



UNIVERSITY OF  
**TORONTO**

OFFICE OF THE VICE PRESIDENT & PROVOST

**REVIEWS OF ACADEMIC PROGRAMS AND UNITS**

**July 2008 - December 2009**

Report to the Committee on Academic Policy and Programs  
March 2, 2010

# REVIEWS OF ACADEMIC PROGRAMS AND UNITS July 2008 - December 2009

Report to the Committee on Academic Policy and Programs  
March 2010

## Index

### ***Provostial Reviews***

Architecture, Landscape, and Design, John H. Daniels Faculty of	4
Forestry, Faculty of	16
Nursing, Lawrence S. Bloomberg Faculty of	28
Ontario Institute for Studies in Education	41
Social Work, Factor-Inwentash Faculty of	51

### ***Divisional Reviews***

#### **Faculty of Applied Science and Engineering**

Materials Science and Engineering, Department of	59
--	----

#### **Faculty of Arts and Science**

Criminology, Program, Woodsworth College	68
History & Philosophy of Science & Technology, Institute for the	73
History, Department of	81

#### **Faculty of Medicine**

Medical Research, Banting & Best Department of	91
Medicine, Department of	96
Physical Therapy, Department of	104
Psychiatry, Department of	110

#### **Ontario Institute for Studies in Education**

Child Study, Institute of	117
---------------------------	-----

#### **University of Toronto at Mississauga**

Chemical and Physical Sciences, Department of	124
Communication and Culture, Institute of	128
Geography, Department of	141
Language Studies, Department of	146

#### **University of Toronto at Scarborough**

Humanities, Department of	153
---------------------------	-----

<b>Appendix: Externally-commissioned reviews of academic programs, July 2008 - December 2009</b>	161
--	-----

## Provostial Reviews

## REVIEW SUMMARY

**DIVISION/UNIT:** John H. Daniels Faculty of Architecture, Landscape and Design

**DATE:** October 22-23, 2008

**COMMISSIONING OFFICER:** Vice-President and Provost

**PROGRAMS OFFERED:**

**Undergraduate:** Through the Faculty of Arts and Science  
Bachelor of Arts, BA, Architectural Studies

**Graduate:** Master of Architecture, M.Arch  
Master of Landscape Architecture, MLA  
Master of Urban Design, MUD

**EXTERNAL REVIEWERS**

**International**

Prof. Gary Hack, School of Design, University of Pennsylvania

**Canadian**

Prof. Georges Adamczyk, École d'architecture, Université de Montréal

**PREVIOUS REVIEW:** 2004

**SUMMARY FINDINGS AND RECOMMENDATIONS OF PREVIOUS REVIEW:**

The Faculty was 'poised for uniqueness in North American architectural education'. Its strengths included the trajectory of facility improvement, the undergraduate and Masters offerings, the general level of student satisfaction. The Faculty should concentrate on communicating its strengths and its uniqueness, and resulting impact on faculty and student recruitment from across North America.

**Undergraduate programs:** The Bachelor of Arts, Architectural Studies is a strong and vital program. The transition from a professional B.Arch 5-year school to current professional program had been successful. The students appear benefit from sharing faculty with the graduate program. The streams open to students are appropriate, and the combining of the programs is one of the Faculty's strengths. The pre-professional track requires clarification.

**Graduate programs:** There is support for creation of research degrees at a Masters or PhD level, and the creation of additional post-professional degrees. The Faculty is in a position to attract excellent students and there should be more active recruitment of students. There should be more interaction among the current graduate programs.

- Master of Architecture: The Faculty should work towards increasing the visibility and identity of the program.
- Master of Landscape Design: The program is 'very strong' but has a small number of students. 24-26 students per year would allow for better programming and improve academic offerings. There is approval for the initiative to internationalize the program. The recent increase of enrollments in each of the programs has placed considerable stress on the faculty. The size of the MLA student population is as large as it can be given the pool of applicants. Drawing students from the US and internationally, which could potentially increase the pool.
- Master of Urban Design: The program needs to attract additional students from North America and to clarify the distinction between this program and the Planning Department's Urban Design program.

**Faculty and staff:** The Faculty is in excellent shape. A clearer overall pedagogical identity and agenda should be established. The Faculty should intensify efforts to attract and retain excellent faculty from diverse backgrounds. There is a need for increased support of research funding opportunities. Mentoring opportunities for younger faculty should be

encouraged.

**Students:** Although there was a sense of general student satisfaction, students expressed a sense of isolation from the larger realm of professional and academic discourse and lack of communication between the students of different programs. They felt more computer equipment could be made available to them. The three-dimensional CAD/CAM equipment was on par with other schools but the reviewers were not clear as to whether students had access to some of the newer machines.

**Physical Resources:** The renovations, new exhibition and library space are improvements to the facilities, however, the Faculty still had serious spatial constraints. In particular, the undergraduate students did not have designated work areas.

**PREVIOUS OCGS REVIEW:** 2006, Good Quality with Report

**ACCREDITATION:** Master of Architecture, Canadian Architectural Certification Board, 2007-12  
Master of Landscape Architecture, Canadian Society of Landscape Architects, 2008-12

**DOCUMENTATION PROVIDED TO REVIEWERS:**

- Terms of Reference
- Faculty Self study, June 2008
- Accreditation reports, *M.Arch and MLA*
- OCGS Report
- Previous external review and administrative response, 2004
- *Stepping UP – Synthesis*

**CONSULTATION PROCESS:**

The reviewers met with the Interim Vice-President and Provost, Deputy Provost, Vice-President, Research, Faculty Dean, senior administration and teaching staff, administrative staff, cognate unit representatives, graduate students and undergraduate students.

**FINDINGS AND RECOMMENDATIONS - OVERALL ASSESSMENT AND SPECIFIC ISSUES:**

The reviewers concluded that the Daniels Faculty is one of “the top schools in Canada for educating architects and landscape architects. The accredited professional programs have been successfully recreated at the graduate level, a number of rising stars have been added to an already strong faculty, and with the naming gift Daniels is well on its way to resolving longstanding space problems.” There are a number of challenges that the reviewers identified including realizing the potential of the undergraduate major in architecture remains, the Master of Urban Design program, increasing sponsored research, creation of a PhD program, and annual fundraising. Most importantly the reviewers noted there is “a need for the faculty and leadership of the school to agree upon a set of shared intellectual initiatives, and a strategic plan to achieve them”.

**Educational Activities**

*M.Arch and MLA Programs*

The reviewers concurred with the recent accreditation reports that the programs are excellent. Students are enthusiastic and of high quality. Students in the architecture program were complimentary of the fourth semester comprehensive studio and suggested greater coordination among the faculty members to ensure that assignments and course deadlines are coordinated.

The programs have experienced an increase of enrollments that has “placed considerable stress on the faculty” and faculty members also have extensive supervisory responsibilities. The reviewers suggested that faculty consider the best use of faculty resources and presented several suggestions for alternatives to individual theses. The reviewers noted the large number of listed electives that are not currently offered. These should be edited to reflect the Daniels’ current offerings so as not to mislead students.

### *Post Professional March and MLA Programs*

These three-semester are new, and offer educational upgrading for professionals with undergraduate degrees. The programs are new with only modest enrolments. The reviewers considered that the programs need promotion.

### *Master of Urban Design Program (MUD)*

This two-year, studio-based program has attracts international students and has not reached its target enrollments. The reviewers suggested that recent decline in numbers may have resulted from difficulties in acquiring student visas or may signal a shift in what student needs; several similar programs in North America are facing similar issues. In addition, at the University of Toronto, the Department of Geography, Faculty of Arts and Science, offers a similar degree with its Master of Arts in Urban Design Studies (MUDS). This one year program can be pursued part-time and has overlapping objectives with the MUD program. However, it has also not attracted its target number of students. There are some cross enrollments between the two programs, and a joint studio offered every other year, however the reviewers considered that the “university would be better served with one strong program that draws on the combined resources of the Daniels Faculty and the planning program in Arts and Sciences”. They suggested several options:

- Reducing the length of the program to one year to make it more competitive, or
- Combining the program with the March post professional program, perhaps as one stream, and offering a March in Urban Design, or
- Creating a new joint venture MUD program (perhaps 3 semesters in length) with the planning program, drawing on their resources in economics, development controls and planning processes with the studio based experiences of the Daniels Faculty.

### *Undergraduate B.A Major in Architecture*

The reviewers noted that the architecture major in the Faculty of Arts and Sciences was created as professional programs were moved to the graduate level. The program’s aim is to “provide liberal arts based education with basic grounding in the intellectual discipline of architecture”. The program and its survey courses have attracted many students and have steadily increased in enrolment. Undergraduate students constitute a substantial component of the Daniel’s activities.

Initially, there were three streams in the program – architectural design, history/theory/criticism, and a specialist intended for students who wished to accelerate their professional studies. The reviewers noted that the Faculty’s 2004 external review noted issues related to the specialist program in that it “was not possible to develop student abilities to the point that they could receive advanced standing in professional programs. The external reviewers suggested that a choice be made, either in the direction of developing a genuine 4+2 professional track and admitting substantial numbers of the graduates into the professional program, or by backing off the professional aspirations of the undergraduate major.” The reviewers reported that the specialist track was terminated in 2007 and currently the majority of architecture majors are in the design stream.

The reviewers reported that undergraduate students “bright, energetic, committed, articulate and entrepreneurial. Virtually all of them came to the University expecting to major in architecture and go on for graduate professional degrees. Interestingly, they chose the U of T over undergraduate professional programs because they wanted to get a broad based and intellectually challenging education, and virtually all of them are doing dual majors, in a wide variety of fields.” Students are active in co-curricular and professional activities and many would like to study architecture in greater depth.

A number of issues continue to exist for the program, including the

- Lack of space and dedicated facilities to support the studio-based components of the program.
- Limited capacity of the workshops and computer labs in Daniels which precludes their use by undergraduates
- Instability of offerings from year to year, and the changing contents of courses depending upon teaching staff.

- Inability of the Department of Art to mount enough and appropriate courses to support the major, given limited resources and changing priorities.
- Use of sessional lecturers for many courses that limits availability for out of classroom student interaction.
- Students believe their employment prospects are severely limited by the lack of education in essential digital techniques.
- Lack of research or independent study opportunities.

For all these reasons, the reviewers concluded that “the undergraduate major remains a work in process. The program does not appear to be receiving the attention or resources commensurate with the scale of students being educated.” The program will “need investments to become a truly viable program”. The reviewers considered it was critical that the space is identified for studio based activities. With identified space and technological resources, the reviewers believed it would be possible to consider restoration of the specialist program.

#### *PhD Program in Architecture*

It will be important to establish a PhD program if the Daniels “aspires to educate future scholars and teachers of architecture”. The reviewers observed that much discussion has centered on doctoral students in the history, theory and criticism of architecture that they considered to be a “crowded area” with many established programs and limited demand for faculty members who wish to focus in this area. The Daniels “would be better served by having a broader base, attracting students in technology, landscape urbanism, design studies as well as other more conventional areas of scholarship. The clarification of the PhD domain and specificity should be planned in parallel with creating a strategic plan for research.” The reviewers comment that in order to mount a PhD program, the faculty will need to increase its research and support for students: “Support for student stipends can partly be drawn from teaching assistantships, but a commitment to support students with sponsored research is an essential precondition for success of a doctoral program.”

#### *Student Recruitment*

Student recruitment occurs mainly through the Daniels’ web site with follow-up contact to top applicants. The quality of students appeared to be high to the reviewers. However, the ratio of applicants to enrolment is low. The reviewers suggested open house events with faculty and students, as well as a more dynamic web site that emphasizes the “Toronto Advantage”.

### **Research Activities**

Research in architecture and design has several dimensions: scholarship, sponsored projects examining technological or policy issues; and design research via creative practice. The reviewers consider that “a number of the Daniels faculty members are active scholars, and many of the design faculty are engaged in design competitions, built projects and theoretical studies that break new ground. Sponsored projects, however, are few and far between, and there needs to be a renewed effort to attract them.”

The reviewers report on possible impediments to increasing sponsored research and recommend that it “will probably be necessary to make investments in research development to scale up sponsored projects and look for a strategy to rally qualified members of the faculty to prepare proposals for specific grants to HSRC, the CURA program or the Research/Creation program. These programs could offer a real support for research oriented faculty and students at Daniels.”

Two current important opportunities to expand research activity are noted by the reviewers:

- The university’s interdivisional *Cities Centre*, whose administrative home is in the Daniels. The Daniels faculty should “seize the opportunities to participate by developing project ideas and cultivating sources of support. The Toronto region is an international model for growth management, high density urban form and urban regeneration, and there are many ideas and policy issues that could be the source of excellent research projects.”

- *Health Care Design.* The Daniels should explore opportunities to develop a “program for research and education in the design of health care facilities and environments could position the Daniels Faculty as a unique resource.” It will be critical that the research faculty is developed before creation of an educational program.

### **Relationships with Cognate Academic Units**

Faculty members have research and collaborative studies with faculty in other academic divisions. Students value opportunities for cross-interdisciplinary interaction. The Daniels also has successful collaborations with international institutions.

The ties with the Department of Art in the Faculty of Arts and Science “seem to have atrophied over the past few years with the decrease in the number of faculty in that department who focus on architectural history.”

The reviewers considered that “much more could be done to formalize cross-faculty ties” given the presence of the Faculty of Applied Science and Engineering, and the overlap of interests with the planning program in Geography. Dual degree programs can be explored with both engineering and planning. The two research areas identified as important can be a focus for cross-faculty research and collaboration.

### **Relationships with Professional Communities and the Region**

The Daniels has “good working relationships with the architectural profession in Ontario and beyond. Many members of the faculty have professional practices, and the large number of the sessional lecturers and critics involved in teaching (many of whom are practitioner-educators) guarantees students constant exposure to the profession.” The reviewers commended the Faculty’s plan to offer professional development courses for practicing architects through the University’s Professional Development Centre.

### **Organizational, Financial and Facilities Issues**

#### *Organization*

The reviewers consider the Daniels’ organizational structure is appropriate. The staff member numbers are appropriate to the scale of students and faculty. The reviewers were “impressed by the dedication of the staff and the command they had of the Faculty’s activities”. Faculty communication with staff should be improved. Increased “coordination of deadlines and the academic timetable would help avoid the overload on IT, shop and review facilities, particularly at the end of the semester”.

#### *Facilities*

The Faculty is “closer than it has ever been to realizing the dream of having an exemplary environment for its educational activities.” However, “a dedicated effort” is needed to complete fundraising. Although renovations to the current building are not advised, the reviewers did highlight the “need to identify and outfit spaces for undergraduate studio teaching, which is essential to achieving the potential of the architecture major”.

#### *Advancement*

The Faculty’s highest recent priority has been raising funds for renovation and expansion of 230 College Street. Two major pledges have been received from donors and University and provincial matching grants. The Faculty is within \$6 million of its target to complete its campaign. Five million has been pledged in the Daniels gift for student fellowships and bursaries, and the Faculty has raised, on average, about \$350,000 each year in expendable grants and gifts.



Five years ago, during the University's last campaign, 2.0 FTE were devoted to advancement activities, and this has been scaled back to. The Faculty currently has limited capacity to mount annual giving or major gift campaigns with only 0.5 FTE advancement staff. The Faculty needs to increase its endowment in order for it to distinguish itself or match the activities of the best universities in North America. The reviewers presented several suggestions for moving forward.

The reviewers considered that the number of alumni that donate annually to the Faculty are low although there appears to be enthusiasm among alumni to reconnect to the Faculty. The reviewers note that this needs to be a priority for the next dean.

### **Quality and Appropriateness of the Faculty's Vision**

Several strategic planning processes are underway including the renovation and expansion of 230 College Street, the development of a cross-university program in the Cities Centre; creation of a research and education unit centered on health care facilities; and establishment of professional program development courses. The Faculty has begun increase its focus on the undergraduate program, and changes will need to be a priority. The new dean will need to pursue a comprehensive Faculty academic and strategic plan exploring larger questions for the Faculty focusing "on those things it can do uniquely well".

### **Comparisons with Peer Institutions**

"The Daniels Faculty is arguably the top graduate level program in architecture and in landscape architecture in Canada, and ranks well against the top public universities in the US, such as Michigan, UC Berkeley, UCLA, and Ohio State. Its stature is largely based on it's identification with design, and with the centrality of Toronto to Canadian architectural culture. If one looks more narrowly at the Faculty's research performance, other universities would tend to dominate Daniels."

## **ADMINISTRATIVE RESPONSES**



Thursday February 4, 2010

Professor Cheryl Regehr  
Vice-Provost, Academic Programs  
University of Toronto  
27 King's College Circle  
Simcoe Hall, Room 225  
Toronto, ON M5S1A1

Dear Professor Regehr,

I have reviewed the external report on the Daniels Faculty conducted in the fall of 2008. This visit and the report took place almost a year prior to my arrival as dean. My predecessor, George Baird, was present for the review. Below is my administrative response to the report, drawing, in part, from George Baird's original response. In addition, I will be submitting a 5-year plan by the next academic year. This will provide a more appropriate opportunity for me to present a comprehensive overview of how the school will address many of the issues raised by the external report.

### **1. Issues Respecting the Master of Architecture and Master of Landscape Architecture Programs**

The external reviewers were generally enthusiastic in regard to the current format of the Master of Architecture and the Master of Landscape Architecture programs. That having been said, they do suggest that for the Master of Architecture program, the Faculty consider alternatives to individual theses. An ad hoc committee was formed in the fall of 2009 to examine the combined curriculum of the professional master's programs. An important focus of this committee's work is to reform the Faculty's approach towards the master's thesis, and to better align this process with the core faculty's research interests and creative practice. To move towards this goal, faculty-advising and oversight for thesis preparation and the thesis semester has, for the first time, been limited to core, ranked members of the design faculty starting in 2010.

### **2. Issues Respecting the Master of Urban Design Program**

The current state of the Master of Urban Design program was a major concern of the reviewers, especially its declining enrolment. They recommended that consideration be given to three distinct options for the future of the program: first, to shorten it; second, to combine it with the post-professional Master of Architecture program, and third, to make it a joint venture with the Master of Urban Design Studies in the Planning program in the Department of Geography, Faculty of Arts and Science.

Urban design programs in North America, even highly successful ones, are faced with challenges and opportunities in offering post-professional urban design programs. Discussions with both Daniels faculty and representatives of the urban design program within the Department of Geography and Program in Planning have been initiated to explore how to diversify and to expand the pool of students applying to the program, how to find better pedagogical and structural alignments between the two programs, and to pursue potential changes to the length or focus of the programs, including the integration of an internship semester. That said, applications to our MUD program are up 17% this year.

### 3. Issues Respecting the Undergraduate Program in Architectural Studies

The reviewers noted a need to stabilize the course content of the undergraduate program, as well as of the faculty teaching it on an ongoing basis. They argued for an expansion of its digital facilities and the provision of dedicated space for its studio component. In specific response to the bullet points of the external reviewers the Daniels Faculty and the Faculty of Arts and Science respond as follows:

- i) ***The lack of space and dedicated facilities to support the studio-based components of the program that the students and many of the faculty desire to offer. Students note that other undergraduate students in art have such facilities***

Fifth Floor, 230 College: As of the Winter 2009 term, a new space in the Faculty has been opened up for the exclusive use of the BAAS students, Room 500A. It is a 'Flex Studio Space,' a workspace available to the students during building hours with the capacity to seat approximately 25-30 students at desks at one time. Storage shelves are built into the space. These will in the future be configured to be lockable.

500A adjoins the ongoing BAAS studio classroom space, 500B. These two spaces taken together have opened up more possibilities for Studio curriculum in the program. The administration has agreed to assign the entire 5<sup>th</sup> floor of 230 College as a BAAS only teaching area.

Future BAAS Space, One Spadina: Discussions have been ongoing with the Faculty of Arts and Science Facilities to identify and secure Studio space and workshop spaces for the BAAS program offerings outside of 230 College, at One Spadina. As of the Winter 2010 term, approximately 40 studio spaces for the BAAS program have been established and are in use at One Spadina.

- (ii) ***The limited capacity of the workshops and computer labs in Daniels, which precludes their use by undergraduates***

Laptop Computers; Plotting and Equipment: Architectural Studies students are strongly encouraged to purchase their own personal laptop computers on entering the BAAS major. Recommendations for purchase of equipment and software are available through Arts and Science. In the current design teaching environment, it is not access to traditional computer labs that is an imperative, but rather access to specialized support equipment and services: Printing and plotting; Laser cutting and 3D printing.

A committee dedicated to examining the organization and delivery of media, technology, and digital support within Daniels was created in the fall of 2009. Part of the mandate of this group is to look holistically at the kinds of technologies and resources that will be needed within the Faculty in the future, and to the particular needs related to undergraduate, graduate, and post-graduate students, as well as to faculty research and public programs. Keeping in mind limited resources, the needs of undergraduate students will be addressed by this process.

Wireless Network, 230 College: All areas of 230 College are now serviced by wireless access for 'Utoronto' users (inclusive of BAAS students).

**(iii) *The instability of offerings from year to year, and the changing contents of courses depending upon who is teaching them***

**(iv) *The use of sessional lecturers for many of the courses, which limits their availability for out of classroom student interaction***

Curriculum Review: The BAAS Curriculum Review Committee is preparing recommendations to Arts and Science for amendments to the BAAS curriculum. These were presented in October, 2009. The recommendations of the committee should serve to address these issues including: 1) the renewal of commitment that senior faculty teach the important 131/132 introductory survey courses; 2) the introduction of three to four new core lecture/lab courses to be spaced out over the design or History/Theory major punctuating the educational goals of the program (these courses will be calibrated to coincide in a productive balance with the core studio curriculum); and 3) the re-introduction of a 4<sup>th</sup>-year studio as part of the Design major stream.

