally trained physical therapists, and an impressive faculty complement with a strong and diverse research track record."* Temerty Medicine greatly appreciates the insightful and comprehensive report provided by the reviewers. It serves as an invaluable guide for future strategic directions and program enhancements of the Department of Physical Therapy. I am in full agreement with Professor Jaglal's response of the Chair. After consultation with her, I have developed the following response and implementation plan.

1. **Reviewers' Comment:** *EDI: Establish actions to support the advancement of the strategic plan priority to foster Equity, Diversity and Inclusion, ensuring consideration and application to recruitment, admissions, curriculum and research. Seek collaboration from other departments, the TFoM, and the Rehabilitation Sector to develop an EDI committee.*

Decanal Response: Much work has already been undertaken to enhance equity in student recruitment and admissions. For several years, the Department of Physical Therapy has been a key participant in the Temerty Faculty of Medicine's Summer Mentorship Program, an intensive 4-week summer program designed to expose Indigenous and Black high school students to careers in the health professions. The Department has recently established a strong partnership with Temerty Medicine's Community of Support that provides intensive mentorship for post-secondary students from historically underserved communities interested in pursuing careers in health professions. The move of the Computer Assisted Profile (CAP) to an online rather than an in-person format has reduced economic barriers to application. All CAP questions are now reviewed through an equity lens, and a faculty member serves on the admissions committee as an equity advisor. Formalized education on implicit bias will now be offered for all members of the Department who participate in admissions.

'[Excellence through Equity](#)' in admissions is a priority of Temerty Medicine. The Excellence through Equity Working Group - Clinical Students Subgroup recently reviewed admissions processes and made a series of formalized recommendations regarding wise practices to enhance equity in admissions. The Chair of the Admissions Committee/Program Director is a member of this working group, and the Co-Chair of the working group is a faculty member of the Department of Physical Therapy. The Department of Physical Therapy Admissions Committee has committed to implementing the recommendations as they become available over the next 3 to 5 years.

At the broader Temerty Medicine level, a number of learners and faculty members from the Department of Physical Therapy serve on the Diversity Advisory Council, which brings together people engaged in equity work from across departments, hospitals, and the broader University of Toronto community.

2. **Reviewers' Comment:** *IMPROVE VISIBILITY: Redesign the website to improve information access for students, faculty and the public at large. Ensure that the updated research themes are on the website and improve the visibility and translation of research productivity to inform others of the excellent work accomplished.*

RESOURCE MANAGEMENT AND COMMUNICATION: Revise the student handbook and ensure resource information, academic requirements and advancement in the program are readily accessible, for example placing resource information directly on the website. Support students to utilize resources available to them for counselling and mental health support. Improve consistency of course postings and resource information for students on Quercus.

Decanal Response: The Department of Physical Therapy has already embarked on the process of redesigning the departmental website to improve communication with students, faculty, and the public. A working group has been established and is working closely with the Manager of Digital Communications at Temerty Medicine. The Department will hire a content manager to assist with website redesign and aims to launch the new site within the next year. The student handbook is concurrently being revised in consultation with student stakeholder groups to ensure that all needed information is readily accessible.

3. **Reviewers' Comment:** *BUDGET SUSTAINABILITY: Address the potential threat of loss of financial support to the OIEPB program. This is an important component of the Department sustainability and the loss would have substantial impact. Ensure stable budget support for programming over next 5 years and advocate for removal of the enrollment ceiling cap.*

Decanal Response: The Department has identified a number of avenues for increased revenue generation. These include continuing education programs for community practitioners and enhanced educational offerings for internationally educated physical therapists. The Department is establishing a working group with representatives from the clinical community to identify continuing education needs and gaps, with a 1-2 year goal of re-evaluating and re-designing the program to increase revenue. After the onsite review, the Department's Ontario Internationally Educated Physical Therapy Bridging Program (OIEPB) secured bridging funding for 6 months, and recently submitted an application to the Ministry of Labour, Training and Skills Development for the next 3-year funding cycle. The Department is actively working with the Advancement Office to identify philanthropic support for the bridging program.

4. **Reviewers' Comment:** *PARTNERSHIPS: Develop collaborative opportunities to engage with other Rehabilitation Sector Departments in order to advance strategic plan initiatives, enhance inter-professional learning opportunities and optimize new donor support resources targeted for Rehabilitation teaching and research.*

Decanal Response: Since the on-site review, the leaders of the Rehabilitation Sciences Sector units enhanced partnerships and collaborations to develop a strategic vision and to identify strategic priorities aligned with the broader Temerty Faculty of Medicine. The result is the four hallmark initiatives below:

- (i) Develop a "Virtual Rehab" Education, Practice and Research Centre
- (ii) Develop a Rehabilitation Sector strategy for implementation of best EDI practices in education and Research

- (iii) Re-envision the International Centre for Disability and Rehabilitation (ICDR) as a centre for collaborative interdisciplinary research and educational initiatives addressing issues of equity in Canada and the world
- (iv) Develop and implement a targeted communications strategy to reach local, national, and international audiences