BAAS Studio Curriculum Stabilization/Revision: The BAAS design curriculum has been streamlined and stabilized over the last several years. New refined descriptions of the course offerings have been submitted for the 2009-10 Calendar. Professors from the Daniels, as well as senior sessional professors are being assigned on a repeating basis to key positions in the design stream.

A committee was created in the fall of 2009 to explore, in a holistic way, the future of undergraduate programs at Daniels. Among its activities is a survey and assessment of how other leading design schools in major research universities are approaching non-professional, undergraduate education in the areas of architecture, landscape, and the design arts, especially with regard to emerging interests in sustainable design and urbanization. In the short term, an emeritus professor will continue teaching ARC 131 Introduction to Architecture, which is the largest course in the curriculum.

**(v) *The inability of the Department of Art to mount enough and appropriate courses to support the major, largely we are told because of limited resources in that department and shifting priorities***

A search is underway for a full-time faculty member dedicated to the teaching of the history and theory of architecture, landscape, and urbanism. The course offerings are being reviewed and the Director of the BAAS program will identify appropriate ranked and sessional faculty to teach history/theory courses.

**(vi) *The students believe their employment prospects are severely limited by the lack of education in essential digital techniques***

Liberal Arts Mandate of BAAS Program: The BAAS program is not a professional program. The primary aim of the program is to provide a solid and intensive grounding in Architecture and Landscape Architecture within a broad liberal arts curriculum. Under the current program coordinator, this mandate has been established by a balance of the following educational imperatives:

- Foundational studio-based teaching in the design disciplines based upon current technologies/practices.
- A strong core lecture/lab curriculum that addresses the historical/theoretical and technical/technological underpinnings of these disciplines.
- Development of areas of specialization in the latter years of the major.

**(vii) The lack of research or independent study opportunities for students**

The ARC 398/399 Independent Study will be reviewed. These listed courses have never been offered; they are currently being discussed by the Curriculum Committee with input from Arts and Science. In addition, a proposal has been submitted for a summer 2010 Architectural Studies offering as part of the Arts and Science/Woodsworth College Summer Abroad Program (*London/Oxford: British Architecture: Utopian Models and Contemporary Currents, August, 2010*). This offering is intended to spearhead the implementation of regular yearly BAAS-based courses in the Summer Abroad Program (one or multiple possible offerings).

**4. The Need to Establish a Doctoral Program**

The reviewers argued strongly for the creation of a doctoral program at Daniels and that the format of the program would need to be explicitly linked to the Faculty's view of its future intellectual mission. The Faculty agrees with the reviewers that the establishment of a doctoral program should be a major priority for the incoming Dean.

A committee was struck in the fall of 2009 to explore and to frame the creation of a doctoral program, with a mandate to make a recommendation on the nature and structure such a program by the end of the Winter 2010 term. This committee, alongside a process initiated with the School of Graduate Studies, is meant to put the Faculty on track to begin a doctoral program in the 2011-12 academic year. To this end, a search for two junior tenure-stream faculty with PhD credentials is underway; if successful, these two hires would increase the Faculty's complement of full-time members holding PhDs to six.

**5. Recruitment of Future Students**

The reviewers hold the view that the Faculty could recruit prospective students for all its programs more aggressively than it is currently doing. In particular, it recommended the establishment of an annual admissions open house at Daniels.

The Daniels' Web site, which highlights the significant recent accomplishments of both our student and faculty (who have recently been awarded top prizes in several international design competitions), remains an important tool for recruiting potential students, and we are beginning to track our significant blocks of on-line visitors to this end. The Director of the Master of Landscape Architecture program has been aggressively recruiting potential students and running a unique postcard campaign to make specific pools of students aware of our landscape program. We are also exploring the use of our new Daniel's fellowships for recruitment purposes. Finally, an open house for admitted students is being planned for this year's cycle, with the potential to expand this process in the academic year 2010-11.

**6. Issues Respecting Faculty Research**

With regard to exemplary achievement in creative practice, the Daniels Faculty is without a peer in Canada. Yet by conventional academic research measures there are one (or two) Canadian schools of architecture that exceed the Daniel's Faculty's performance. The new Dean has made this issue a priority and has taken the explicit position that creative practice, while essential to the strength, success, and identity of the Faculty, does not fulfill the need for more academically-focused research in the fields of architecture, landscape, and urbanism. In order for creative practice to be of benefit to the Faculty, it must adhere to strict and measurable standards of excellence, including peer-reviewed processes.

As for advancing sponsored research within the school, several steps have been taken. A Coordinator of Research has been appointed, and several research initiatives are being pursued with partners across the University of Toronto (e.g., the Cities Centre) and beyond. The creation of a doctoral program, a process already underway, and the faculty searches being conducted to support the doctoral program are all being framed with an eye towards increasing the Faculty's capacity to undertake, to receive funding for, and to sustain research. Finally, specific areas of research concentration are being encouraged and pursued, including a design for health and therapeutic architecture focus that will be the subject of an international conference of scholars and practitioners in March 2010.

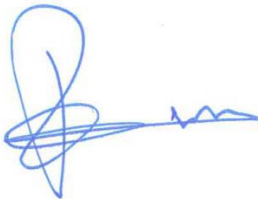
## **7. Advancement**

Spurred by the need to raise capital for the planned building expansion and renewal, the Dean has been making the cultivation of outside financial support a major focus, having met—within just a 4-month period—approximately 20 potential donors, including motivated alumni, leaders in allied industries, and supporters of the architectural-arts. These efforts have been much aided by the change of advancement staff from a half-time to a full-time commitment at Daniels in December 2009. A few high-capacity or highly-networked individuals have been already been identified as the core of an emerging “Dean’s Cabinet.” The strategy is to involve a diverse group of individuals in the mission of the Faculty, and to engage them in our work to an extent that they come to understand that the expansion of our facilities, academic, and public programs as essential to the future of Toronto, Canada, and beyond.

## **8. Other Issues**

It will be our priority to have ranked, professorial faculty teaching as many of the courses as possible that are core to the pedagogical goals of both our undergraduate and graduate programs. When necessary, sessional faculty may provide valuable teaching within core areas under the direction of professors, but are more ideally suited to offer special and rotating courses that bring needed technical expertise and new ideas from the city's professional ranks. That said, better lead time in advertising and selecting sessional faculty is needed to allow for proper course preparation. This adjustment in schedule is underway for the academic year 2010-11.

Yours truly,



**Richard M. Sommer**  
Dean,  
Professor of Architecture and Urbanism



February 10, 2010

Prof. Richard Sommer  
Dean  
John H. Daniels Faculty of Architecture, Landscape & Design  
University of Toronto

Dear Richard,

Reviews of academic programs and units are critical to ensuring academic excellence at the University of Toronto and the reports provide us with vital information about our strengths and areas for improvement. I am pleased with the outcome of the external review of the Daniels Faculty of Architecture, Landscape, and Design and am grateful to the reviewers for their insights and recommendations.

The reviewers concluded that the Daniels Faculty is one of the top schools in Canada for educating architects and landscape architects. They concurred with the recent accreditation reports that the programs are excellent and successful at the graduate level. Students are enthusiastic and of high quality. The architecture major in the Faculty of Arts and Sciences provides liberal arts based education with basic grounding in the discipline of architecture and has attracted many students with steadily increasing enrolment. A number of the Daniels faculty members are active scholars, and many of the design faculty are engaged in design competitions, built projects and theoretical studies that break new ground. A plan has been set in motion to resolve space matters.

There are a number of challenges that the reviewers identified including realizing the potential of the undergraduate major in architecture, re-envisioning the Master of Urban Design program, increasing sponsored research, creation of a PhD program, and annual fundraising. Most importantly the reviewers noted there is “a need for the faculty and leadership of the school to agree upon a set of shared intellectual initiatives, and a strategic plan to achieve them”.

You began your term as Dean of the Daniels in July 2009 and I have every confidence that you and the Faculty will meet the challenges outlined by the review. Both you and the former Dean have taken the review report seriously. Your response to the review clearly outlines the consultations and steps that have already been taken to address the recommendations of the review.

I concur with you that the Faculty is ready to engage in an academic planning exercise which will provide a comprehensive account of how the Daniels will address the matters raised by the report. I look forward to seeing the Faculty’s continued trajectory of excellence and innovation.

Sincerely,

Cheryl Misak  
Vice-President and Provost

## REVIEW SUMMARY

<b>DIVISION/UNIT:</b>	<b>Faculty of Forestry</b>
<b>DATE:</b>	November 17-18, 2009
<b>COMMISSIONING OFFICER:</b>	Vice-President and Provost
<b>PROGRAMS OFFERED:</b>	
<b>Undergraduate</b>	Through the Faculty of Arts and Science: Bachelor of Arts and Science, BA, Forest Conservation Arts: Spec, Maj, Min Bachelor of Science, BSc, Forest Conservation Science: Spec, Maj, Min Bachelor of Science, BSc, Forest Biomaterials Science: Maj, Min
<b>Graduate:</b>	Master of Science in Forestry, MScF Master of Forest Conservation, MFC Doctor of Philosophy, PhD
<b>EXTERNAL REVIEWERS</b>	
<b>International</b>	Prof. Bruce Bare , School of Forest Resources, University of Washington Prof. Jack Saddler, Faculty of Forestry, University of British Columbia
<b>PREVIOUS REVIEW:</b>	2004
<b>SUMMARY FINDINGS AND RECOMMENDATIONS OF PREVIOUS REVIEW:</b>	<p>The Faculty of Forestry is a well integrated, multi-disciplinary unit that has recruited excellent faculty, established of innovative Masters courses, and has fostered good integration with other units on campus. The Faculty is ahead of the curve in the emerging area of forest conservation. Although morale is high, based in large part on the Dean's successful leadership, there is uncertainty about the future of the Forestry program. The academic programs of the Faculty are in transition from traditional forestry programs to new forms.</p> <p><u>Academic Programs</u></p> <ul style="list-style-type: none"><li>• Students reported very good support from supervising teaching staff. Undergraduate courses offered by the forestry faculty members are valued by colleagues in cognate units. Students suggested that greater emphasis and care needs to be put on the non-research/scientific aspects of the MFC program, along with a curricular review.</li><li>• It appeared that graduates of the MFC course were valued and obtained good employment. The balance between research stream and professional Masters programs was strongly endorsed. The discrepancy between the fully funded students in the research stream and those students in the MFC program was a concern. The reviewers recommended approaching the forestry community, particularly those organizations that are hiring the MFC graduates, for possible scholarships. Effort needs to be placed in benchmarking the programs against both student expectations and future employers' expectations to ensure the programs meet their intended purpose.</li><li>• Traditional and newer (distance/web based) forms of teaching/learning are being used productively by the faculty and are well received by the students.</li><li>• Faculty members have done a 'remarkable job' of working with and establishing clear synergies with many different units on campus, as well units from other universities in Canada and around the world.</li></ul> <p><u>Research:</u> The breadth of the faculty's research expertise is wide and impressive. It is recognized as of good quality as evaluated by research grants and publications.</p> <p><u>External relationships:</u> Individual faculty members have connections to the broader community but the Faculty as an organization does not. There is a</p>



'sense of distance' from forestry communities in Ontario and Canada. The cooperative work period with the MFC program was noted as a very positive experience and one that created and maintained connections with the forest sector. The Faculty's Advisory Group represents an opportunity to champion the program in a more concerted fashion both inside the university to senior administration and to the forestry community at large. Ways to enhance the profile of this group could be explored within the University.

Faculty of Forestry needs to consider its relationship with U of T's environmental studies programs. Many subjects considered by Forestry should be taught to undergraduate students.

**RECENT OCGS REVIEW:** 2007, Good Quality After Report

**DOCUMENTATION PROVIDED TO REVIEWERS:** Terms of Reference  
Faculty of Forestry Self-Study, 2009  
2007-12 Academic Plan for the Faculty of Forestry  
Faculty of Forestry External Review Report, 2004  
OCGS Appraisal Brief, 2005  
Faculty of Forestry Research Report, 2008  
Review of Arts and Science Undergraduate Forest Conservation Programs, 2008  
*Towards 2030 Framework*

**CONSULTATION PROCESS:** The reviewers met with the Vice-President and Provost; Vice-Provost Academic Programs; Faculty of Forestry Dean, junior and senior faculty members; senior administrative staff; Arts and Science undergraduate and Forestry graduate students; alumni; deans of cognate faculties; and members of the external community.

## **FINDINGS AND RECOMMENDATIONS - OVERALL ASSESSMENT AND SPECIFIC ISSUES**

The focus of the external reviewers commented briefly on the terms of reference mandate and also responded to concerns related to the possible reorganization options considered for the Faculty of Forestry. At the outset of the review site visit, the terms of reference were modified to include a review of the possible reorganization options being considered for the Faculty of Forestry and the appropriate leadership required to successfully implement this new structure.

The reviewers congratulated the faculty members for their "outstanding research productivity as evidenced by their publications in refereed journals and the high level of external grants and contracts they have earned." Furthermore, the Faculty's "vision to continue to be deeply engaged in the 'greening' of the economy and as a global player in international conservation and biomaterials science is exactly the proper path to pursue".

Undergraduate and graduate student are impressive in their intellectual capacity and enthusiasm. Students appreciate their current learning environment while realizing that the current "boutique" education they receive is unlikely to be financially sustainable.

### **Quality and Priorities of the Faculty's Education Activities**

The student body, both undergraduate and graduate, is impressive - not just in their intellectual capacity and enthusiasm, but also because of their appreciation of their current learning environment. They value their instructors and the education/experience they were receiving and are strongly supportive of the Faculty of Forestry. The undergraduate and professional masters programs are not sustainable financially; the "challenge will be to adapt the current educational program so that it can function within budget allocations".

## **Relevance of the Faculty's Research Activities**

The Faculty of Forestry is strong in the diversity, quality and competitive funding of its research, although there is a wide variation in funding across the faculty. Members of the conservation /forestry /forest products groups have close research links with UofT units such as engineering and science that benefits all Faculties. The Faculty covers a "wide spectrum of research activities that are associated with the "forest sector" (i.e., the economic, ecological and social aspects of forestry) and the current Faculty of Forestry structure facilitates the coordination of these 'three legs of sustainability' and some consideration should be given to try to maintain this coordination when alternative structures are considered.

## **Nature of the Faculty's Relationship with Cognate Units of the University**

Faculty members have close and productive links with other University units. The reviewers comment that faculty members are valued by their colleagues. Options relating to closer alignment with the Faculty of Arts and Science and the University of Toronto Scarborough are being "openly discussed and encouraged by senior members of these two units". Individual faculty member research is aligned with units in the Faculty of Applied Science and Engineering as well.

## **Nature of the Faculty's Relationship with External Government, Academic and Professional Organizations**

The representatives with whom the reviewers met indicated that the Faculty is valued by government, Environmental Non-governmental organizations and industry. Since the dissolution of the undergraduate forestry program about 15 years ago, there has been ongoing concern about the university's ability to prepare individuals for subsequent professional accreditation although the financial situation of the University and Faculty are acknowledged. The Faculty of Forestry is at the forefront in championing the ecological/social aspects of forestry as evidenced by the conservation focus of the undergraduate and graduate programs. Whatever restructuring is considered in the future, the external groups hope to be consulted.

## **Faculty Organization and Financial Structure**

All members of the teaching and administrative staff are highly dedicated. It is clear that additional faculty capacity through primary or joint appointments with other academic units, are needed to increase the diverse disciplinary expertise required to achieve the strategic teaching and research goals of the Faculty. The Faculty has identified five disciplinary areas where new faculty hires would be placed pending availability of resources.

The Faculty's receives 87% of its annual expense budget from the University Fund and "there is a perceived need at all levels of the University to explore ways to increase revenues to the FF by increasing student enrollment in new programs." Recent attempts to redefine the Faculty as an 'applied environmental science' unit with the goal of increasing undergraduate enrollment have not met with success. Given the low enrollment in some of the programs offered by the Faculty and the small number of the faculty members, new approaches have been discussed to attract more students (primarily undergraduates). These suggestions affect both the graduate programs and undergraduate interdivisional programs. The reviewers commented that the Vice-President and Provost is "committed to finding a solution wherein the forestry faculty members can continue to educate more undergraduate students while maintaining a strong focus on graduate and professional education." The reviewers recommended that discussions continue in order to identify financially viable options with other units across the three campuses of the university.

## **Long Range Vision of the Faculty**

The Faculty's Stepping UP plan envisioned the Faculty evolving into a new unit focusing on applied environmental and biomaterials science through possible collaboration with the Faculty of Arts and Science and its Center for Environment. Increased attention to advancement through private fund raising, increased partnerships with research organizations, use of lecturers from outside the University to assist with the professional MFC and continuation of strong relationships with cognate units on the campuses of the University was envisioned to continue.

The reviewers concluded that given the Faculty's low student enrolment within the context of the University's budget model, the Faculty's "vision requires modification to be acceptable and financially viable." They considered two alternatives, one of which involved a merger of the Faculty of Forestry into the Faculty of Arts and Science as a department. This department could continue to develop and grow an undergraduate program in forest conservation and biomaterials science while also continuing to support existing graduate programs. The department would consider an existing proposal to offer a curriculum in Urban Forestry while continuing to collaborate with other units such as Geography, Applied Science and Engineering, Chemistry, Ecology and Evolutionary Biology, etc. Locating forestry in the Faculty of Arts and Science will allow the new department to better coordinate its offerings with those offered through the Center for Environment which currently offers a wide array of undergraduate environmental programs.

The reviewers recommended that discussions also continue with the University of Toronto Scarborough to determine if undergraduate and (perhaps) graduate programs in applied environmental science can be further developed on that campus. It may also be beneficial to consider a professional Masters program on either the St. George campus or at UTSC that qualifies graduates as Registered Professional Foresters. Raising the level of professional forestry education to the Master's level should be seen a move in the right direction as it will bring increased respect to a profession.

### **Recommendations of Previous External Review**

Some key recommendations of the 2004 review have been addressed, such as those pertaining to the hiring of a new Dean and strengthening and modifying the MFC. The Faculty of Forestry has increased financial support to MFC students in order to reduce the difference between MFC and MScF students noted as a concern in the previous review. One issue still to be resolved concerns how the University will choose to organize its large array of environmental programs. Another is that the Faculty of Forestry could better steward their relations with the private sector, government agencies and nongovernmental organizations.

### **Recommendations**

The Faculty is facing result from the interrelationship of the Faculty low graduate enrolment, absence of an undergraduate program, the budget model and the changing landscape of contemporary forest resources programs across the country and around the world. Most of these issues precede the appointment of current Dean who has worked tirelessly to better assimilate the Faculty's programs into the main stream of the University. The reviewers recommend the following:

- Relocate the Faculty of Forestry into the Faculty of Arts and Science as a new department to grow the undergraduate program in forest conservation and biomaterials science on the St George campus or consider a relocation to the University of Toronto Scarborough where the forestry can be a leader in evolving the status of the campus in the area of conservation and sustainability.
- Provide additional financial resources to the new department to allow the hiring of new faculty members.
- Encourage the new department to grow its research and professional graduate programs and its research portfolio while also collaborating with other campus units.
- Work closely with the Center for Environment in developing undergraduate programs on the St. George campus in forest and natural resource conservation and biomaterials science (in collaboration with the Faculty of Applied Science and Engineering).
- Explore additional connections with the UTSC in the applied environmental science professional graduate program through the Center for Environment and help evolve the program to meet societal needs in conservation and sustainability.
- Consider offering a professional Master's degree that qualifies graduates as Registered Professional Foresters.
- Improve relationships with all external stakeholders of the existing Faculty of Forestry in order to garner additional support.
- Seek a leader for the new department who is committed to the new mission and vision and who possesses the requisite managerial and leadership skills to successfully operate in an increasingly interconnected campus environment.

### **ADMINISTRATIVE RESPONSES:**



# Faculty of Forestry

UNIVERSITY OF TORONTO

33 Willcocks Street, Toronto, Ontario Canada M5S 3B3  
Phone 416 978-5480 Fax 416 971-3077  
Email tat.smith@utoronto.ca

*Office of the Dean C. Tattersall Smith*

21 January 2010

Professor Cheryl Misak  
Vice-President and Provost  
University of Toronto

Dear Professor Misak—

Please see the enclosed Administrative Response to the 2009 External Review Report of the Faculty of Forestry.

As stated in the response document, the Faculty of Forestry appreciates the service of Professors Jack Saddler and Bruce Bare to the Faculty and University of Toronto in their role as external reviewers. Their report is an accurate review of the challenges and opportunities facing the Faculty of Forestry.

Our staff were especially pleased that the review team stated the quality of the Faculty of Forestry is “unassailable”; and note their support for our strategic goal to contribute to the “greening” of the economy and our efforts to be a global player in conservation and biomaterial science.

The Faculty recognizes the significance of the review team recommendation that a satisfactory reorganization alternative needs to be identified. Our faculty are keen to contribute positively to reorganization discussions across the tri-campus that will allow Forestry to implement financially attractive and viable options that are consistent with our excellence in teaching and research.

The Faculty Working Group you have appointed has initiated consultations with other university divisions and a broad array of stakeholders, both internal and external to the Faculty and university, in order to identify the optimal strategy for Faculty reorganization. The Working Group will assess the pros and cons of the potential alternatives and submit their final report, which will outline the recommended option, to your offices on 1 July 2010.

I look forward to continued discussions.

Sincerely,

C. Tattersall Smith  
Dean and Professor  
Faculty of Forestry

**Administrative Response  
to the  
External Review Report  
Faculty of Forestry  
University of Toronto**

**21 January 2010**

**Overview**

The Faculty of Forestry sincerely appreciates the service of Professors Jack Saddler and Bruce Bare to the Faculty and University of Toronto (UofT) in their role as external reviewers. Their report is an accurate review of the challenges and opportunities facing the Faculty of Forestry.

The review team noted that the Terms of Reference (TOR) for the review were altered upon their arrival on 17 November 2009, and that their modified TOR were not adequately supported by data concerning relative performance metrics and expense budgets of other divisions at UofT. Furthermore, they were instructed to provide only brief comment on the seven questions addressed in the Faculty Self Study, and instead, to focus on possible reorganization options and appropriate leadership to successfully implement a new structure. Their input to the review process will contribute positively to reorganization discussions that UofT is undertaking; however, given the way in which the review process was modified and conducted, one can conclude that the basis for recommending two options for reorganization (e.g. relocate to FAS or UTSC) could not logically follow on from the external review process. Reorganization consideration was therefore less a conclusion that was reached than a primary charge to the review team. This suggests that more focus be applied to the fundamentals necessary for increasing undergraduate and graduate student enrolment, which would, in turn, drive increased revenue, growth in the faculty complement, and increased relevance of an academic unit to the broad-based forest and natural resource conservation sector. We agree that a satisfactory reorganization alternative needs to be identified.

Our faculty is keen to contribute positively to reorganization discussions across the tri-campus that will allow Forestry to implement financially attractive and viable options that are consistent with our excellence in teaching and research. It is, of course, logical for the faculty to continue to work with colleagues in the Faculty of Arts and Science (FAS), Centre for Environment, the Faculty of Applied Science and Engineering, UTSC and UTM to identify ways in which our contributions to academic programs can be increased and financially supported. To that end, the Faculty Working Group is engaged in consultation across the tri-campus. Any reorganization outcome should logically build upon current productive and cooperative teaching and research conducted by the forestry faculty, and of relevance to the broad-based forest and natural resource conservation sector. Such an outcome would therefore also build upon current strong collaboration in teaching and research with the Faculty of Applied Science and Engineering. Leadership by the Provost will be critical in allowing any new academic unit to develop new programs for which it would receive additional BIU-related revenue and develop a solid business plan.

This report represents the outcome of a consultative process involving feedback and suggestions for revision to draft versions of this report, received from Faculty of Forestry's academic staff and the chair of the Faculty Advisory Board, Robert D. Carman (5T4).

## **Response of the Faculty to specific sections of the external review report**

### **1. Quality and Priorities of the Faculty's Education Activities**

The review team noted the high value that undergraduate, professional masters [Masters in Forest Conservation (MFC)], and research stream masters and doctoral students place on their educational experience and support provided for their programs by the Faculty. Students further noted the strength of linkages with cognate divisions in science and engineering. However, it was noted that the Faculty undergraduate and MFC programs are not sustainable under the UofT budget model; and that it was a challenge to reconcile current programs with the budget model.

A central priority of the Faculty is to develop a new business plan. It is concerning that the report suggests divisional academic planning priorities may have been compromised by the current budget model; we recommend that careful attention is paid to maintaining academic excellence and divisional prerogatives.

### **2. Relevance of the Faculty's Research Activities**

The review team noted the significance of the diversity, quality and competitive funding success of our faculty, and complimented the faculty on the high caliber of their grantsmanship, publications and citations. Close and effective research collaboration with cognate divisions with mutual benefits was noted.

Careful coordination of research with the needs of the broad-sense forest and conservation sector and related economic, social and environmental criteria of sustainability will remain a priority.

### **3. Nature of the Faculty's Relationship with Cognate Units of the University**

The Faculty agrees with the importance of the need to analyze the strengths and weaknesses of all possible restructuring alternatives to "build on" current productive and cooperative research conducted by the forestry faculty.

### **4. Nature of the Faculty's relationship with External Government, Academic and Professional Organizations**

External organizations expressed concern that UofT not further erode a "forestry focus" and that restructuring and relocation may exacerbate an already fragile situation. Their request that they be consulted as reorganization options are considered should be honored. The report noted that the new budget model makes an already difficult situation even more problematic.

Again, it is concerning that divisional academic planning priorities may be compromised by the new budget model, this time in relation to external stakeholder relations.

## **5. Faculty Organization and Financial Structure**

The Faculty is pleased that the review team noted the high dedication of staff to our future success; this is reflected in student feedback, as well.

The review team noted the need for additional faculty complement given the multidisciplinary nature of contemporary academic units focused on forest and natural resource conservation and biomaterial science, our strategic education and research goals, and the growing needs of the province and sector internationally. It is recommended that these strategic priorities be given higher attention by UofT, and that the university regain focus on the importance of related education and research programs.

The review team logic model recognized the need to increase undergraduate enrolment related revenue through new program development. They noted the conundrum associated with UofT upper administration urging for new program development and associated new revenue working against competitor divisions pushback preventing new “applied environmental science” program development. It is therefore important to resolve related conflicts, and recommended that discussions to identify financially viable options with other units across the tri-campus be continued.

Points that arise from the following statement on page 4 of the External Review Report -- “the Provost appears committed to finding a solution wherein the forestry faculty can continue to educate more undergraduate students while maintaining a strong focus on graduate and professional education”, especially as linked to the previous sentence – “Recent attempts to redefine the FF as an ‘applied environmental science’ faculty unit with the goal of increasing undergraduate enrollment (primarily on the St. George campus) have not met with success” deserve attention. The history of this Faculty being stonewalled by other UofT divisions, which have thwarted our efforts to increase UG enrolment, clearly indicates the importance of leadership by the Provost in supporting the development of new programs for which a reorganized Forestry academic unit would receive additional BIU-related revenue and develop a solid business plan. Considering reorganization of the Faculty within UofT at this point in time will not result in “finding a solution” to our budget issues unless the underlying structural issues are also addressed. Without a clear commitment by the Provost to allow a reorganized Forestry academic unit to increase UG enrolment in its programs, the new unit will continue to run up against the same stone walls that have prevented at least three previous deans since the 1980s from solving the structural budget deficits facing the Faculty.

## **6. Long Range Vision of the Faculty**

It is pleasing to see the general support for evolution of the Faculty of Forestry into a new unit with a focus on applied environmental (or whatever term is acceptable to other divisions -- such as forest and natural resource conservation) and biomaterial science. The importance of collaboration with FAS, the Centre for Environment, and the Faculty

of Applied Science and Engineering to realize our Faculty's undergraduate education potential and to continue to build strong graduate programs that are highly competitive in attracting the brightest and best domestic and international students is noted.

## **7. Recommendations of Previous External Reviews**

Our faculty are disappointed that the 2004 external review recommendations to resolve the organization problems of environmental programs on the St George campus are still unresolved. And we note with dismay the review team comment about the elusive nature of financial recognition for undergraduate teaching conducted by the Faculty of Forestry.

We recommend that related issues be addressed concurrently with discussions related to reorganization of the Faculty of Forestry. Furthermore, we are concerned that the strategic goal of Forestry to transform and rebrand our education programs away from marginalized views of "traditional forestry" to meet the evolving needs of contemporary society have been suppressed by other divisions at UofT and not supported by upper administration; a concern that is not new, but has occurred at UofT since the mid-1980s (see Kuhlberg 2009).

External organizations should be consulted during reorganization discussions.

## **8. Summary and Recommendations**

The Faculty is concerned that the revised TOR were not well supported by documentation provided to the review team.

Faculty are pleased that the review team stated the quality of the Faculty of Forestry is "unassailable"; and note their support for our strategic goal to contribute to the "greening" of the economy and our efforts to be a global player in conservation and biomaterial science.

Faculty are also pleased that the review team noted that our students are impressive and appreciative of the Faculty's learning environment; we are concerned that such a learning environment may not be sustainable in the current budget environment. This again suggests that application of the new budget model may be in conflict with academic priorities, in spite of academic priorities being clearly stated as the highest priority when the new budget model was approved in 2005.

Our faculty are seeking support to resolve the four forces noted by the review team that have prevented us from developing a viable business plan: the UofT budget model; graduate enrolment; lack of an undergraduate program; and the rapidly changing landscape of forest resource (and we include natural resource conservation and biomaterial science) academic programs internationally.

The faculty will explore the list of reorganization suggestions, and note the importance of financially attractive and viable options, and the need to consult externally to review any recommendations.



### **Next Steps to Go Forward**

The Provost has appointed a Working Group, chaired by Professor Sandy Smith and including Professors Mohini Sain and Shashi Kant from the Faculty of Forestry, to discuss the options for moving forward. Vice-Provost Academic Cheryl Regehr will support the group, as required. The Working Group has initiated consultations with other UofT divisions and a broad array of stakeholders, both internal and external to the Faculty and university, in order to identify the optimal strategy for Faculty reorganization. The Working Group will assess the pros and cons of the potential alternatives and submit their final report to the Provost 1 July 2010 outlining the recommended option.

### **References**

Kuhlberg, M. 2009. One Hundred Rings and Counting – Forestry Education and Forestry in Toronto and Canada, 1907-2007. University of Toronto Press. 334 p.



February 10, 2010

Prof. Tat Smith  
Dean  
Faculty of Forestry  
University of Toronto

Dear Tat,

Reviews of academic programs and units are critical to ensuring academic excellence at the University of Toronto and the reports provide us with vital information about our strengths and areas for improvement. This external review has particular importance as it provides advice regarding possibilities for the future of Forestry at the University of Toronto and options for reorganization that will enhance our ability to maintain and strengthen our forestry programs.

I am pleased to note that the reviewers commented on the positive view that students had towards their educational experiences. The reviewers commented on the strength of the Forestry faculty members' research, the degree to which these faculty members are valued by colleagues in other divisions of the university, and the importance of consultation/liaison work provided by faculty members to outside agencies and organizations. The report also pointed to recognition of the need for restructuring of the Faculty by students and others in the university, as a result of low student enrolment and changing nature of academic forestry.

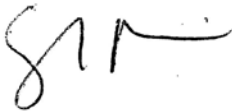
Throughout North America, post-secondary institutions are addressing challenges general to the discipline of forestry. In many cases these challenges have been resolved by alliances with other environmentally focused divisions of the university. Forests and their conservation continue to be critical to Canada as a nation and to the global environment and thus finding a solution to the challenges that face our own Faculty of Forestry is a top priority of the University of Toronto.

Student demand for programs in the Faculty of Forestry has been an issue at the University of Toronto since the 1970s. In 1990 a Provostial Working Group on the Environment considered the problem, followed by a Provostial Working Group on the Future of the Faculty of Forestry in 1992. At that time the undergraduate program in Forestry was discontinued and recommendations were made for structural changes that would result in the Faculty becoming a department within another Faculty. The decision was made to enhance graduate offerings within the Faculty. More recently in 2007, a Round Table for the Environment was established and chaired by the Provost, followed by a Task Force on Environmental Studies at UofT chaired by the Vice-President of Research. These bodies have noted the strong teaching and research focus for environmental studies at the University in several academic divisions. These include programs offered through the Faculty of Arts and Science Centre for Environment and other departments within Arts & Science, programs offered by the Department of Physical and Environmental Sciences at the University of Toronto Scarborough, and programs offered through the Faculty of Applied Science and Engineering. These various programs present opportunities for strengthening our offerings in forestry through structural changes which would enhance faculty member collaboration and program integration.

In response to the enrolment issues, the history of attempts at resolving them, and the external review, I appointed a working group of senior faculty members to consider future directions for the Faculty. The Faculty Working Group been actively engaged in discussions with faculty members, staff, students other university divisions and external constituents in order to consider options. The resulting plan is intended to build on already strong collaboration in teaching and research and to encourage integrated and excellent forestry programs.

Cheryl Regehr, Vice-Provost Academic Programs will support the Working Group and facilitate discussions with internal and external communities in order to identify the best strategy to ensure the academic quality and sustainability of forestry programs at the University of Toronto.

Sincerely,

A handwritten signature in black ink, appearing to read 'CM', is positioned below the word 'Sincerely,'.

Cheryl Misak  
Vice-President and Provost

## REVIEW SUMMARY

<b>DIVISION/UNIT:</b>	<b>Lawrence Bloomberg Faculty of Nursing</b>
<b>DATE:</b>	November 2009
<b>COMMISSIONING OFFICER:</b>	Vice-President and Provost
<b>PROGRAMS OFFERED:</b>	
<b>Undergraduate</b>	Bachelor of Science in Nursing, B.Sc.N.
<b>Graduate:</b>	Master of Nursing, M.N. Master of Nursing Health Administration, M.N./M.H.Sc. Doctor of Philosophy, Ph.D. Post Master's Nurse Practitioner Diploma, Dip.N.P.
<b>EXTERNAL REVIEWERS</b>	
<b>Canadian</b>	Prof. Mary Ellen Purkis, Dean, Faculty of Human & Social Development, University of Victoria
<b>International</b>	Prof. Ada Sue Hinshaw, Dean, Graduate School of Nursing, Uniformed Services University
<b>PREVIOUS REVIEW DATE:</b>	1999
<b>SUMMARY FINDINGS AND RECOMMENDATIONS OF PREVIOUS REVIEW:</b>	<p>The Faculty is one of the strongest programs in North America, and has been able to enhance its programs while successfully managing budget cuts. There is strong demand for admission to the programs and strong yield rates on offers. The Faculty is in closer contact with the University, nursing and health care community, and has increased the scope of its vision for nursing. The Faculty is a dynamic unit that is in need of funding to support its programs and adequate space for its staff and students.</p> <p><i>Programs:</i> The shift in focus from undergraduate to graduate education is appropriate; however, there are concerns about downsizing the undergraduate program. The availability of student advising and counseling is a concern. Times to completion are acceptable for full-time students but high for part-time students. Retention rates are high.</p> <ul style="list-style-type: none"><li>• There is need for more flexible programming and more use of technology for part time students.</li><li>• The plan for a distance PhD program will address a well-known need in the profession across Canada; however, it will be difficult to expand the PhD program with the present number of faculty.</li></ul> <p><i>Research:</i> The Faculty is very strong in its research endeavors. Quality of faculty research is impressive, with increasing research funding, partnerships with other UT faculty, and a strong record of publications. There should be a focus on current research areas before initiating new ones. There is some concern about to the extent to which faculty members can be expected to maintain clinical practice skills at the level needed for advanced practice while maintaining their research.</p> <ul style="list-style-type: none"><li>• Recent efforts at recruitment of faculty have been unsuccessful, and a critical mass of tenure stream faculty is needed to support the educational programs and expand the research programs.</li><li>• Administrative staff and facilities is a critical issue</li><li>• The new organizational structure of the Faculty with the addition of the two Associate Deans is a marked improvement.</li><li>• An effective development strategy needs to be planned and carried out. A development officer dedicated to the Faculty of Nursing is recommended.</li></ul>

<b>RECENT OCGS REVIEW:</b>	2005/06, Good Quality
<b>ACCREDITATION:</b>	Nursing Program, B.Sc.N., Canadian Association of Schools of Nursing (CASN), 2004-11
<b>DOCUMENTATION PROVIDED TO REVIEWERS:</b>	Terms of Reference Nursing Self Study, 2009 Nursing Undergraduate Degree Level Expectations Previous Review Reports Towards 2030: A Long-term Planning Framework for the University of Toronto
<b>CONSULTATION PROCESS:</b>	The reviewers met with the Vice-President and Provost and Vice-Provost Academic Programs; Nursing Dean and Associate Deans, junior and senior faculty members, administrative staff, undergraduate and graduate students, representatives from cognate units, and members of the external community.

## **FINDINGS AND RECOMMENDATIONS - OVERALL ASSESSMENT AND SPECIFIC ISSUES**

The review team was enormously impressed with the scope and direction of change evident in the Lawrence Bloomberg Faculty of Nursing since its last review. The Lawrence S. Bloomberg funds have been applied very productively to generate expansion and quality in a number of the Faculty's programs. There is a strong sense of collegiality and openness in the Faculty. Open discussions of the strengths and challenges the Faculty faces but a sense of optimism and togetherness in the issues. The reviewers noted that the research enterprise of faculty members is quite impressive and a significant improvement since the last review. The high quality of the graduate and undergraduate programs is commendable and impressive. The overall strengths of the Bloomberg Faculty of Nursing provide a strong foundation for the currently evolving strategic plan, "Shaping the Future of Nursing", that is expected to guide the next several years of educational and research programming.

### **Quality, Size and Scope of the Faculty's Academic Programs**

#### The Doctoral (PhD) Program

The quality of the PhD Program is commendable with an excellent match among student research and their faculty mentors. Faculty members are well-known for their mentoring capabilities. The faculty members are systematic in ensuring the quality of the research programs for students through their admission processes and interviews. Students have excellent experience immersed in research activities of the faculty as well as develop the knowledge and skills for independent research. Students addressed the research oriented nature of their courses and content. They have opportunities to be involved in multiple interdisciplinary collaborative programs and courses.

There is a basic funding package for doctoral students that includes a stipend and tuition. In addition, there are opportunities for teaching and research assistantships. There is experience with applying for Fellowships, Grants and Abstract/Presentations as well as opportunity for publications.

The reviewers raise the following issues for consideration:

- The faculty and students reported concerns with the time to graduation for the PhD students; an average of 6.2 years. Partly, this seems to be due to the part-time students in the doctoral program who work full-time.
- Additional indicators of quality need to be developed for the doctoral program; e.g., tracking type of positions entered after graduation, monitoring publications for graduates within a defined time period, conducting a graduate survey at one and five years out from the program.

- There is a lack of clarity for the three new fields of study in terms of their fit or interaction with the Research Centers on Pain, Randomized Clinical Trials Group, etc. These interactions could be more clearly articulated.

### The Masters (MN) Programs

Entering students all had very strong GPA's. Although registrations in the combined MN/MHSc program are currently low, the reviewers encourage the Faculty to continue to support this option as they see strong links between this program and the historical strength the Faculty has demonstrated in the field of Nursing Health Systems.

Masters programs are offered in accessible formats: students may choose to take courses online or on campus. Students expressed gratitude that their learning needs were being so ably met by well-known faculty members and that courses afforded them many opportunities to network with senior nurse clinicians in fields they were very interested in. They expressed their interest in seeking admission to the program because of its affiliations with hospital partners, the availability of both on campus and online course offerings, and the breadth of preparation they could achieve through the program. Those who had primarily accessed the program through online technologies expressed some frustration with the exclusive use of text-based learning systems, indicating their impression that this had slowed their ability to socialize into a more senior clinical role. The Faculty is addressing this concern at present. A purpose-built distance learning classroom, under construction at the time of the review, will facilitate audio and visual communication between students and teachers, and the reviewers believe this will appropriately address the concerns we heard from students.

Students also raised questions about whether some form of sequencing of course content might be considered by faculty members. Although the current arrangement may have developed to offer maximum flexibility for students, students felt that the research courses were fundamental to all other learning they were engaged in and, without proper advisement, some students left these courses to the end of their program – only then to recognize how helpful they would have been earlier in the program. Advanced notice of electives to be offered in subsequent terms would also be greatly appreciated by this group of students.

### The BScN Program

The undergraduate program is impressive, preparing high quality graduates from primarily individuals who have prior degrees in other fields. Admissions are competitive, and the maturity, background and commitment of the students makes for excellent learning. This is an innovative program with a strong pool of applicants. Laboratory facilities are state-of-the-art. While the student population is large, students have opportunities to access a very extensive array of clinical practice settings for direct practice experience during the program. Chief Nurse Executives expressed strong support for this student group – indeed, they would like to see the numbers of Bloomberg BScN students increase. The reviewers took this to be a very good sign of the strengths of the program and particularly the effectiveness of the preparation of students for practice.

The reviewers were very impressed with the students they met during the site visit. The students commented on the unique curricular experience and appreciated the quality of clinical instruction and the supervision they received in the simulation laboratory. They were aware that feedback offered to faculty members by themselves as well as earlier cohorts of students had been responded to in a timely and effective way. The reviewers observed them interacting positively with faculty members as well as amongst themselves. They conveyed pride in their choice of program and confidence that the program will prepare them well for practice. Students commented on the high expectations that faculty members have of them, but they did not seem overwhelmed.

### **Scope, quality and relevance of the Faculty's research activities.**

The research enterprise of the Faculty is quite impressive. Research indicators of quality – i.e., amount of extramural funding per faculty, success rates for obtaining grants and number of awarded Research Chairs – suggest the Faculty ranks as the highest in Canada and among the highest with those in North America. A number of faculty members from different areas are involved in funded research programs, and the quantity of funding and the diversity of the sources for funding are excellent. The amount of research funding has increased significantly, sometimes doubling over the past five years. For the total number of research and contracts awards, faculty members have an outstanding success rate during the past four years of 64.2 to 78.5 percent. The overall impression is that the funding levels for the Bloomberg faculty have been increasing when most of their comparison Schools in the U.S. and Canada have been in a decline. The number of Research Chairs, many of which are from national competitions, is also impressive. The number and type of personnel research awards and faculty personnel awards is well documented with excellent success over the last five years.