The strategic vision for the “Virtual Rehab” centre is to conduct research to develop and implement novel technologies to modernize and revolutionize rehabilitation practice (e.g., use of AI in assessment) and to create a learning hub to facilitate the development of new opportunities/models of inter-professional clinical education. These two initiatives will embrace virtual rehab and ultimately address unmet needs locally and globally. The PT Department received seed funding from Temerty Medicine to develop a proposal for the Virtual Rehab Centre. An environmental scan which includes a literature review and interviews with key stakeholders will be completed by Summer 2021. This will inform the development of the proposal and an advancement plan in the following 6 months. The Department will leverage existing relationships with clinical partners to develop and build Virtual Rehab Learning Hubs within 500 University Avenue; within a year we expect to hold a symposium to launch the centre. The Department will continue to work with Advancement to obtain stable funding for the centre and its activities in the longer term. Within 3 to 5 years, we plan to establish the virtual care centre with an operational student clinic for clinical internships.

To systematically address EDI issues, the Rehabilitation Sector is working collaboratively to develop a sector strategy for implementation of best EDI practices in education and research. A working group with EDI leads from each of the RSS units has been established. They plan to develop the strategy in the next 6 to 8 months. Another notable example of collaboration across the sector was receiving support from the Education Development Fund to design a research course across the sector. This will result in a collaborative approach to a shared research curriculum (6 months-1 year) to be implemented in year 2 of the professional programs.

These strategic initiatives are well-aligned with Temerty Medicine’s renewed commitment to enhancing accessibility for all members of Temerty Medicine and the larger community. The Department of Physical Therapy and the other Rehabilitation Sciences Sector units are uniquely poised to lead this ground-breaking work.

The next UTQAP review of the Department of Physical Therapy is scheduled in 2025-26. In 2022-23 we will follow up with the Chair on the implementation of the external reviewers’ recommendations and, later that year, provide you with an interim report on the status of the implementation plan.

Sincerely,



Patricia Houston, MD, Med, FRCPC
Acting Dean | Vice Dean, Medical Education
Professor, Department of Anesthesiology & Pain Medicine

cc: Lisa Robinson – Vice Dean, Strategy & Operations
Justin Nodwell – Vice Dean, Research & Health Science Education
Lynn Wilson – Vice Dean, Clinical & Faculty Affairs
Anastasia Meletopoulos – Academic Affairs Manager, Office of the Dean
Daniella Mallinick – Director, Academic Programs, Planning & Quality Assurance, Office of the Vice Provost, Academic Programs
Susan Jaglal – Chair, Department of Physical Therapy
Sharon Switzer-Mcintyre – Program Director, MScPT, Department of Physical Therapy

3. Committee on Academic Policy & Programs (AP&P) Findings

The spokesperson for the reading group reported that the summary appropriately reflected the full review report. The group agreed the administrative responses addressed all the major issues.

In response to a question from the reading group regarding the issue of the enrollment ceiling cap and budget sustainability, Professor Susan Jaglal, Chair, Department of Physical Therapy commented that:

- The new provincial post-secondary funding model did not permit enrolment expansion. In addition, classroom size limited possible enrolment increases.
- The faculty was exploring funding opportunities to ensure budget sustainability.

No follow-up report was requested.

4. Institutional Executive Summary

The reviewers praised the well-articulated academic plan that highlights a commitment to EDI; the renewed curriculum; the formal, mentored research projects available to students; the effective program unit level feedback mechanism; the successful, well-respected and sought-after Ontario Internationally Educated Physical Therapy Bridging Program (OIEPB); they noted the scope, quality, and relevance of department's research activities and impressive research funding; significant changes to the administrative and governance structure implemented since the last external review were reported as positive, transformative change that has improved greatly improved departmental morale; reviewers highlighted the strong ecosystem of collaboration and strategic partnership across the institution; and finally the very impressive outcomes for graduates, with 100% employment 6 months after graduation, since 2013. The reviewers recommended that the following issues be addressed: taking actions to make the MScPT admissions processes and outcomes more equitable and to support increased diversity of students entering the program; exploring opportunities for further growth in the program; enhancing partnerships to advance strategic plan initiatives, strengthen inter-professional learning opportunities and optimize new donor support resources; redesigning the departmental website and handbook to improve communications with students, faculty and the public; and identifying additional sources of revenue and ensuring stable funding for the OIEPB program. The Dean's Administrative Response describes the Faculty, unit and programs' responses to the reviewers' recommendations, including an implementation plan for any changes necessary as a result.

5. Monitoring and Date of Next Review

In 2022-23 the Dean will follow up with the Chair on the implementation of the external reviewers' recommendations and, will provide an interim report to the Vice-Provost, Academic Programs no later than December 2023 on the status of the implementation plans.

The next UTQAP review of the Dept. of Physical Therapy will be commissioned in 2025.

6. Distribution

On January 15, 2022, the Final Assessment Report and Implementation Plan was posted to the Vice-Provost, Academic Programs website and the link provided by email to the Dean of the Temerty Faculty of Medicine, the Secretaries of AP&P, Academic Board and Governing Council, and the Ontario Universities Council on Quality Assurance. The Dean provided the link to the Chair of the Department.