There are several challenges in the research programs to be considered:

- The Canadian Health Services Foundation Research Chair Health Human Resources comes to the end of its second term in December 2010. The end of this chair means that the Nursing Health Services Research area will be the only research concentration in the Faculty without a chair. The reviewers believe therefore that it should be an area of high priority to establish an Endowed Chair in this field when Dr. O'Brien-Pallas retires. This area of research has been well known for its productivity for the last decade both for Canadian workforce issues and for scholarship in this area. There are only two such Centers in North America and the one at the University of Toronto is highly valued by multiple disciplines. UofT provides strong leadership in this area but it will take a strong incentive such as Endowed Chair to maintain the needed leadership.
- The Research Centers at the Bloomberg Faculty were not as well explained in the Self-Report and are confusing in their relationship to the three defined areas of graduate study and research. The reviewers understand matrix organization with cross-cutting graduate areas and Centers but these are not well articulated and need to be in order to be integrated and strengthened by each other.

### **Scope and nature of the Faculty's relationship with cognate academic departments and units at the University of Toronto.**

The Bloomberg Faculty works with cognate units consistently across all of the educational programs. For the undergraduate program, the prerequisites for the program are taken in other disciplinary fields—most of the students have a degree in some other discipline or profession. For the graduate programs, a number of cognates are required, especially in the doctoral program. It was also evident that the faculty members are active in offering courses that can be taken by students in other fields. The Dean provides leadership for several Health Science committees, including the Council of Health Sciences, thus, role modeling the importance of interdisciplinary activities.

The Bloomberg Faculty of Nursing has collaborative relationships with other faculties of nursing in Canada. In addition, the Faculty has strong relationships with several leading health care institutions in Toronto. A meeting with a sizeable number of the Chief Nurse Executives (CNE) indicated that they were pleased with their relationships with the Faculty and that they are keen to seek more opportunities to collaborate. Two areas were of particular interest: research/evaluation initiatives and greater educational activities for both students and staff. The CNEs were also interested in having more of their professional staff hold Adjunct or Clinical Faculty positions.

### **Scope and nature of the Faculty's relationship with external government, academic and professional organizations.**

The reviewers heard from nursing leaders about the very positive relationships they have developed with the Faculty. Communications between this key constituency and the Faculty are strong and frequent. The reviewers heard what they expected to hear from these leaders: that they would appreciate the opportunity to hire more graduates of the Bloomberg Faculty of Nursing if they were available. They also heard some specific comments about unique aspects of this particular relationship:

- The Dean's regular and active participation on Toronto Academic Health Sciences Network (TAHSN) group is highly valued;
- The University's openness to supporting adjunct appointments within Nursing as well as other health disciplines is appreciated. Their associations with the Faculty demonstrate support for important institution-wide initiatives such as Interprofessional Education and Practice;
- Associations with the Faculty have generated unique opportunities for the development of strong professional links with international partners – specifically, the Ethiopian project was mentioned. This partnership also includes opportunities for linkages with national bodies such as the Canadian Nurses Association;
- Opportunities to build research partnerships in particular fields (e.g., Oncology) are highly valued. There was recognition that such opportunities have been effectively leveraged by the Bloomberg endowment;
- Recognition that such partnerships had been developed revealed the fact that such partnerships could be enhanced. The clinical partners would welcome more involvement and made offers of their substantial clinical expertise through expansion of cross-appointment processes;
- The leaders were very appreciative of the "Agency Based Clinical (ABC) option" that had recently been introduced into the undergraduate program. This option permits a limited number of students to select one particular health sciences centre as their preferred clinical education site. While students pass up the opportunity of working across a range of different potential future employment settings, they gain more in-depth knowledge of, and experience with, the unique organizational features of one health care delivery site. Health leaders look upon this option as enhancing their chances of hiring the student upon graduation;
- The leaders wondered whether, given the very large MN program offered by the Faculty, there were opportunities for better coordination with their institutional priorities – and they indicated they would be raising this topic at a future TAHSN meeting;
- Succession planning for leadership in some of the Faculty's key research fields – and particularly the Nursing Health Services field – was raised as being of significant concern for this group.

It is evident that the Faculty is currently in a period of careful consideration about the capacity and functionality of its continuing education endeavours, trying to determine how best to match their resources to those of the clinical sector. The health leaders group assured the reviewers that they are interested in partnerships in this area. As the demands would be virtually unquenchable, however, and the internal resources unlikely to ever be perceived as meeting the demands, the reviewers suggest that focused and strategic partnerships across the education and service sectors is the only viable approach.

### **Appropriateness and effectiveness of the Faculty's organizational and financial structure.**

The Faculty has adjusted very well to the new budget model introduced at the University in 2008. Systems are in place and are being effectively utilized to track annual expenditures. The reviewers found that the physical space meets the needs of existing faculty, staff and students. Research groups have dedicated space to support their work and, for the most part, members of each of the research fields have office or work space that is in close proximity to one another facilitating dialogue and effective working relationships. Students have ample space for large meetings as well as quiet study space. The simulation lab is impressive.



There is a strong sense of collegiality, openness and optimism in the Faculty, due in part to the excitement around new funding and initiatives, and to the Dean's leadership style. The organizational structure appears to permit ample opportunities for faculty, staff and students to share their perspectives regarding the achievement of common goals.

### **Quality of the Faculty's vision and strategic planning.**

The Faculty strategic plan specifically articulates with and enhances the greater University's strategic vision, *Towards 2030*. The two plans interact on their emphasis on research intensiveness, academic rigor, engaging faculty in the teaching mission, leadership in graduate and professional education and global reputation.

The reviewers were very impressed with the manner in which the Dean has implemented strategies to ensure that all faculty members are engaged in the teaching mission of the School. Students indicated how important it is to them to have opportunities to learn from the people whose work they are often assigned to read as part of their academic programs, and the reviewers witnessed the tremendous impact that such opportunities have on the students and the development of their own professional goals.

While the TAHSN group spoke with some regret that the excellent undergraduate students they encounter in their institutions during clinical experiences are likely more interested in their own scholarly development rather than seeking clinical careers, the reviewers believe that this is precisely what the Faculty should be doing – preparing nursing scholars who have a strong sense of clinical practice and who can make creative contributions to building and advancing the discipline over the longer term. The reviewers have no doubt that the Faculty is being successful in this regard.

### **How has Faculty met the recommendations of its previous external review?**

For the educational programs, it was recommended in the last review that the undergraduate programs primarily be converted to a second degree program and kept to a limited number of students. The undergraduate program has primarily become a cadre of second degree students but the numbers were increased significantly when Canada experienced a shortage of nurses. As the shortage situation comes under control, the Faculty should again consider limiting the size of the undergraduate program. Given the research-intensive nature of the Faculty, their contribution to graduate education is very important. The graduate programs would seem to be a reasonable size and need to be carefully monitored in terms of the faculty's ability to provide the necessary educational and research mentoring.

The last review cautioned that for the doctoral program, the fit of the students to faculty research programs needed to be systematically matched. At that time, only about four faculty members were senior in their research; however, that situation has changed drastically. With the major increase in faculty with funded research programs, the number of students has increased as well. The Faculty has done an impressive job of controlling and monitoring the number and match of students for faculty research.

The Faculty has been exceptionally successful in achieving the research recommendations of the last review; e.g., increasing the number of faculty with research programs, the cadre of senior faculty researchers and mentoring of a new investigator set of colleagues.

The Faculty has been quite productive in recruiting a diverse group with different responsibilities; tenure-stream faculty, teaching-stream faculty and clinical adjunct faculty. The greatest success is noted in recruiting "research-oriented, doctorally prepared" members. This was a problem noted in the last review. However, it is important to note that of the nine tenure-stream faculty recruited since 2006, five of those individuals are UT Faculty of Nursing graduates. The reviewers suggest that there be a balance of recruiting faculty from other Schools in relation to recruiting graduates from UT to assure diversity of scholarly thought and teaching.

Increasing the fund raising activity was a major recommendation of the last review. Fundraising has increased in an impressive manner. The Faculty is to be congratulated on the significant Bloomberg gift

as well as the increase in the number of Endowed Chairs. The latter issue of Research Chairs compares favorably with the top research-intensive Schools of Nursing in North America.

### **Recommendations:**

The reviewers noted recommendations that would strengthen an already strong academic unit:

- a) The Faculty and the University should develop a plan to sustain the Nursing Health Services Research Unit. The CHSRF funded Chair that has provided strong and visible leadership to that research unit will end as its incumbent moves into retirement. The Faculty and the University should work together to seek opportunities for a donor-funded Chair or the strategic allocation of a Canada Research Chair (CRC) or other federally funded opportunity to signal the historical impact of the research conducted by this unit as well as future significance of this research field.
- b) Given the Faculty's strong reliance on online learning strategies to implement its MN programs, on-going vigilance is required for effectiveness of those strategies and associated supports in relation to evidence of student learning and student satisfaction.
- c) Faculty members should give very careful consideration to the role that the Centre for Advanced Professional Practice (CASPP) could play in helping them to respond to the interests of the wider Nursing community who seek meaningful interaction with the Faculty. Practice leaders indicated that they see untapped opportunities to expand the strategic focus of the Faculty's contribution to continuing nursing education through the MN student group.

### **ADMINISTRATIVE RESPONSES:**

January 27, 2010

Cheryl Regehr, BA, MSW, PhD  
Vice Provost, Academic Programs  
University of Toronto  
Simcoe Hall  
27 King's College Circle

Dear Professor Regehr:

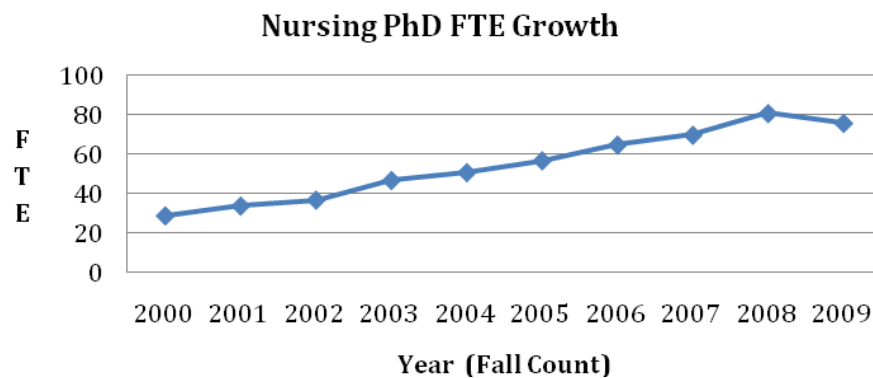
Herewith is the Bloomberg Faculty of Nursing Administrative Response to the Review.

The Reviewers have provided a well informed and insightful report on the activities and future direction of the Faculty. I very much appreciate their constructive analysis and timely recommendations which we are pleased to incorporate into our strategic planning and to act on as a matter of priority.

The four issues specifically identified for response in your letter of 4 January 2010 are addressed in turn.

1. ***The reviewers identify considerable strengths in the doctoral program but identify concerns about time to completion and the need for additional quality indicators.***

The doctoral program began in 1993 and has grown significantly over past five years to its fall 2009 status of 82 students (76 fulltime and 6 part-time).



The Faculty is aware that this growth has required a concomitant increase in the oversight and management of the program. In 2008 a leadership position, PhD coordinator, was created and it became the responsibility of this individual to streamline and refine processes, work with students and faculty to ensure timely progress, mentor junior faculty, organize the annual research week for all doctoral students, provide administrative oversight on records management and admissions procedures, and to implement initiatives to enhance the experience of doctoral students. Professor Ellen Hodnett has provided outstanding leadership in this role.

The average time for doctoral students at the Bloomberg Faculty of Nursing to complete their degree stands at approximately 6 years, which represent 0.5 years longer than the university average.

**Average Time to Complete PhD (in years)**

	TIME
Nursing	6.05
U of T	5.52

There are several issues which the Faculty is aware contribute to longer time to completion for nursing candidates. The primary issue is that nursing students are overwhelmingly women, often with multiple responsibilities, who not infrequently maintain senior career roles in education and clinical practice throughout their candidature. A second issue that has come to the Faculty's attention is the extended candidature time of students on CIHR fellowships. Paradoxically these generously funded fellowships, typically awarded to students in their third year of study, provide a disincentive for the student to complete the program until the potential 4-5 year funding allocation is complete.

However, while the Faculty has an anecdotal understanding of some of the confounding issues that affect completion rates, there is currently a paucity of detailed data on progress issues within the Faculty (funding, fields of study, supervision load, time to proposal development etc). The Faculty intends to address this issue by conducting a full review of student progress and completion rates. Such a review will also address the second point raised by reviewers with respect to quality indicators. The review will also be tasked to identify areas where practices can be improved and indicators established to track outcomes. It is envisioned that this review will be conducted by a task force that includes membership from SGS and a cognate discipline. The timeline for the task force: winter 2010 - establish, spring - define scope and parameters for data collection, summer - data collection, fall 2010 – report and recommendations.

**Action:**

Establishment of Task Force on Doctoral Education to report with recommendations concerning student progress and quality indicators by fall 2010

2. ***The reviewers recommend that the Faculty develop a plan to sustain Health Services Research at the Faculty given its national and international prominence and end of term of the CHSRF Chair.***

The Review pointed to the tremendous impact the Bloomberg Faculty has had on nursing systems and policy research and practice in Canada over the past decade. The combination of the CHSRF chair activities, the program of research at the Ministry-funded Nursing Health Services Research Unit, and the outstanding productivity of individual researchers in this field has created an enormously successful and highly regarded research cluster. Over the past three years, the Faculty has taken a proactive approach to build capacity in the Nursing Health Systems field to ensure growth and measured succession planning. Every effort has been made by the Faculty to provide support to the four tenured faculty in this area to develop their programs of research, as well as to recruit new faculty into this field. Existing faculty have been extremely successful in gaining career awards and attracting high levels of support for doctoral students and postdoctoral fellows. Faculty recruitment, however, has been a challenge, particularly since the Bloomberg Faculty is one of the very few schools in North America that prepare potential faculty for this field of study. Given the competitive nature of the field, any plan for sustainability needs to address both recruitment and retention issues.

As the reviewers' point out, with the current CHSRF chair program coming to an end this year, the Health Services Research field will be the only research area in the Faculty without a chair. The Review puts the case that in order to ensure the field of research is accorded due prominence and to aid recruitment and foster retention, the creation of a chair in Nursing Workforce Research should be a major priority for the Faculty. The Faculty is presently finalizing its advancement plan and a Chair in Nursing Workforce Research is currently on the agenda. Given the clear advice of the reviewers, this chair will now be tagged as a fundraising priority.

In addition to fundraising, discussions will take place with various external stakeholders and within the University to determine if there are opportunities to provide support for a Chair in this area of research. Initial discussions will take place with the Principal Nursing Officer for Canada, at the Office of Nursing Policy, Health Canada; and the Provincial Chief Nursing Officer in Ontario at the Nursing Secretariat, Ministry of Health and Long Term Care); and Chief Nurse Executives of the Toronto Academic Health Science Network TAHSN (members of whom voiced concern to the reviewers); and the University (to explore possibilities for a CRC in this area).

**Action:**

The establishment of a chair in Nursing Workforce Research as a fundraising priority. Discussions to be initiated with federal and provincial government, affiliated partners and the Provost concerning a chair in this field. Continue to actively recruit into this field.

3. ***Given the Faculty's strong reliance on online learning strategies to implement its MN programs, the reviewers encourage the Faculty to engage in on-going vigilance regarding the effectiveness of those strategies and associated supports in relation to evidence of student learning and student satisfaction.***

The Master of Nursing program has 275 students. Of these there are currently 106 in the Nurse Practitioner stream, which has been offered as a fully on-line program since 2002. In 2005, as a result of student feedback, the Faculty began to offer all MN students both in-class and on-line options. This hybrid option enables students to balance work place and family demands with full time study.

The Reviewers' comment on the need to maintain vigilance concerning the evaluation of effectiveness of on-line learning is well taken. The Faculty's current strategy has two arms: the development of quality initiatives to support excellence, and the development of evaluation tools appropriate to the program and congruent with evaluation processes across the Faculty.

**Quality:**

- The Bloomberg endowment in 2007 enabled the Faculty to develop a program of pedagogical innovation with enhanced technological support for the on-line component of the master's program. Accomplishments to date include the development of on-line learning communities to foster relationships and network building among students with similar professional interests; the opening of a Smart classroom in January 2010 which provides the capacity to offer in-class lectures and seminars to both remote and in-house students, and enables students to actively present to their peers and engage with guest speakers; and the widespread adoption of various social networking tools and multi-media supports for course delivery and student support in the clinical setting.
- To support faculty and students effectively to use new technologies in their teaching and learning, additional orientation hours are now included in stipendiary contracts for all faculty engaged in the NP program to ensure they are familiar and confident with both the platform and the new tools. Since 2008 a resource person (part-time faculty member)

has been in place whose role it has been to develop a high level of expertise in on-line teaching tools and new technologies, and to work with colleagues in the Faculty and across the University to support faculty to be effective and creative on-line teachers.

- In 2008-9 the Faculty established a NP Advisory Committee, which meets quarterly, composed of faculty, recent grads and NP leaders in practice. This committee supports the Faculty to enhance the quality of the program by undertaking reviews of curriculum in the light of the changing practice environment and engaging in discussions concerning pedagogical strategies and evaluation methods.

#### **Evaluation:**

- In the fall of 2009 the Faculty identified the need to develop an integrated framework of program, course and teacher evaluation across graduate and undergraduate, clinical practica, on-line and on campus courses. To this end an Evaluation Working Group was established last fall working in close collaboration with the University's Centre for Teaching Support and Innovation (CTSI). This committee is charged to make recommendations concerning best practice in evaluation of courses and teaching and to implement a framework by which to overhaul individual faculty, course and program evaluation practice. Because the University is also examining evaluation practices and standards, this committee is working closely with CTSI to ensure our Faculty meets or exceeds all University standards for course, teacher and program evaluation.
- Traditionally the completion rate of evaluation forms by on-line students has been low. New clinical evaluation tools introduced in 2008-9 have dramatically improved response rates and the quality of student data for clinical courses. The Faculty is now looking to extend the use of these tools in non clinical courses. Response rates have also improved with the use of the NP Residency Weeks as opportunities for course/program evaluation.

To ensure that rigorous evaluation processes keep pace with innovation, the Evaluation Working Group will be directed to specifically address the issues of innovation and quality in on-line learning as an identifiable component of its evaluation framework, and to make recommendations to the Faculty for the implementation of strategies focused on quality and evaluation in on-line courses by fall 2010.

#### **Action:**

The Evaluation Working Group will review current on-line evaluation practices and make recommendations concerning the implementation of an effective approach to monitoring student learning and satisfaction that meet or surpass University evaluation standards and expectations.

4. ***In the process of strategic planning, the reviewers encourage the Faculty to give very careful consideration to the role that the Centre for Advanced Studies in Professional Practice (CASPP) could play in helping them to respond to the interests of the wider Nursing community who seek meaningful interaction with the Faculty.***

There is no doubt that there are significant opportunities for the development of strong collaborations between the wider nursing community and the Centre for Advanced Studies in Professional Practice. It is pleasing to receive the feedback from the reviewers that great interest was shown in that possibility by the Chief Nurse Executives of the TAHSN hospitals. CASPP has been operational for 12 months and has now established its core program of activities. This program has been developed in close collaboration with the field and indeed colleagues from our teaching hospitals are strongly represented as conveners and faculty on program courses. In the light of this review recommendation, however, it appears that it would be timely to establish a Stakeholder reference group to formally engage partners and community collaborators in the

Centre. Meanwhile the Centre Director will continue to explore partnership opportunities with individual organizations to ensure the Faculty is in a position to respond to the needs of the partner organizations.

**Action:**

Establishment of stakeholder reference group for CASPP which engages professional community and partners (Spring 2010). Instigate individual meetings with organizations concerning partnership possibilities (spring-summer 2010).

Once again, thank you for the opportunity to respond to the review

Sincerely,

A handwritten signature in black ink, appearing to read "Sioban Nelson". The signature is fluid and cursive, with the first name "Sioban" written in a larger, more prominent script than the last name "Nelson".

Sioban Nelson, RN, PhD, FCAHS  
Dean and Professor



February 10, 2010

Prof. Sioban Nelson  
Dean  
Lawrence S. Bloomberg Faculty of Nursing  
University of Toronto

Dear Sioban,

Reviews of academic programs and units are critical to ensuring academic excellence at the University of Toronto and the reports provide us with vital information about our strengths and areas for improvement. I congratulate the Lawrence Bloomberg Faculty of Nursing community on this outstanding external review report which points to the excellence of research and education within the Faculty.

I am delighted to note the multiple strengths identified by the reviewers. The reviewers comment on the strong nursing leadership within the Faculty, across the University and its allied teaching hospitals, and within the profession. They make it clear that the research enterprise of the Faculty is impressive in terms of scholarship and research funding. They conclude that on the basis of research indicators the Bloomberg Faculty of Nursing doctoral program ranks as the highest in Canada and among the highest in North America. The reviewers view the undergraduate program to be impressive, preparing high quality graduates. They further identify a strong sense of collegiality and openness in the Faculty of Nursing. The Faculty is clearly in a strong position to build on these strengths in the new and evolving strategic plan.

You have thoroughly addressed the concerns raised by the external review report such as program time-to-completion; the need for additional quality indicators; the need to develop a plan to sustain Health Services Research at the Faculty given its national and international prominence; the end of term of the CHSRF Chair; and ongoing oversight of the effectiveness of online teaching strategies and associated supports in relation to evidence of student learning and student satisfaction. As the reviewers recommend, during the next academic planning phase for the Bloomberg Faculty of Nursing, there is a need to carefully consider the role that the Centre for Advanced Professional Practice (CASPP) could play in helping the Faculty to respond to the interests of the wider Nursing community who seek meaningful interaction with the Faculty.

The external review report is clearly a vital part of the Faculty's ongoing improvement that has already generated action in the Faculty. Careful thought and consideration have been given to their report and will continue as part of the Faculty's next phase of academic planning.

Sincerely,

Cheryl Misak  
Vice-President and Provost



## REVIEW SUMMARY

**DIVISION/UNIT:** Ontario Institute for Studies in Education (OISE)

**DATE:** October 2009

**COMMISSIONING OFFICER:** Vice-President and Provost

**PROGRAMS OFFERED:**  
**Undergraduate** Bachelor of Education, B. Ed.  
Diploma in Technical Education

**Graduate:** Master of Education, M.Ed.  
Master of Arts, M.A.  
Master of Teaching, M.T.  
Doctor of Education, Ed.D.  
Doctor of Philosophy, Ph.D.

### EXTERNAL REVIEWERS International

Prof. Doug Palmer, Dean, College of Education and Human Development,  
Texas A & M University, USA  
Prof. Roger Slee, Chair of Inclusive Education, Institute of Education, University  
of London, UK

**PREVIOUS REVIEW:** 2003

### SUMMARY FINDINGS AND RECOMMENDATIONS OF PREVIOUS REVIEW:

The reviewers found OISE to be pre-eminent in its field in Canada, and widely known and highly regarded elsewhere. Since the merger it has sustained a very well qualified student body and has enhanced its teacher education programs, its programs of continuing education, its various partnerships with schools and its success in attracting competitively awarded research funds. There are, however, current and future challenges.

*Central Challenges* relate to mission and intellectual ownership. OISE must define its mission far more clearly than is currently evident. As a result of the merger, OISE now embraces a transformed mission that includes both research and the preparation of professional educators at all levels and OISE must find and articulate the appropriate intellectual boundaries and limits of its work. A more clearly identified mission would provide greater focus in the allocation of resources and incentives and would be a source of strength and synergy for teaching, research and service.

#### *Mix and size of programs*

- i. Consideration should be given to consolidating a number of graduate programs. OISE might consider reducing the size of the B.Ed. program in favour of models such as the current MACS and MT programs.
- ii. OISE's initiative to reduce its Ph.D. enrolment from approximately 550 to approximately 385 will enable faculty to provide higher quality supervision and mentoring to its Ph.D. students.
- iii. Review of the various OISE centres should be undertaken, not only in the context of their relationship to the overall mission but also in terms of both their size and their character.
- iv. A much more active recruitment program for international students should be established.

#### *Assembly and Allocation of Intellectual Resources*

- i. The delivery of the teacher preparation program is primarily in the hands of seconded instructors from the teaching profession rather than faculty members. While these secondments bring real value to the program, the

ratio of approximately 2/1 secondments/faculty seems wrong. Over time this ratio should be reversed in order to achieve a more widely shared intellectual ownership of the programs across faculty and departments.

- ii. All new faculty members are expected to actively participate in both the teacher preparation and research. While the reviewers support the reasons for this, they consider the combination of expectations should be reviewed for alternative ways to fund clinical supervision, including the use of secondments, lecturers and experienced graduate students.
- iii. More active use of graduate students as teaching and research assistants throughout the OISE program range should be encouraged, in particular in the teacher preparation program.

#### *Administrative Structures*

- i. The Department of Curriculum, Teaching and Learning should be restructured as it is too large and unwieldy.
- ii. A Teacher Education Council should be established to spread the ownership of teacher preparation more widely within OISE.
- iii. The relationship between the Dean and the Departments should be reviewed. OISE would be better served either by some increase in the autonomy of its departments or by re-examination of the relationship between the Dean and the Department Chairs.

*Broad-scale Ownership:* Ownership of both teacher preparation and research agendas should be as broadly spread as possible within OISE.

*Relationship to the University of Toronto:* The relationship should be characterized by a complex set of substantive and continuing links between the various units of the University and OISE

#### **ACCREDITATION:**

Bachelor of Education/ Diploma in Technological Education, BEd. / DipTechEd/Concurrent Teacher Education Program, CTEP / Master of Teaching, MT/ Master of Arts in Child Study and Education, MA/CSE Ontario College of Teachers, 2005/6-13

#### **DOCUMENTATION PROVIDED TO REVIEWERS:**

Terms of Reference – Office of the Vice President and Provost Self Study. OISE, August 2009  
OCGS Periodic Appraisals of the graduate programs  
Towards 2030: A Long-term Planning Framework for the University of Toronto 2003 Review Summary and Dean's Response  
Tabled Papers from the Students of the History and Philosophy Program in Theory & Policy Studies in Education.

#### **CONSULTATION**

The reviewers met with the Vice-President and Provost, Vice-Provost Academic Programs, Vice-Provost Human Resources, Dean and Associate Deans of OISE, Dean of the School of Graduate Studies, OISE junior and senior tenure- and teaching-stream faculty members, non-permanent teaching staff, administrative staff, undergraduate and graduate students, representatives from cognate units, and members of the external community.

## **FINDINGS AND RECOMMENDATIONS - OVERALL ASSESSMENT AND SPECIFIC ISSUES**

### **Undergraduate Teacher Education Program**

The reviewers were satisfied that the undergraduate teacher education programs met the requirements of the Ontario College of Teachers and the expectations for excellence in teaching at the University of Toronto. The

design and multidisciplinary nature of the Concurrent Teacher Education Program (CTEP) was seen as innovative and reflective of best practice in teacher preparation. However, both faculty and students in the Consecutive B.Ed. program noted some concerns about the limited practica opportunities in the 9-month program.

The reviewers were satisfied by the diligence of OISE with respect to Admission Standards. Demand for the program is very high and thus enables the recruitment of outstanding teacher education candidates.

The reviewers noted that the “program structure, mode of delivery, curriculum and length for learning objectives in CTEP reflects OISE’s determination to be at the forefront of teacher education. There is evidence of rigor and balance and a determination through cohort organization to maximize student potential to secure the learning objectives. In both the Consecutive B.Ed. and CTEP program, there is a strong unity between theory and practice through the enlistment of practitioners into the teaching teams and the situating of teaching in schools and OISE.”

The program attends carefully to matters of evaluation of student progress: “Both faculty and students reported alignment with program learning outcomes, evaluation activities, and professional practice expectations.” The completion and success rates for the undergraduate program are excellent and reflect the care taken in recruitment and admission as well as the curriculum and teaching on the program. The student response rates to exit surveys reflect high regard for the program. Students and faculty were equally positive about the increasing level of support for students in the program.

The reviewers adjudicated the quality of teaching in a number of ways. The reviewers were particularly interested in the perspectives of School Board stakeholders, students and the reflections of faculty upon their professional practice. School Board members commented on both the quality of the OISE instruction in the undergraduate programs and competencies of OISE teacher preparation graduates. There is a strong focus on bringing the research in teacher education and education more generally to the program classrooms.

Students and faculty were positive about the increasing level of support for students in the program. The reviewers noted that there was evidence of awareness for expansion in the level of support and genuine responses to meet changing needs across a diverse urban student population. OISE is demonstrating excellence in this respect. Students have been able to take opportunities to broaden their experience through international placements. They also have opportunities in their program to extend their community experiences to reflect the networks of services involved in school students’ lives.

## **Strengths**

The reviewers consider that “OISE is a prestigious, unique and highly regarded educational institution” that is “internationally recognized as a centre for excellence in educational research, teaching and ‘third stream’ activity.”

OISE prepares large numbers of well-regarded practitioners who have a direct impact on the quality of educational and mental health services in Ontario, across Canada, and internationally. OISE doctoral programs prepare academic scholars who assume faculty positions in prestigious universities. The quality of the OISE faculty is viewed as outstanding by other faculty across the university, students, and external stakeholders. As a result of unique differentiated faculty arrangements, OISE has tenure-stream, teaching stream, and very effective seconded practitioners and administrators working in practitioner preparation programs. Innovative multi-disciplinary practitioner preparation programs such as CTEP have been developed, to recruit and prepare well-qualified teachers. The Dean’s leadership was instrumental in the establishment of CTEP, which has built the profile of OISE across other University of Toronto schools and departments and has led to innovative trans-disciplinary initiatives. The establishment of a dynamic and resource-generating continuing education program supports OISE programs and has extended OISE work globally.

The reviewers noted that OISE “administrators, faculty, staff, and students are deeply committed to quality programs and the development of OISE; there is pride in the reputation and achievements of OISE.” The reviewers noted strong evidence across the faculty that there is recognition of the need to address serious OISE

fiscal constraints and that there is an openness to change. OISE has responded to the recommendations of the last external review (February 2003).

OISE has an outstanding reputation which results in a highly competitive admission process, recruitment of excellent junior tenure-stream faculty and talented seconded practitioners, close partnerships with school boards and Ministry of Education staff, and faculty participation in funded research initiatives by government and educational agencies.

## **Challenges & Concerns**

The reviewers consider that, as with all education faculties, OISE operates within complex and challenging political and fiscal exigencies. Although OISE has demonstrated a capacity for innovative responses and built strong opportunities in a time of financial contraction, there remain serious challenges that require urgent attention:

### *Communication*

The reviewers identified as “noteworthy” the fact that “at the time of the review, faculty and students had just indirectly received information” that OCGS “was considering a recommendation that the History and Philosophy of Education PhD/EdD programs be classified as not approved and, as a consequence, the University of Toronto should suspend enrollments in this program.” This “was a major concern noted in a number of the meetings.” “Both faculty and graduate students reported that the Dean and University had not effectively communicated the recommendation and the university’s response to them.”

The reviewers noted widespread expression of disenfranchisement across sections of faculty, graduate students and department chairs. There was a feeling that they had not been consulted by senior management on fiscal issues and academic planning. Faculty forums were not seen as arenas for discussion and decision-making, notwithstanding the establishment of groups such as the Budget Advisory Committee. Given that the Dean, Associate Deans and senior financial administrators outlined the ways in which they had attempted to make decision-making transparent, the reviewers considered that the differing perceptions is indicative of enduring communication issues.

### *Strategic Planning and Vision*

The Dean and her management team have seriously engaged with the challenge of leading a large and complex faculty of education through difficult economic conditions. There has been a determined effort to increase student enrolment, attract alternative revenue streams and secure outstanding junior faculty hires. There was, however, no sense of a Faculty wide planning process to shape the vision and key objectives for OISE in the medium and long term beyond the Stepping UP Academic Plan. The Chairs of the Departments felt uninvolved in strategic planning and financial management. The OISE Faculty forums are not considered to be effective. Town Hall meetings have addressed some significant issues but they too are not widely perceived as a useful forum to which management responds.

Some areas identified in the last review should be revisited. There has been a genuine attempt to engage more tenure track faculty in initial teacher education (ITE), but the dependence on seconded and retired hires is still not balanced. Addressing this needs careful thought and planning to avoid a depletion of research productivity. A set of principles needs to be developed to utilize faculty research grants to meet the University of Toronto graduate student support commitment.

### *Governance and Organisational Climate*

Notwithstanding strong institutional allegiance and a desire to contribute to planning and decision-making, the governance structures do not effectively harness and draw benefit from faculty interest and expertise. Although, some senior researchers were of the view that governance was appropriate and suitably unobtrusive, the reviewers reported that there “are high levels of disengagement and distress across faculty and the student body that flow from a perceived absence of consultation and collaboration in decision-making. Ineffective communication between the executive leadership and organisational units is at issue”. There is very strong support from external stakeholders for OISE leadership.

There is a strong view from OISE faculty and administrators that resources are stretched and workloads, especially supervision, are compromising academic quality and personal wellbeing.

#### *Sustainability*

OISE is a highly regarded centre of excellence in educational research and teaching and is regarded as one of the premier education institutions in the world. This reputation and quality should be sustained as OISE moves into its next planning cycle. The reviewers noted that “while OISE has secured impressive new hires that promise great research productivity and teaching excellence, there is a distinct fragility. The combined pressures of increasing enrolments, imminent retirements, and contracting hiring, generates instability and threatens OISE’s institutional standing. Senior Ministry of Education officers and other external stakeholders identified this concern as a matter of serious concern.”

#### *OISE / University of Toronto Collaboration and Alignment*

The reviewers concluded that the 1991 merger between OISE and the University is not yet complete. Fiscal constraints have exacerbated the challenges of working across University faculties. The program leadership of the Dean in establishing the concurrent teacher education program has supported positive change and enhanced OISE esteem across units involved with CTEP.

### **Recommendations**

Given the quality of the faculty and students and the established partnerships with educational boards, the Ministry of Education and other governmental agencies, the reviewers consider that OISE will continue to be seen over the short-term as an important leader in their educational fields. The reviewers were concerned about OISE sustainability and further development of excellence over the long-term:

- Establish opportunities to have direct communication of the Vice-President and Provost, Dean of the School of Graduate Studies, and OISE leadership with the faculty, staff and students in an effort to begin a process of dialogue on issues and aspirations.
- The Dean needs to develop a communication strategy that addresses the requirement to shape a robust academic plan that delineates priorities, addresses changing exigencies and mobilizes faculty, staff and students.
- As fiscal contextual factors such as budget reductions and multiple employment agreements enhances anxiety and a sense of helplessness within the academic community, OISE stakeholders need to be engaged in the development of a strategic planning initiative that specifies academic priorities within the context of the University’s 2030 Plan and multi-year fiscal constraints.
- To support enhanced engagement of OISE faculty and other relevant faculties at the University, assess current barriers, consider pilot initiatives to reduce barriers and provide incentive funding to encourage faculty to work outside their disciplinary silos.
- Support entrepreneurial efforts of faculty to build resources that promote program quality.
- Address its international strategy, identifying priorities and resources for research collaborations, program development, continuing education and student recruitment.

### **ADMINISTRATIVE RESPONSES:**



## Administrative Response to OISE Review

The reviewers identified OISE as a prestigious, unique and highly regarded educational institution that it is internationally recognized as a centre for excellence in research, teaching and third stream activity. We are committed to maintaining and enhancing OISE's strong reputation in all of these areas and agree that there is a deep commitment to quality and pride in OISE. The external reviewers' report will stimulate discussion when OISE moves into an academic planning exercise that will establish specific strategies for building on our strengths and addressing our challenges.

OISE strives to be an effective, interactive and collaborative learning community. Its tripartite mandate emphasizes excellence in initial and continuing teacher education, graduate programs and research, informed by a commitment to equity and an understanding of learning as a life-long activity that occurs in many contexts. The external review recognized many of the ways that the division successfully achieves its tripartite mandate, though the reviewers' comments focused more heavily on initial teacher education than on graduate programs and research. We had hoped for a fuller discussion of all three aspects of OISE's mandate, and the self-study and meeting schedule were designed to elicit discussion of the tripartite mandate.

We are pleased that the reviewers recognized the strengths of our undergraduate teacher education programs. As the reviewers noted, admissions to the BEd are very competitive, completion and success rates are excellent, student support is strong and student surveys provide the basis for consistent program renewal. While we would like a longer BEd with more time for practicum, the reviewers recognized that the program combines theory and practice well, using student cohorts as well as differentiated teaching teams involving scholars and practicing teachers. We agree that OISE is demonstrating excellence in finding ways to meet student needs across a diverse urban student population; this is just one of many ways that equity informs our work. We agree that the design and multidisciplinary nature of the Concurrent Teacher Education Program (CTEP) are innovative and reflective of best practices in teacher education. This program is the product of substantial collaboration across several divisions at U of T.

We are also pleased that the reviewers recognized that practitioners receiving professional degrees are well prepared and assume leadership roles, and that doctoral programs prepare academic scholars who assume faculty positions in prestigious universities nationally and internationally. While we understand that the mandate of the review did not extend to a detailed investigation of OISE's 12 graduate and 2 graduate collaborative programs (which are reviewed with their departments), we do wish that the reviewers had commented more extensively on several OISE-wide initiatives that were launched during the review period, including the implementation of the University's graduate funding commitment, OISE's response to provincial incentives for graduate expansion, the introduction of the flexible-time PhD, and new approaches to graduate student recruitment.

We also wish that the reviewers had spent more time discussing our initiatives and achievements in research, which include more targeted support for grant proposals, the funding of significant new infrastructure projects, the achievement of our *Academic Plan* goal of increasing research participation from 76% to 90% on a rolling three-year average, and coordinated efforts to demonstrate the value

and impact of OISE's scholarship to multiple external audiences. We are pleased that the reviewers recognized that our faculty are viewed as outstanding by other faculty across the University, students, and external stakeholders. We agree that faculty provide significant mentorship support to doctoral students and actively engage them in the conduct and dissemination of research during their programs.

The substance of OISE's accomplishments is strong and our partnerships with school boards and the government are close. The reviewers focused their concerns on communication, strategic planning and vision, governance and organizational climate and sustainability, which are all related.

The importance of clear, frequent internal communication in academic life is always very high. Over the review period, the division has faced major decisions with the new budget model, an end to mandatory retirement, shifting graduate expansion targets, new University requirements to support graduate students and constrained resources. These high stakes decisions render consultation and communication both more necessary and more challenging; OISE drew on existing fora and put in place new ones to facilitate effective consultation and communication throughout this period, in an attempt to reflect OISE's democratic and participatory culture.

Since the introduction of the new budget model, the division has struck a Budget Advisory Committee (BAC) with broad representation, from faculty, students, staff, and administration. The discussion is not, as the reviewers put it, "entirely driven by immediate fiscal challenges and provincial initiatives" without a strategic vision. Certainly, the new budget model has increased the community's awareness of the fiscal consequences of most of the things we do. However, BAC discussions explicitly look for ways to increase academic value when responding to financial and policy issues beyond the control of OISE. Directions in graduate student funding attempt to increase student experience by providing opportunities to teach and work on faculty research grants, as much as to save money. Program directions respond to academic strengths and community needs. While the discussions are confidential, in order to allow frank discussion and the sharing of sensitive budget information, memos outlining directions are sent to the community periodically. Communication strategies are discussed at each meeting.

A meeting of the dean, associate deans, Chairs and CAO takes place every two weeks to provide a forum for ongoing discussions of issues and strategic planning. The meeting is virtually never cancelled, the agendas, which are developed by the dean and associate deans with input from the Chairs, cover all the key planning and budget issues and the discussion is open. The Chairs consult on these issues at the department level, where each department has decided on its own mechanisms. In two departments, most decisions are taken in program rather than department meetings; in one department there is a representative council; in the other two, department meetings occur regularly.

The reviewers note that the division has responded to the previous external review and resisted across the board solutions to budget constraints, preferring a strategic approach to raising revenue, resourcing academic priorities and finding efficiencies across the Institute. The reviewers do not mention OISE's existing strategic planning document, the *Academic Plan, 2004-2009*, which arose out of an OISE-wide planning exercise conducted at the beginning of the review period, and which shaped many of the decisions made during this period (and which are summarized at the end of the self-study). The budgeting process

and the context have changed substantially since 2004, and the current external review is the beginning of a strategic planning process that certainly needs to happen. Following the University's recently announced approach to divisional planning in the context of its *Towards 2030* document, OISE will move forward with an academic planning exercise once the next dean has been appointed. This exercise will provide an explicit framework for ongoing strategic decisions.

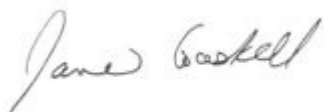
The composition and functioning of Faculty Council have been concerns for many years. In 2006, when some authority on graduate programs devolved to divisions, Council voted to become a representative assembly in order to ensure that quorum could be met and issues could be discussed with input from across constituencies. At least one town hall is mandated every year, to give the community an opportunity to get together and provide advice to the divisional administration. Finding structures that engage the community on a consistent basis has been difficult; while we need legitimate fora for discussions of controversial issues, faculty are busy with their teaching and research, and some (as the reviewers note) are happy that governance is appropriate and suitably unobtrusive. More than half of the faculty, student and staff places on Faculty Council remained unfilled, and the agenda of the next Faculty Council includes a discussion of decreasing the size in order to reach quorum. Governance will be part of the discussion during the strategic planning exercise.

The review was conducted, as the reviewers point out, at a time when an unpopular decision to suspend admissions to a doctoral program in history and philosophy of education had just been made by OCGS and accepted by the University. The review became an important avenue for some students and faculty to express their anxiety, distress and disenfranchisement. The dean, associate dean, research and graduate studies, and the Chair of the department that houses this program have communicated extensively with faculty and students regarding the future of the program, through email, a town hall, and several smaller meetings. To facilitate planning regarding the future of the program and the role of the humanities at OISE more generally, a working group focused on the humanities at OISE will begin meeting in 2010 with membership from across OISE and other faculty at U of T.

The reviewers note that the dean and her management team have seriously engaged with the challenge of leading a large and complex faculty of education through difficult economic conditions. OISE has made every attempt to "work smarter," rather than simply "work harder," in the face of stretched resources. In order to use OISE's fiscal resources more intelligently, a set of principles has been developed to utilize faculty research grants to meet the University of Toronto graduate student funding commitment; it is being implemented in Winter/Spring 2010. To support the entrepreneurial efforts of faculty to build resources that promote program quality, overhead rates for funded projects from non-federal entities are both transparent and sometimes waived. The tenure-stream workload at OISE is four half courses of teaching, with graduate student supervision, high research expectations and substantial service internally and externally. We agree both that there has been a genuine attempt to engage more tenure track faculty in initial teacher education, and that the balance between continuing faculty and seconded and contract faculty needs further thought and planning. At stake are both the quality of the initial teacher education programs, and the quality of faculty research and graduate programs. This balance could also form part of the discussion during the upcoming planning exercise.



The reviewers also voiced concerns regarding OISE collaboration and alignment. Working across silos has begun with CTEP and can be increased through innovative program planning, like the planning that will be undertaken by the working group on the humanities at OISE (described above). Several new collaborative programs (Educational Policy, Workplace Learning) have been initiated at OISE. Although an international strategy is in place, we agree that clarifying its priorities is important. Opportunities for strategic and coordinated collaboration within OISE and beyond will be discussed as part of the planning exercise.

A handwritten signature in cursive script that reads "Jane Gaskell".

Jane Gaskell  
Dean

February 2, 2010



February 10, 2010

Prof. Jane Gaskell  
Dean  
Ontario Institute for Studies in Education  
University of Toronto

Dear Jane,

Reviews of academic programs and units are critical to ensuring academic excellence at the University of Toronto and the reports provide us with vital information about our strengths and areas for improvement. This has been an insightful and timely external review of OISE and I am grateful to the reviewers for their insights and recommendations.

The reviewers commented that OISE is a prestigious, unique and highly regarded educational institution and that it is internationally recognized as a centre for excellence in educational research and teaching. Practitioners receiving professional degrees are well prepared and assume leadership roles. Doctoral programs were noted to prepare academic scholars who assume faculty positions in prestigious universities nationally and internationally. I am pleased to note that the reviewers indicated that they were satisfied that the undergraduate teacher education programs met the requirements of the Ontario College of Teachers and expectations for excellence in teaching at the University of Toronto. The design and multidisciplinary nature of the Concurrent Teacher Education Program was seen as innovative and reflective of best practices in teacher education.

The reviewers did, however, note that OISE faces some serious challenges warranting immediate attention, some of which were identified in the previous review. These concerns were summarized into five areas: communication, strategic planning and vision, governance and organizational climate, sustainability, and OISE/UT collaboration and alignment.

Your response to the review has begun the process of addressing these matters. It identifies actions taken with regard to some time-sensitive issues. I agree that the report will stimulate discussion during OISE's next period of academic planning and that it will be critical to establish strategies and timelines for building on strengths and addressing challenges.

I look forward to working with the OISE leadership to ensure that the report and your response to the report are implemented. You have worked tirelessly to promote and further OISE's aspirations and integration with the University. The next Dean will need to continue the trajectory and will be charged with working with the Faculty to develop its next academic and strategic plan within two years of his/her appointment.

Sincerely,

Cheryl Misak  
Vice-President and Provost

## REVIEW SUMMARY

<b>DIVISION/UNIT:</b>	<b>Factor-Inwentash Faculty of Social Work</b>
<b>DATE:</b>	October 21-23, 2009
<b>COMMISSIONING OFFICER:</b>	Vice-President and Provost Augmented Ontario Council for Graduate Studies (OCGS) review
<b>PROGRAMS OFFERED:</b>	
<b>Undergraduate</b>	n/a
<b>Graduate:</b>	Master of Social Work, MSW Doctor of Philosophy, PhD Graduate Diploma in Social Service Administration
<b>EXTERNAL REVIEWERS</b>	
<b>International</b>	Prof. Bruce Thyer, College of Social Work, Florida State University  <i>OCGS reviewers:</i> Prof. Carol Stalker, Faculty of Social Work, Wilfrid Laurier University Prof. Anne Fortune, School of Social Welfare, University at Albany, State University of New York
<b>PREVIOUS REVIEW DATE:</b>	1999
<b>SUMMARY FINDINGS AND RECOMMENDATIONS OF PREVIOUS REVIEW:</b>	<p>The Faculty is among the top schools in North America with a number of strengths:</p> <ul style="list-style-type: none"><li>• highly productive faculty</li><li>• quality of the doctoral program</li><li>• cutting edge, interdisciplinary research</li><li>• impressive facilities</li><li>• successful fundraising</li><li>• access to leading social work and social welfare programs in the Toronto area</li><li>• strong and vigorous relationships with practicing social workers and field practicum settings</li><li>• strong research and practice partnerships with other disciplines and with human service agencies in Toronto</li><li>• strong continuing education and alumni programs</li><li>• impressive retention and time to completion rates</li></ul> <p>Areas recommended for improvement included:</p> <ul style="list-style-type: none"><li>• the academic rigor of the MSW</li><li>• recruitment: diversity and size of the pool of applicants to the MSW, and increasing the number of international and out of province applicants</li><li>• structure and quality of the part-time program</li><li>• achieving the most efficient ratio of staff to faculty</li><li>• reviewing the teaching staff complement</li><li>• enhancing teaching quality, including better integration of research and professional activities into classroom teaching, minimum standards of class duration, and consistency of content across different sections of the same course</li><li>• increased and more efficient utilization of University resources</li><li>• student concerns about access to academic and career advisement</li><li>• access to support services for students with disabilities</li></ul>
<b>RECENT OCGS REVIEW:</b>	2009, Good Quality The site visit was coordinated with that of the Ontario Council on Graduate

Studies (OCGS) appraisal of graduate programs. This “augmented” external/OCGS appraisal allowed two OCGS consultants to focus on assessing OCGS criteria, while Prof. Thyer concurrently addressed the University’s Terms of Reference.

**ACCREDITATION**

Masters of Social Work, MSW, Canadian Association of Schools of Social Work (CASSW), 2005-12

**DOCUMENTATION PROVIDED TO REVIEWERS:**

*Terms of Reference*  
*OCGS Appraisal Brief, 2009*  
*Faculty Updates on Academic Plan 2004-2010, 2009*  
*Faculty Academic Plan, 2004 (Executive Summary)*  
*Faculty External Review Report, 1999*  
*Towards 2030: A long-term planning framework for the University of Toronto*

**CONSULTATION**

The reviewer met with the Vice-President and Provost; Dean, School of Graduate Studies and Vice-Provost Graduate Education; Vice-Provost Academic Programs; Interim Dean, Factor Inwentash Faculty of Social Work; Vice-Dean Programs, School of Graduate Studies; Director of the PhD Program, MSW Director, and Associate Dean Academic, Faculty of Social Work; deans of cognate university faculties; Chief Librarian; junior and senior faculty members; administrative staff; graduate students; representatives from the Faculty of Social Work Alumni Association; and members of the external community.

**FINDINGS AND RECOMMENDATIONS - OVERALL ASSESSMENT AND SPECIFIC ISSUES**

The reviewer considers the Faculty is among the top Social Work programs in North America and one of the most productive social work faculty in terms of publications in major journals in the field. Its programs are excellent; students expressed general satisfaction with their placement experiences. Student applications are high, and the demand for graduates is also strong, particularly outside the Toronto metropolitan area. The Research Institute for Evidenced-Based Social Work is leading the integration of research and practice and if emulated by other programs has the potential to positively affect professional social work education in the manner that medical education was revolutionized in the US and Canada. The morale among staff, students and faculty is high, that the endowment has strengthened the program, and new faculty hires have augmented the previously impressive cadre of professors. Some international graduates make significant contributions in their home countries, and the Faculty service programs combine pedagogy with social services to an admirable extent.

**Size, scope, quality and priorities of the Faculty’s education activities**

*Consistency of the programs with the general objectives of the University’s mission and with the standards, educational goals and learning objectives of the degree.*

The programs of the Factor-Inwentash Faculty of Social Work are excellent, nationally pre-eminent, and internationally competitive, although there still are some areas for improvement. The Faculty meets the high standards set out in the overall U of T planning framework for maintaining a research-intensive culture, academic rigor, and excellence of faculty, staff and students. The Faculty has a record of success in obtaining research contracts and grants.. Completed doctoral dissertations reflect a global influence, there are a number of on-going international faculty projects, and a respectable proportion of students, particularly PhD students, are from abroad. The program easily ranks within the top 10 in North America in terms of articles published by the Faculty authors and citations of those articles. Although enrolment in the MSW has increased by 50 students annually, admission to both the MSW and PhD programs remains competitive and the quality of students remains high.

*Quality of teaching, and evidence that research, professional activities and scholarships are brought to bear in teaching.*

The reviewer approves of the emphasis in the MSW program on the integration of research and practice in the classroom and in its practicum education through such initiatives as the Research Institute for Evidence-based Social Work. Institute seminars provide graduate students with a venue to present their work and bring together prominent scholars. There are numerous internships and positions in research projects available to MSW and PhD students. Graduate students author and co-author refereed journal articles.

The Ph.D. program materials did explicitly focus on the integration of research into practice and seems more oriented towards a traditional high quality research doctorate, and not as directly focused on the integration of research into practice as is the MSW program.

Faculty members are productive scholars and current research is infused in their teaching. Course evaluations indicate extremely high levels of student satisfaction with classroom instruction. Interviews with MSW students indicated general satisfaction with their placement experiences.

The reviewer noted that MSW students can fulfill their practicum requirements by completing a research internship through one of the numerous projects supported by the Faculty, and doctoral students are frequently provided with research positions on funded projects as a part of their overall financial aid package, or as part-time employment. A review of the viability of the thesis option for MSW students is underway in the Faculty. Other research experiences available to MSW students include an independent research/reading course with a faculty member.

*The quality of the educational experience provided to students beyond the classroom.*

This is difficult to credibly appraise for all social work programs across North America. Two year program MSW students complete two separate internships, while advanced standing MSW students complete only the second one. The first year internship is usually a fairly generic one and the second year placements are focused in one of the program's five areas of concentration (Children and their Families, Diversity and Social Justice, Mental Health and Health, Social Work in Gerontology, and Social Service Administration). One Professor is undertaking an innovative approach to measuring the quality of the students' practicum experiences (the Practice-based Evaluation Tool), and this will be very useful as the profession has long lacked good measures in this regard. Interviews with MSW students indicated general satisfaction with their placement experiences. The array of experiences provided to MSW students in the Toronto area is without parallel in Canada. The practicum experience available via the FIFSW cyber counseling program is a unique innovative experience.

### **Scope, quality and relevance of the Faculty's research activities.**

The scope of research is very wide-ranging, and the quality is high, as evidenced by the success of the faculty and graduate students in publishing their work in peer-reviewed professional and scientific journals, as well as by their success in obtaining highly competitive council research grants. The Faculty leads Canada with respect to research activities, and all but a handful of programs in the USA.

The reviewer encourages the faculty to consider a greater level of investment in "intervention research", planned evaluations of the outcomes of existing and newly developing social service programs and policies. The titles of Ph.D. theses completed since 2004 indicate an almost exclusive focus on the academic study of people with various psychosocial issues, and only one project appeared to be an outcome study of whether or not clients who received a particular program benefited from such services. The reviewer suggests that the Faculty could take the lead in promoting intervention research studies

within Canada, “focusing on *olving* psychosocial problems, not just their academic study, often with little direct applications to practice.”

The reviewer recommends that tenured or tenure-earning faculty who are citizens of the USA be encouraged to apply for research grants from USA funding sources, especially federal USA agencies.

MSW students are able to complete a research practicum in lieu of one that involved direct practice with clients, and students can potentially graduate with the MSW and become a Registered Social Worker in Ontario without any practice experience at all. The reviewer suggested that students be advised that if they have plans to engage in direct practice, then they should select a practice-based internship.

### **Scope and nature of the Faculty’s relationship with cognate academic departments and units at the University of Toronto.**

The reviewer notes that the Deans of Law and Nursing – faculties that have combined degree programs with Social Work – had very positive appraisals of the Faculty, and suggests that consideration could be given to further combined programs, such as MSW/MBA or MSW/MPH programs. The Faculty participates in an array of collaborative and interdisciplinary programs in areas such as addiction, aging, bioethics, ethnic and pluralism studies, health care, sexual diversity, woman and gender studies, and community development. Faculty members are linked to other university academic divisions, as well as with local hospitals, the Center for Addiction and Mental Health, community agencies, and other universities. One example of a successful partnership has been the cyber-counselling initiative which provides services to students attending St. Michael and Victoria colleges. Outside experts in an array of disciplines are regularly come to the Faculty to provide seminars, training, and guest lectures on research and practice topics.

### **Scope and nature of the Faculty’s relationship with external government, academic and professional organizations**

The Faculty is a major player with a number of professional organizations and agencies through student internships, faculty research in host agencies, and consultations with the provincial and federal governments. The stakeholders the reviewer met with provided consistently positive feedback on the role of the Faculty as “a major resource for MSW practitioners, for consultation and technical assistance in dealing with local issues, as a resource for continuing education and professional development, and as responsive to community needs.” An example of this is the new graduate diploma in Social Service Administration, which emerged at the request of community agency need and will help organizations obtain properly prepared administrators.

### **Appropriateness and effectiveness of the Faculty’s organizational and financial structure.**

“The Faculty has been well served by a succession of highly competent Deans who have consistently moved the program in the direction of greater quality.” The current organization structure seems to be working well. The reviewer suggests strengthening the role of the Associate Dean, Academic so that the Dean can have more time for university-wide issues and external relations.

Although space has been a long term problem, the Factor-Inwentash endowment agreement stipulates that the Faculty be provided more space, and this promise is being fulfilled with some additional space being recently allocated, and longer terms plans in place to occupy additional building space currently occupied by other U of T units. The new Dean should be sure to follow-up on seeing that these promises are fulfilled. Information technology and library resources are of high quality.

The reviewer suggests that consideration be given to offering on-line courses using the Blackboard instructional platform. This may be a pragmatic way to alleviate some of the scheduling and space pressures.

Consideration should also be given to building an endowment specifically dedicated to supporting faculty and doctoral student research, perhaps by naming the Research Institute for Evidence-based Social Work, or other readily identifiable aspects of the program.

#### **Quality of the Faculty's vision and its long-range plan.**

The Faculty's vision is "outstanding, perhaps comparable to only one or two other programs...Its focus on the integration of research into practice is a theme consistent with forward-thinking elements within the profession, and if emulated by other programs, perhaps has the potential to positively affect professional social work education to the same extent that the Flexner report revolutionized medical education in the US and Canada in the early part of the 20<sup>th</sup> century." Morale among the faculty, students and staff seems high, and the FI endowment has greatly strengthened the program. The reviewer considered the program to be a "wonderful asset to the University of Toronto, the city, the province, and the country... Provincially the social work profession is being strengthened by new legislation legally regulating the practice of psychotherapy and this will make the MSW an ever-more-attractive graduate degree. There is a serious shortage of Ph.D. level social workers to fill the demands of the academy, of government, and the practice sector, and the doctoral program should continue to do well. It is to be hoped that the new Dean will be supportive of existing positive initiatives, as well as bring new insights into the administration of the program. The existing vision for the future of social work at the University of Toronto is an excellent one, fully compatible with the long term plans of the university as a whole."

#### **ADMINISTRATIVE RESPONSES:**

January 25, 2010

Professor Cheryl Misak  
Provost, University of Toronto

Dear Cheryl,

On behalf of the Factor-Inwentash Faculty of Social Work (FIFSW), we are delighted and wish to thank the reviewer for his positive and constructive augmented external-OCGS review of the Faculty in October 2009. The review credited the Faculty with many achievements. In response to your request, I am providing my administrative response to the report, in particular to the identified issues and recommendations.

*Suggestion that consideration be given to examining the structure of the administrative team and possibly strengthening the role of the Associate Dean*

In the next three to six months I plan to conduct a review and restructuring of the administrative structure. I will review the job descriptions, and will consult with U of T human resources, with Deans of similar size faculties at the University and with schools of social work in comparable universities. In this process, I will develop principles for restructuring. For example, the administrative organizational structure should be based on educational programs to ensure that the student experience is consistent and of the highest quality. I will involve the Associate Dean.

*Recommendation to review the thesis and research practicum options at the MSW level as these are not required for accreditation and may undermine opportunities to develop competence in direct practice*

#### The thesis option

The reviewer's recommendation regarding the thesis option corresponds with the Faculty's plans. In the September 2009 Factor-Inwentash Academic Plan Update I identified the thesis option in our MSW program as a continuing challenge and noted that the Faculty would review the thesis in order to make recommendations about whether and how to offer this option effectively. Barriers to students selecting the thesis option include the fact that the program is a professional focused masters program, the limited availability of faculty to supervise the thesis, and the additional demands required for a student to complete the thesis. MSW theses are not typically required in North American social work programs.



The Faculty is currently in the process of reviewing the thesis option. We have examined this option within Canadian schools of social work and comparable schools of social work in the US. Although the MSW thesis is often not offered as an option, we plan to develop and review an alternative to the thesis that will be available in the 2010-2011 academic year and that has two options: 1) a special studies course that will provide students with the competencies they would acquire by completing a thesis; and 2) a thesis option available to a maximum number of students per year if they meet identified criteria and if there is a faculty member available to supervise the thesis. It will be made very clear to students that the thesis option will require demands and time in addition to the requirements to complete the MSW program. The current research offerings, which were noted by the reviewer, such as the independent research/reading course will remain options for students to gain research knowledge and skills.

### The Research Practicum

The research practicum option is intended for year two MSW students who request this as a placement. These students are clearly informed of the implications, which are that this practicum will not prepare them for direct practice and that if they are interested in direct practice this option is not preferred. Year one students however, are typically provided with a practicum that is practice related, most often in direct practice and in significantly fewer cases in policy. In the next six months we plan to review the research practicum to ensure that students graduate with optimal practice experience.

Please let me know if you need anything else.

Sincerely,



Faye Mishna  
Interim Dean and Professor



February 10, 2010

Prof. Faye Mishna  
Dean  
Factor-Inwentash Faculty of Social Work  
University of Toronto

Dear Faye,

Reviews of academic programs and units are critical to ensuring academic excellence at the University of Toronto and the reports provide us with vital information about our strengths and areas for improvement. This is clearly a very positive external review and I welcome the reviewers' enthusiastic endorsement of changes made in the Factor-Inwentash Faculty of Social Work in recent years.

I am very pleased to see that the reviewer considers the Faculty to be among the top Social Work programs in North America and the fifth most productive social work faculty in terms of publications in major journals in the field. The reviewer notes that the Research Institute for Evidenced-Based Social Work is leading the integration of research and practice and, if emulated by other programs, has the potential to positively affect professional social work education in the manner that medical education was revolutionized in the US and Canada. The reviewer notes that the morale among staff, students and faculty is high, that the endowment has strengthened the program, and that the new faculty hires have augmented the previously impressive cadre of professors.

In your decanal response, you have responded to the concerns raised by the external review report including examining the structure of the administrative team, reviewing the thesis and research practicum options at the MSW level, and reviewing the role of the research practicum within the MSW program.

The Faculty has clearly begun to formulate action plans to address the issues raised by the reviewers. Careful thought and consideration have been given to their report that will serve the Faculty well in preparing its next academic plan.

Sincerely,

Cheryl Misak  
Vice-President and Provost

## Divisional Reviews

## REVIEW SUMMARY

<b>PROGRAM/UNIT DIVISION</b>	<b>Department of Materials Science and Engineering</b> Faculty of Applied Science and Engineering
<b>DATE:</b>	June 26 – 27, 2008
<b>COMMISSIONING OFFICER:</b>	Dean, Faculty of Applied Science and Engineering
<b>PROGRAMS OFFERED:</b>	
<b>Undergraduate</b>	Bachelor of Applied Science, BAsC
<b>Graduate</b>	Master of Applied Science, MASc Master of Engineering, MEng Doctor of Philosophy, PhD
<b>EXTERNAL REVIEWERS</b>	
<b>International</b>	Prof. Tresa Pollock, L.H. F.E. Van Vlack Professor, University of Michigan Dr. Robert Shull, Magnetic Materials Group Leader, National Institute of Standards and Technology (NIST) Prof. Alan W. Cramb, J.H. Clark and Edward T. Crossan Professor and Dean of Engineering, Rensselaer Polytechnic Institute
<b>Canadian</b>	
<b>PREVIOUS REVIEW DATE:</b>	1999
<b>SUMMARY FINDINGS AND RECOMMENDATIONS OF PREVIOUS REVIEW:</b>	<p>The Department was “first class” and top in Canada and “(in its chosen areas) within the top ten in North America. The Department compared well in both teaching and research. It had achieved international acclaim in chemical and pyrometallurgy, microscopy and grain boundary engineering. It competed well with top materials departments (e.g., MIT, Cambridge, Illinois and Michigan.) However, the Department was considered too small to teach the breadth of its curriculum, and research in areas of polymers and ceramics. The reviewers felt that if the Department should broaden its research base to the entire materials field.</p> <p><i>Undergraduate:</i> High school recruitment should be expanded with an aggressive marketing campaign and recruitment champion. Undergraduate laboratories should be modernized.</p> <p><i>Graduate:</i> The Materials Institute (or an equivalent) should be re-launched.</p>
<b>RECENT OCGS REVIEW:</b>	2008, Good Quality
<b>ACCREDITATION</b>	Materials Engineering BAsC / Minerals Engineering BAsC, Canadian Engineering Accreditation Board (CEAB), 2009-13
<b>DOCUMENTATION PROVIDED TO REVIEWERS:</b>	Terms of Reference Self-study, Department of Materials Science and Engineering MSE Strategic Plan 2004-2010 and Update MSE Faculty Members CV's from the 2008 OCGS Review MSE Survey-University Materials Council 2007 - U of T Provost's Guidelines for review of academic programs and units
<b>CONSULTATION PROCESS:</b>	The reviewers met with the Dean, Chair, faculty members, undergraduate and graduate students, administrative staff, and cognate chairs and faculty, the University Vice-Provost Planning and Budget and Assistant Vice-President Research.

## **FINDINGS AND RECOMMENDATIONS - OVERALL ASSESSMENT AND SPECIFIC ISSUES:**

The Department of Materials Science and Engineering continues to offer one of Canada's leading programs in Materials Science. The department is in the midst of transforming its focus on traditional Canadian industrial strengths to taking a "leading role in the development of new and innovative technological developments" while retaining its traditional strengths.

Faculty members are dedicated to teaching, offering several undergraduate tracks of study at the undergraduate level and supporting programs in other departments. However, the reviewers recommended a curriculum review would be timely, with a focus on fundamental courses rather the electives, and requiring students to take chemistry and statistics courses from the Faculty of Arts and Science rather than offering these courses within the Department.

The reviewers concluded that the department "must develop a new strategic plan that develops clear objectives for the next five to ten years that will result in the department becoming recognized by other top Materials Departments as one of the world's top ten departments. Part of this plan must be a focus on the research directions of the faculty. Clearly defined areas of excellence that will distinguish this department from others worldwide must be developed."

### **Undergraduate Program**

The reviewers lauded faculty members' dedicated to undergraduate teaching and attempts to offer many tracks of study at the undergraduate level. Although there is a perception by faculty that their teaching assignments are too high at the expense of their research priorities, the reviewers concluded that this perceived load is in part "self-inflicted" and "curriculum prioritization is necessary". The reviewers recommended that the curriculum be updated to:

1. focus on more fundamental courses
2. reflect the current research developments within the department
3. reduce the number of electives
4. require students to take classes in chemistry and statistics (for example) from the Faculty of Arts and Science, rather from the Materials Science and Engineering Department
5. prepare students for a career that will be dynamic rather than static (with one industry sector).

The undergraduate laboratories are "strongly in need of renovation and equipment updates to match a modern materials curriculum". The reviewers commented that the proposal to develop a world class nano-characterization facility should be supported by the Faculty of Applied Science and Engineering, as this in conjunction with a revised curriculum, may solve many of the laboratory issues in the undergraduate program.

Given students' expressed enthusiasm for the program, the reviewers were surprised to find that the department's undergraduate retention rates appear to be lower than those of the Faculty overall. They suggest that a careful study be conducted to understand this trend and to improve retention. The undergraduate program size is "commendable and efforts should be made to ensure that the undergraduate class size of between 50 and 60 is maintained."

The current curriculum focus on nano science and technology taught within the Engineering Science Program is well regarded and the reviewers suggest that it is an "excellent example" for curriculum future directions. The reviewers stressed that the department focus on the overall fundamental expertise and tools students will require upon graduation. The reviewers also recommended that the "Communications" courses be substituted with written projects in existing courses in order to better connect writing to topics being taught in courses.

The reviewers considered the many opportunities students have to get involved in research projects and the major research requirement of their senior years is a strength of the undergraduate program.

## **Graduate Program**

The reviewers were surprised that the department did not have an up-to-date strategic plan that “clarified the role of undergraduate and graduate education within the department.” The reviewers noted that research is a faculty strength that is supported by master’s and doctoral student research. The department has internationally-recognized strengths in the areas of nano-materials, electronic materials and materials processing. These must be better communicated within and outside the department and they must be developed and incorporated into the department’s strategic plan. The development of a future nano-materials characterization lab will be a key to future success for the department, and new space will need to be identified and funded.

The reviewers suggested that a set of core courses be developed for the MS and PhD programs because as the study of materials science broadens, it is important that graduate students “are broadly educated in the fundamental tenets of the Materials paradigm or at least have knowledge of the major materials types and their application.” Alternatively, they suggest that a series of qualifying exams in the core topics could show sufficient student competency in this area. The reviewers reported that there is concern that the quality of graduate students could be higher if a greater stipend was offered.

## **Faculty Members**

As noted above, the recommendation for a review and restructuring of the curriculum can result in an improved curriculum as allowing faculty members to increase their research productivity. The recommended development of a new strategic plan with the identification of a few “targeted areas of research” will lead to greater world-wide recognition of the department. This plan should include strategic and measurable indicators that can be used to assess both department and faculty performance. The reviewers encouraged the development of the nano- and electronic-materials research as well as the nano/bio/materials interface.

The reviewers commented that the faculty members “gender and cultural diversity is somewhat limited” and there has been a “strong history” of hiring from within the University. They recommended that future hiring should include consideration of the criterion of “diversity of intellectual thought” and gender diversity should be encouraged to ensure a better balance of the faculty.

## **The Department Future**

“The broadening of materials science and engineering and its acceptance into other departments in engineering is a mark of its success as an area, but it is also a major future issue for all Materials departments as the individual identity of Materials as a separate entity becomes more diffuse.” The reviewers further noted that is important for the department to not only lead Materials efforts but also to “act as a bridge between departments to ensure that the total Materials effort within the university is recognized.” The department should continue to establish strong international links and collaborations. In order to be prominent world-wide, the department needs to “continually develop and upgrade world class facilities that allow unique research. This means one must be able to synthesize and characterize new materials and improve the properties of existing materials.” In order to be successful, investment also needs to be made in technical staff to run these facilities and equipment. Searches for faculty members should be international in scope with a goal of hiring “only the best”.

## **ADMINISTRATIVE RESPONSE:**



UNIVERSITY OF TORONTO  
FACULTY OF APPLIED SCIENCE & ENGINEERING

*Cristina Amon, Dean*

November 19, 2009

Professor Cheryl Regehr  
Vice-Provost, Academic Programs  
University of Toronto  
27 King's College Circle

Dear Cheryl,

Thank you for your letter of October 23, 2009 regarding the June 2008 External Review of the Department of Materials Science and Engineering (MSE). We consider the external review an important opportunity to critically reflect on the strengths, opportunities and future plans for our academic units and for the Faculty as a whole. We take great pride in the programs offered in the Department of Materials Science and Engineering and in its national and international recognition, and we look forward to strategically planning for future growth based on its many strengths.

I write in response to the reviewers' recommendations and to update on progress already initiated since the visit. For ease of reading, a summary of each major issue identified in the review is followed by the Faculty's administrative response.

- 1. The reviewers concluded that the department "must develop a new strategic plan that develops clear objectives for the next five to ten years that will result in the department becoming recognized by other top Materials Departments as one of the world's top ten departments. Part of this plan must be a focus on the research directions of the faculty. Clearly defined areas of excellence that will distinguish this department from others worldwide must be developed." The Department's current strengths must be better communicated within and outside the department and they must be developed and incorporated into the department's strategic plan. This plan should include strategic and measurable indicators that can be used to assess both department and Faculty performance. The reviewers encouraged the development of the nano- and electronic-materials research as well as the nano/bio/materials interface.*

Administrative response:

The reviewers noted surprise that the Department did not have a Strategic Plan, however the Department of Materials Science and Engineering does have a Strategic Plan in place representing the time period 2004 - 2010 and it was provided to the External Reviewers as part of the documentation package for their visit in June 2008.

Moving forward, the Faculty of Applied Science and Engineering has initiated our Strategic Planning process. An integral part of this is to develop a framework for the Faculty-level document. The framework is being finalized to be provided to Departments and Institutes for the development of their respective Strategic Academic Plans. In the early part of 2010, the Department of Materials Science and Engineering will proceed with the development of a comprehensive Strategic Academic Plan that will take effect in the latter part of 2010. The Plan

will encompass many of the recommendations noted by the External Reviewers including, but not limited to:

- Carefully considered strategic direction and goals; the Reviewers indicated it would be reasonable to be recognized in the top ten departments internationally
  - Setting clear objectives for undergraduate and graduate activities
  - Establishing research directions
  - Defining areas of excellence
  - Metrics to measure success and growth
  - Development of facilities to provide excellence at undergraduate and graduate levels
  - Planning for faculty hiring to increase gender, cultural and research diversity
2. *The reviewers recommended a curriculum review would be timely, with a focus on fundamental courses rather than electives, and requiring students to take chemistry and statistics courses from Arts & Science rather than offering these courses within the Department. The reviewers also recommended that the “Communications” courses be substituted with written projects in existing courses in order to better connect writing to topics being taught in courses.*

Administrative response:

The Department’s curriculum committee has expanded and refocused to consider the Reviewers’ recommendations on prioritization and focus on fundamental courses. The issue of integrating communications aspects into existing courses does present some difficulty from an accreditation perspective. In the accreditation review conducted by the Canadian Engineering Accreditation Board, each undergraduate course is weighted on no more than 2 of the five designated areas of Engineering Design, Engineering Science, Basic Science, Mathematics, and Complementary Studies (including communications). For courses whose rating is based on design and basic science, adding a communications component will not be credited in the overall accreditation review. Were the Department to substitute the stand-alone communications courses (MSE 290 and MSE 390) the accreditation of the materials science program could be jeopardized. Nevertheless, the Department is actively working with the Engineering Communication Program within the Faculty to begin integrating some of the communications aspects of MSE 290 and 390 into other MSE courses. However, there is no current plan to eliminate MSE 290 and 390.

3. *Given students’ expressed enthusiasm for the program, the reviewers were surprised to find that the department’s undergraduate retention rates appear to be lower than those of the Faculty overall. They suggest that a careful study be conducted to understand this trend and to improve retention.*

Administrative response:

The Department is addressing the retention rates in a number of ways. The Introduction to Materials Science course (MSE101) has been revised to enhance student engagement by expanding lecture demonstrations, adding TA’s to support smaller lab groups, and revising labs for more a better “hands-on” experience. These changes, implemented in Fall 2009 have been very well-received among first-year students thus far. In addition, students have an opportunity to voice their input and suggestions through a new Student Council aimed to improve the overall student experience.



- 4. The current curriculum focus on nanoscience and nanoengineering taught as one of the eight Options within Engineering Science Program is well-regarded. The reviewers suggest that it is an “excellent example” for the Department’s future directions in curriculum for all Materials Science and Engineering students. The reviewers stressed that the department focus on the overall fundamental expertise and tools students will require upon graduation.*

Administrative response:

The Department of Materials Science and Engineering concurs with the reviewers’ statement regarding nanoengineering as one future direction for the MSE curriculum. Indeed, the Engineering Science nanoengineering option was created based on the nanoengineering expertise that exists within the Department of Materials Science and Engineering, and is delivered primarily by faculty in MSE. Currently, students enrolled in the materials engineering program have the opportunity to take a selection of the courses offered through the Engineering Science nanoengineering option. The Department will track and evaluate student success in these courses over the next 2 years to determine if this is an effective way of delivering nanoengineering content in the materials engineering curriculum.

- 5. The reviewers suggested that a set of core courses be developed for the MS and PhD programs because as the study of materials science broadens, it is important that graduate students “are broadly educated in the fundamental tenets of the Materials paradigm or at least have knowledge of the major materials types and their application.” Alternatively, a series of qualifying exams in the core topics could show sufficient student competency in this area.*

Administrative response:

The Department recognizes the need for establishing a set of core courses within the graduate degree programs, and will develop a plan to move in this direction as part of the Strategic Planning exercise. In addition, the Department will examine the need to develop a set of required courses for graduate students that come with degrees other than Materials Science.

- 6. The reviewers reported that there is concern that the quality of graduate students could be higher if a greater stipend was offered.*

Administrative response:

Stipends currently being offered to MSE graduate students are equivalent to graduate stipends offered in all of the graduate programs within the Faculty of Applied Science and Engineering. The resources to offer increased stipends, on par with our peers in the U.S., do not currently exist.

- 7. The reviewers commented that the faculty members “gender and cultural diversity is somewhat limited” and there has been a “strong history” of hiring from within the University. They recommended that future hiring should include consideration of the criterion of “diversity of intellectual thought” and gender diversity should be encouraged to ensure a better balance of the faculty. It was stated that searches for faculty members should be international in scope with a goal of hiring “only the best”.*

Administrative response:

A primary objective of the Faculty of Applied Science and Engineering is to achieve a more balanced level of diversity, particularly gender diversity, among academic staff. To this end, the Faculty created a new position, Assistant Dean, Academic HR and Diversity, and hired an individual for this role in September 2008. As part of the mandate for the Assistant Dean, proactive recruiting targeted at minority groups, is becoming an integral part of hiring practices across the Faculty. The Department acknowledges the low percentage of female academic staff (7.1%) as compared to the percentage of female academic staff within the entire Faculty (15.6%). However, given the small size of the department, this numerical deficiency reflects a shortfall of just one female faculty member. While the Department's financial situation will not accommodate recruitment of new faculty in the near future, the issue of increasing diversity will be a part of the long-term Strategic Plan.

8. *It was concluded that in order to be prominent world-wide, the department needs to "continually develop and upgrade world class facilities that allow unique research. This means one must be able to synthesize and characterize new materials and improve the properties of existing materials." In order to be successful, investment also needs to be made in technical staff to run these facilities and equipment.*

Administrative response:

Funding remains a critical factor in the ability of the MSE Department to develop and upgrade high calibre research facilities. Faculty members continue to submit large-scale, multiple PI grant applications to funding agencies, including the Ontario Research Fund (ORF) and the Canada Foundation for Innovation (CFI). In June 2009, a proposal led by Professor Uwe Erb was awarded a \$7.3 M grant from the Ontario Research Fund for Research Excellence (ORF-RE) to launch the Centre for Nanomaterials in Manufacturing Innovation (CNMI) at the University of Toronto. The interdisciplinary centre will work in collaboration with McMaster University and 9 private sector partners to develop nanomaterial-enabled products for the Ontario manufacturing sector. A portion of this grant is designated to support highly trained technical staff.

Additionally, in September 2009 the Faculty officially opened a \$6.5 million Electron Beam Nanolithography Facility as part of the Emerging Communications Technology Institute. This facility greatly enhances the nanotechnology research capacity, not only within the MSE Department, but across all disciplines of the Faculty.

9. *The undergraduate laboratories are "strongly in need of renovation and equipment updates to match a modern materials curriculum". The reviewers commented that the proposal to develop a world class nano-characterization facility should be supported by the Faculty of Applied Science and Engineering, as this in conjunction with a revised curriculum, may solve many of the laboratory issues in the undergraduate program.*

Administrative response:

As a result of the comments from the External Reviewers, renovating and upgrading the first-year laboratories in MSE and the establishment of a Nanoengineering Laboratory are currently a central part of the Faculty's approved priorities for fundraising. The undergraduate laboratory issue is particularly important to MSE because it is the only Department in the Faculty to deliver

a first-year laboratory course (MSE101). This course is taken broadly across the Faculty by students in Chemical Engineering, Civil Engineering, Industrial Engineering, Materials Engineering, Mechanical Engineering and Mineral Engineering. The Department is presently evaluating ways in which the laboratory experience in MSE101 can be appropriately transferred to APS104: Introduction to Materials and Chemistry, which is part of the curriculum for students in Track One, Electrical Engineering and Computer Engineering. Consequently, addressing this concern is of the utmost importance to the Department and the Faculty.

We look forward to the continued development of the future directions of the Department of Materials Science and Engineering which, in the words of the external reviewers, “is one of Canada’s leading programs in Materials Science”.

Sincerely,



Cristina Amon

## REVIEW SUMMARY

<b>PROGRAM/UNIT DIVISION</b>	<b>Criminology Undergraduate Program</b> Woodsworth College, Faculty of Arts and Science
<b>DATE:</b>	May 29, 2009
<b>COMMISSIONING OFFICER:</b>	Dean, Faculty of Arts and Science
<b>PROGRAMS OFFERED:</b> Undergraduate	Bachelor of Arts, BA, Criminology: Spec, Maj
<b>EXTERNAL REVIEWERS</b> <b>International</b>	Prof, Simon A. Cole, Vice Chair and Associate Professor, Department of Criminology, Law & Society, University of California, Irvine
<b>Canadian</b>	
<b>PREVIOUS REVIEW DATE:</b>	Part of Provostial review of Woodsworth College, 2007
<b>SUMMARY FINDINGS AND RECOMMENDATIONS OF PREVIOUS REVIEW:</b>	<p>The program is considered to be the broadest and most interdisciplinary program of its kind in North America. Admission is quite competitive.</p> <p>The graduate Centre of Criminology and the Woodsworth College program are excellent. The continuing relationship between Woodsworth and the Centre is vital to both identities and contributions to the university.</p> <p>One important challenge that faces the Woodsworth Criminology program is to ensure the majority of Criminology courses taught by core faculty at the Centre or other tenure-stream faculty. The faculty complement at the Centre must remain stable. The next Principal may wish to consider having a faculty member in the role of undergraduate coordinator/adviser when the position becomes vacant. Such a faculty member would possess greater expertise in the area of curriculum development and undergraduate advising.</p> <p>The new Principal should work closely with the Centre to ensure that the relationship between it and the College continues to thrive and evolve, especially in light of its upcoming physical move.</p>
<b>DOCUMENTATION PROVIDED TO REVIEWERS:</b>	Self-Study Terms of Reference Program catalog University Guidelines for conducting reviews Latest issue of the Centre of Criminology's in-house newsletter
<b>CONSULTATION PROCESS:</b>	The reviewer met with the Vice Dean of the Faculty of Arts and Sciences, the Principal of Woodsworth College, and the Criminology Program Director, members of the Undergraduate Review Committee, graduate and undergraduate students, the Director of the Centre of Criminology, the Director of the Criminology Library, and faculty members.

### FINDINGS AND RECOMMENDATIONS - OVERALL ASSESSMENT AND SPECIFIC ISSUES:

#### Structure, Content and Quality of the Program

The reviewer concluded that the criminology program is of "excellent quality" with excellent faculty members and teaching staff and an appropriate content and curriculum. The undergraduate students were "universally enthusiastic" about their instruction

The program is relatively unstructured except for two appropriately required year-long courses that allow students and instructors in upper level courses to assume a fairly substantial body of knowledge about both criminology and law. The reviewer noted that unstructured programs are the norm for criminology as a result of its interdisciplinary nature.

The reviewer considered the program's curriculum and made a specific recommendation that the program faculty should consider converting the second year Criminal Procedure course to a 300-level elective course, replacing it with a new general course on law and society.

### **Program Administration and Governance**

The program is administered by a full-time "experienced, knowledgeable, dedicated and capable Program Director" that effectively and efficiently handles administrative tasks.

The reviewer recommended that Centre faculty should be more involved in curricular decision-making, such as matters related to enrollment levels; the appropriate balance between large and small classes; curriculum design, course and admission requirements, and curriculum renewal. These matters will require careful thought and require greater input from faculty. For example, the reviewer did not consider that a permanent position of a "director of undergraduate studies" was required, suggesting instead that faculty periodically revisit curricular policy through the creation of ad hoc working groups.

The program is at a good point in time for curriculum review to consider matters such as: the major requirements; enrollment levels and practices, the balance between effective utilization of resources and creation of a small group experience; and how to respond to the need for more 400-level courses.

It was noted that the sessional instructors are selected and supervised by the Program Director. The reviewer considered that the program is fortunate is having a Program Director who is qualified to make such decisions. However, the program should discuss whether faculty members should have greater responsibility in selection and supervising the program sessional instructors

### **Marketing the Program and its Graduates**

The reviewers observed that, given that the criminology program is very popular with undergraduate students and selective in its admissions, there is little need for additional student recruitment. The reviewer suggested that the program provide more information to current students in terms of their future plans, providing information on the possible vocational careers that could be available to graduates (based on criminology program alumni information). Such a process would not only allow faculty and administrators to have a better understanding of what students do with a degree in criminology, it would also "better inform the faculty about what training would best fit the vocational as well as the intellectual needs of their students". Such career information would better inform current students and graduates as to range of available vocational options. The reviewer recommended a "system for tracking the vocational careers of alumni should be created, and the information should be made available to both faculty and current students."

Although students were positive about the program itself, they noted a "general lack of opportunities for engagement with the off-campus world while still at university." Students noted the absence of an active internship program in criminology, for example, finding this disappointing because several sessional instructors appear to be engaged in interesting work outside the university. The reviewer suggested that the development of an optional internship program may expand the educational scope of the program while also preparing students for careers and to establish their professional, and their own student, networks. Students also noted they would benefit from more practitioner guest lecturers (attorneys, judge, wardens, etc.) and from field trips to sites like courts and prisons. The reviewer recommended that "creative consideration should be given to innovative ways to smooth students' transition from university to post-university life. Such innovations might include internships; greater interactions with practitioners, especially alumni; participation in research; or other possibilities.

### **Facilities and Support Staff**

The reviewer commented that the program has the “unusual asset” of a standalone library devoted to criminology. The collection of criminology resources and materials and dedicated staff with specialist expertise in criminology as well as a separate space for students to read, study, and do research, should be preserved.

### **Future Directions**

The reviewer reflected on the options explored in the program self-study regarding the restructuring introductory courses. However, the reviewer noted that neither option outlined in the self-study “resonated with the reviewer’s discussion with the faculty” who seemed to prefer the status quo with respect to reconfiguration of the introductory courses. The reviewer commented that “although the self-study correctly notes the desirability of having core faculty teach fourth-year courses, it also seems that under the current system the students derive great benefit from the program’s current policy of staffing its introductory courses largely with core faculty rather than temporary instructors. Overall, it seems that the students are generally well served by the current requirements.”

However, the reviewer did consider that changes in the third- and fourth-year courses will be necessary and that the proposal to convert some third-year courses into fourth-year courses seemed “eminently sensible”. The program should avoid the offering of undersubscribed fourth-year courses.

The reviewer concluded that “the University of Toronto criminology program seems to be thriving” and with some attention to the curriculum matters noted in the review it should be well poised to continue its record of excellence into the future.

### **ADMINISTRATIVE RESPONSE:**



5 February 2010

Professor Cheryl Regehr  
Vice-Provost Academic Programs  
Simcoe Hall, Room 225  
University of Toronto

Dear Cheryl:

**Re: Review of the Program in Criminology Administrative Response**

The Dean of the Faculty of Arts & Science and the Principal of Woodsworth College are very encouraged by the positive review of the College's undergraduate program in Criminology. The reviewer's recommendations lie primarily in three areas, all of which the College is happy to address.

1. An 'evolving' curriculum

The College recognizes the validity of the reviewer's comment that the program's curriculum has 'changed' rather than 'evolved,' and in the context of the Faculty's ongoing Curriculum Review and Renewal initiative, undertakes to make substantial revisions to its curriculum to address the reviewer's specific recommendations. These include: splitting the present introductory course 'Introduction to Criminal Law and Procedure' into two half courses, a 200-level course in 'Introduction to Criminal Law' and a 300-level elective half course, as well as adding a 200-level half course in some aspect of Law and Society. A new proposal going forward to the Curriculum Review Committee will propose a second-year program of four half courses, each taught by core tenure-stream faculty from the Centre of Criminology. In addition, the third- and fourth-year programs will be restructured in line with the Faculty's new program requirements. This restructuring will increase the enrolment in two fourth-year half-courses, each of which now has 10-12 students. We will specifically consider the question of the extent to which it will be possible to have most upper-level courses taught by core faculty, and the College proposes that these decision be made on a course-by-course basis rather than having, say, all second- and fourth-year courses taught by core faculty.

2. Faculty involvement in program decisions

We strongly support the reviewer's recommendation that Centre of Criminology faculty be actively involved in academic decisions regarding both program governance and curriculum. To this end the College has established an ongoing Criminology Curriculum Committee which will oversee enrolment policies and class size, as well as

.../2

recommendations concerning the hiring of sessional instructors where necessary. This Committee will have representatives from both the Centre of Criminology and the College, and will report to the Woodsworth College Council on a regular basis.

3. Vocational advising and external relations

The Woodsworth College Alumni Office will accept responsibility for collecting and distributing information on the program's alumni and their vocational choices. On the basis of the reviewer's recommendation, the College has entered into discussions with the Centre for Community Partnerships to introduce a service-learning or internship component into some of the program's courses. These initiatives should be available to students within the next two academic years.

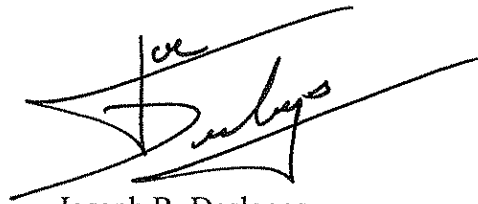
Finally, the Centre of Criminology agrees that students in the undergraduate criminology program will have continuing access to its Library and Information Service.

Please let us know if there is any further response to the reviewer's comments that you would request.

Yours sincerely,



Meric S. Gertler, FRSC  
Dean and Professor of Geography & Planning  
Faculty of Arts & Science



Joseph R. Desloges  
Principal  
Woodsworth College

/itf  
(CRIM - Admin Resp.doc)



## REVIEW SUMMARY

<b>PROGRAM/UNIT DIVISION</b>	<b>Institute for the History and Philosophy of Science and Technology (IHPST)</b> Faculty of Arts and Science
<b>DATE:</b>	March 16-17, 2009
<b>COMMISSIONING OFFICER:</b>	Dean, Faculty of Arts and Science
<b>PROGRAMS OFFERED:</b>	
<b>Undergraduate</b>	Bachelor of Arts, BA, History and Philosophy of Science and Technology: Spec, Maj, Min
<b>Graduate</b>	M.A., Ph.D.
<b>EXTERNAL REVIEWERS</b>	
<b>International</b>	Prof. Sharon Kingsland, History of Science and Technology Department, Johns Hopkins University
<b>Canadian</b>	Prof. Marc Ereshefsky, Department of Philosophy, University of Calgary
<b>PREVIOUS REVIEW DATE:</b>	2002-2003
<b>SUMMARY FINDINGS AND RECOMMENDATIONS OF PREVIOUS REVIEW:</b>	<p>The Institute is “one of the top programs in the field in North America,” with a primary emphasis on the content of science and technology. The Institute has been “remarkably stable”, with faculty that include major scholars. Upcoming retirements create an opportunity to bring in excellent younger faculty to serve as role models and younger mentors for graduate students. The Institute is going through a period of major change, during which it will require self-examination and exceptional leadership. Specific issues:</p> <ol style="list-style-type: none"><li>1. Senior faculty nearing retirement will need to be replaced by junior faculty members. The philosophy of science and the history of medicine are two fields especially requiring new appointees.</li><li>2. The Institute too often looks inward in its teaching and research, rather than taking full advantage of the connections and opportunities offered by the University as a whole.</li><li>3. The reviewers applauded the Institute’s language requirements. They were unsure about, and so made no recommendations about, a one-year versus a two-year Master’s degree, and a direct-entry Ph.D. admission option.</li></ol>
<b>RECENT OCGS REVIEW:</b>	2007, Good Quality
<b>DOCUMENTATION PROVIDED TO REVIEWERS:</b>	Terms of Reference Self-Study (2008) Strategic plan (2004) Ontario Council of Graduate Studies review and appraisal brief (2007) Support materials on the graduate and undergraduate programs External review (2002-2003) and administrative response Student undergraduate course evaluations for the past three years
<b>CONSULTATION PROCESS:</b>	The reviewers met with members of the administration, faculty, students and staff, the Dean and Vice-Dean, the IHPST Director, the Director, Joint Centre for Bioethics, the Coordinator and Instructor in the Vic One Augusta Stowe-Gullen Stream (Studies in the Life Sciences), and the executive committee members of the student organization, HAPSAT.

## **FINDINGS AND RECOMMENDATIONS - OVERALL ASSESSMENT AND SPECIFIC ISSUES:**

The reviewers consider that the Institute for the History and Philosophy of Science and Technology (IHPST) continues to be the “most important center for combined graduate training in the history and philosophy of science in Canada.” Since the last review, the Institute has refocused its program to incorporate the philosophy of science, “bringing in excellent junior faculty and relying on affiliated senior faculty, thereby producing a richer interdisciplinary mix of history and philosophy.” IHPST has also hired faculty in the history of science and medicine. The reviewers concluded that the changes, “coupled with improvements in programs and facilities for graduate students, have been led by its energetic director, Paul Thompson, who has shown strong commitment to maintaining the program’s academic excellence at both graduate and undergraduate levels, and also to maintaining the international profile of IHPST. Important reforms have been put into place and efforts are being made to ensure that the Institute is well connected to other groups, both within the University and at other universities.”

IHPST has “superbly” responded to the matters raised in its last reviews. However, articulating and sustaining a clear program vision is an ongoing challenge given retirements of history of science faculty retirements and due to dependence on non-tenure-track appointments. Decisions will need to be made about the scholarly foci within the Institute and with respect to teaching.

### **Recommendations of Past Reviews, and Responses to those Recommendations**

The reviewers commented on recent reviews of IHPST and its programs (OCGS and previous external review), noting that IHPST has for the most part addressed specific recommendations. These included:

- Building up staffing in the philosophy of science and in the history of medicine. Ancient and medieval history of science has not been addressed.
- Appointment of a director with strong academic administrative skills.
- Communications between the Institute administrators and graduate students have been greatly improved.
- Lack of funding for international graduate students is still a concern as an institute of such international calibre.

### **Research Activities**

The Institute includes the study of the philosophy of science, history of mathematics and physical sciences, history of biology and medicine, and history of technology, with particular strength in history and philosophy of the life sciences and medicine. The history and philosophy of science faculty have an excellent record of publication and a high level of funding. Senior faculty members have a good international reputation, and junior faculty members are highly productive. The reviewers considered that the mix of philosophers and historians has been “extremely successful” and that there is a “collegial atmosphere throughout the Institute.”

### **Graduate Program**

The reviewers noted that the Institute began as a unit within the School of Graduate Studies and continues to emphasize graduate education although faculty members’ teaching assignments are evenly divided between undergraduate and graduate courses.

In terms of the graduate program, the reviewers note that there “is emphasis on a basic curriculum of ‘fundamentals’ courses, so that students all emerge well grounded in the canon in the various areas of history of science, technology, and medicine, and philosophy of science. One such course also aims to combine history and philosophy of science, so that students can see how the disciplines relate to each other. This is a sound strategy for graduate education, ensuring a good foundation on which students

can build their specialized programmes.” The “robust affiliation” with medicine should continue and perhaps connections with public health can be explored.

The reviewers report that the Institute has responded to the recommendations of the recent OCGS appraisal including major additions to the philosophical content of the program, especially in the philosophy of biology, and the overall strength of the faculty. Students are required to take a number of courses in both the philosophy of science and the history of science. Some students successfully combine and integrate interests in history and philosophy, showing that the overall strategy of the graduate program is appropriate.

Graduate student morale has “greatly improved as a result of new programs designed to help students with professional development” including travel/research funding for students, workshops on publishing, entering the job market, and other professional activity, improved mentoring on applications for outside fellowships. Students have organized informal discussion groups, conferences, and publish their own peer-reviewed journal, which gets contributions from faculty as well as students.

The Graduate Director is “very engaged in student programming and responsive to student concerns.” The reviewers reported that graduate students were unclear about how teaching assistantships were assigned and the timeliness of information concerning course planning was not available in a timely manner. The reviewers suggested that, since the Director and Graduate Director now meet with students once a month, communication on this specific matter should be addressed.

The post-graduate activities of students are impressive indicating a high quality of graduate training for the reviewers and the Institute has taken some steps to communicate possible career-paths to current students. Given the expansion of the Institute’s graduate program, there are at times not enough teaching assistantships for them. The reviewers suggested that the “Institute may have to consider what level of graduate admission is appropriate for the job market, and perhaps think more strategically about how it is preparing students for employment” especially in non-academic career paths (museums, scholarly editing, science writing).

Overall, “the students were very satisfied with the level of education they were receiving, and their levels of accomplishment certainly attested to the fact that they were being well mentored and encouraged.”

The reviewers concluded that the reforms made in graduate student mentoring and professional development were excellent and effective. Relationships with other universities that allow for conferences and student exchanges, especially in the Philosophy of Science, should be gradually developed and extended as appropriate.

## **Undergraduate Program**

The undergraduate program has increased in prominence and is still evolving. The undergraduate curriculum attempt to bridge humanities and sciences disciplines. The science courses vary in their level of technicality, with some requiring significant knowledge of mathematics and science. The reviewers highlighted that IHPST is “uniquely positioned to offer such courses within the university: courses that are rigorous and offer students not only insight into the practices of history and philosophy as methods of inquiry, but also into the methods and practices of the natural sciences and mathematics.”

The reviewers recommended that the undergraduate program be broadened, building on strengths in life sciences in particular. Faculty members’ current teaching in Human Biology and plans to develop a major designed Ecology and Evolutionary Biology students are “well conceived, especially given IHPST’s strengths in history and philosophy of life sciences.” With respect to a biology-focused initiative, the reviewers advised that students aiming for careers in medicine and public health would have much to gain from courses in history of medicine, history of public health, and related sciences. Development a specialist program with Computer Science was also considered to have merit by the reviewers.

There have also been long-standing historical connections between IHPST and the Faculty of Applied Science and Engineering and this link should be maintained. There are other opportunities for development of history of technology, in particular development in areas related to scientific instruments and museums.

The reviewers recommended that the Institute should evaluate the nature and content of undergraduate courses “especially in the light of new hires, seeking to renew and if possible expand its teaching mission. The Institute’s ability to teach courses in other departments and in the Victoria College enrichment programme in life sciences illustrates the unique role that the Institute has in the University’s educational structure, which deserves strong administrative support.”

### **Scope of Unit’s Relations to other Units at the University of Toronto**

The reviewers were “very impressed with the wide breadth of relations IHPST has to other units at the University of Toronto, whether those relations be in undergraduate or graduate teaching or among faculty. At the undergraduate level, IHPST performs an extensive and valuable role in serving the undergraduate needs at the University in a variety of programmes. It teaches over 2000 non HPST undergraduates in its own courses. Faculty members teach courses for the Victoria College undergraduate programmes, engineering, biology, and mathematics. As faculty members in Medicine and Victoria College pointed out to us, historians and philosophers of science and technology bring to these programmes a unique and valuable perspective that blends science and humanities” The graduate programs and research of faculty members are well connected to other University of Toronto units. Institute seminars and workshops attract attendance from other units.

### **Scope of Unit’s Relations to External Academic and Professional Organizations**

“In recent years the Institute has excelled in building relations to external academic organizations.” The Institute has significantly connected to the scholarly community within Toronto universities as well as well as world-wide enhancing the Institutes international profile. The reviewers commented that such connections greatly “benefit the graduate students at IHPST, not only in their research training but also in their professionalization.”

### **Unit’s Organizational and Financial Structure**

In the last five years the Institute has almost doubled its number of graduate students and increased its faculty number by one third. The reviewers note that, given Institute’s operating budget has remained the same, it is unclear how the unit is able to maintain its activities. The reviewers consider that the “the operating budget is woefully insufficient for a unit of the Institute’s size, and that any further cuts to that budget or its office staff would seriously undermine the Institute’s ability to operate. A commitment should be made to preserve two office positions the Institute currently has, despite the yearly rounds of budget cuts all units at the University face.”

The reviewers conveyed student concerns regarding ROSI (Repository of Student Information): “Much anxiety has been caused among the graduate students concerning the status of their funding. Apparently, much confusion is generated by ROSI’s presentation (or organization) of such information. Fortunately, the Institute’s business manager is converting the information in ROSI to a more intelligible format for the graduate students... Our concern is that the University’s information systems (here ROSI) are performing poorly and causing unneeded problems for the Institute (and undoubtedly other units).”

The Institute’s administrative structure (director, graduate director, undergraduate director, and various administrative committees) is working well. The reviewers recommended that the current Director be reappointed to a second term.

## **Recruitment and Retention of Students and Faculty in Under-represented Groups**

The reviewers report that the graduate student body is relatively diverse. Although the majority of faculty members are men, two of the recent junior hires are women. The reviewers noted the limited funding for international students, noting that this matter is beyond the control of the Institute.

## **Assessment of Unit and Long-range Planning: Strengths and Opportunities**

The reviewers acknowledge that “the intellectual orientation of the Institute has always taken very seriously the need to understand the content and practice of science” stressing that this orientation is important for the University of Toronto: “This orientation should not be taken as a sign of tradition for the sake of tradition, or of failure to follow trends. It is a deliberate effort to keep focused on the primary subject: the science itself. Within cultural studies, which are often pursued in history and literature departments, attention is given primarily to the cultural context of science, but without consideration of the technical content of science. In addition, sociological programmes will focus on the practices of science, but again neglect the cognitive content of science. The result is a view of science that is akin to a “black box”: there is no attempt to grapple with the actual subject matter that constitutes science, and in such programmes the scientific content can completely disappear. At Toronto this is not the case, and the content of science – whether considered in a general way or a deep technical way – is never neglected. The significance of this emphasis is that the approach taken at the Institute enables faculty and graduate students to engage with and collaborate with scientists, and potentially to show that their work has great relevance for scientific thought and practice. The same can be said for the philosophy of science, and thus history and philosophy are mutually complementary in this programme, as they could not be if the content of science were neglected.”

In terms of scholarly fields, the reviewers suggested that the future hire of a historian of technology can provide an opportunity for the Institute to investigate considering a focus on museums and the function of museums as part of its strategic plan. Such different fields of scholarship, that would be appropriate both to the Institute’s mission and to the advance of the discipline, should be actively explored.

## **ADMINISTRATIVE RESPONSE**



UNIVERSITY OF TORONTO  
FACULTY OF ARTS & SCIENCE

Office of the Dean

8 February 2010

Professor Cheryl Regehr  
Vice-Provost, Academic Programs  
Simcoe Hall, Room 225  
University of Toronto

Dear Cheryl,

**Re: Review of the Institute for the History and Philosophy of Science and Technology**

As commissioning officer for the review, the Dean is gratified to read the reviewers' very positive assessment of the Institute's academic programs, and shares their enthusiasm. The Institute is committed to pursuing, insofar as possible, the initiatives they recommend and provides the following responses to specific recommendations.

1. Past Reviews

The reviewers are correct that the Institute has not been able to address staffing in ancient and medieval science, although the philosophy of science is now well represented. The faculty member in ancient science (shared with Classics) resigned during this review period, and the position was lost due to Faculty-wide budget cuts. The replacement of this position with Classics was placed as the Institute's first priority in the present planning exercise. The faculty member in medieval technology is presently in phased retirement, and the Institute's ability to continue this field will depend on permission to search following his retirement.

The reviewers recommend the appointment of a director for the Institute with strong academic administrative skills. Such an appointment has now been made, and both the Dean's Office and the Institute are very happy with the result.

The Institute's present international graduate student cohort of approximately 20% is somewhat low for a program of such strong international standing, but the Province's continued lack of funding for international graduate students makes it extremely difficult to increase this number.

2. Graduate program

The Institute agrees that the reviewers' recommendation that its "robust affiliation" with the Faculty of Medicine should continue. This relationship has been compromised by the retirement of the historian of medicine; that position has now been endowed, but the endowment is not yet sufficient to fully fund a replacement. The Institute does not at present have the expertise to expand this relationship to include Public Health, but will continue to maintain links to the Faculty of Medicine in the hopes that it may be possible to capitalize on opportunities in this area.

.../2

2. Graduate program (Cont'd)

In order to provide a more transparent system for the assignment of teaching assistantships, the Institute's Director and Director of Graduate Studies have now implemented monthly meetings with the graduate students as recommended by the reviewers. The increase in the graduate cohort has placed considerable pressure on the number of TA positions available, and this challenge has been met by introducing a number of research assistantships, as well as the creation of course instructorships for senior students. The Institute has discussed in detail the question of the size of the graduate student body in relation to the job market. At present, the Institute's placement record is very strong, and the Institute is looking at ways of engaging alumni to provide career advice to supplement its own work. The Institute is also promoting stronger relationships with its cognate departments, especially from the point of view of mounting conferences and expanding student exchanges.

3. Undergraduate program

The Institute welcomes the reviewers' advice concerning the further development of its undergraduate program, and has struck a committee chaired by the Director of Undergraduate Studies to consider all aspects of the program, including course offerings, programs of study, and collaborations with other units and programs. These discussions are undertaken in the light of the Faculty's ongoing Curriculum Review, and will consider the possible development of major and specialist programs in collaboration with such departments as Ecology and Evolutionary Biology, and Computer Science, as well as the maintaining of strong ties to the Faculty of Applied Science and Engineering. High on the list of this committee's agenda will be a discussion of the way in which the present courses fit with the Faculty's new breadth guidelines. The committee will eventually take up the subject of the possible expansion of its teaching mission in the light of new hires, but this will be dependent upon the results of the Faculty's ongoing academic planning process.

The reviewers raise the possibility of developing the Institute's history of technology offerings in the area of scientific instrumentation. The Institute's recent planning documents address this in the context of various initiatives undertaken to collect, catalog, and store a major collection of scientific instruments with the ultimate goal of creating a museum of scientific instruments at the University of Toronto. These are, of course, long term plans and are presently being reviewed through the Faculty's planning exercise.

4. Relations with External Units

The reviewers comment favourably on the Institute's relations within the University as well as externally. Initiatives to enhance these relationships are ongoing and the Institute plans to expand them, both domestically and internationally.

5. Organizational and Financial Structure

The reviewers raise concerns about the Institute's operating budget, in the context of an increased graduate cohort and Faculty-wide budget cuts. The Faculty is currently reviewing the budgets of all academic units as part of the planning process to ensure that resource allocations align with strategic academic priorities.

.../3

6. Long-range Planning

We welcome the reviewers' complimentary appraisal of the Institute's vision of a program in which the history and philosophy of science are integrated with the details of actual scientific theory and practice. Their recommendations for future hiring correspond closely to the priorities identified by the Institute in its planning documents: history of technology (linked to the history of scientific instrumentation), ancient science, and the history of the social sciences (an area presently covered by a CLTA position).

Yours sincerely,



Meric S. Gertler, FRSC  
Dean and Professor of Geography & Planning  
Faculty of Arts & Science

/itf

(2008-09 - IHPST – Admin Resp.doc)



## REVIEW SUMMARY

<b>PROGRAM/UNIT DIVISION</b>	<b>Department of History</b> Faculty of Arts and Science
<b>DATE:</b>	April 12, 2009
<b>COMMISSIONING OFFICER:</b>	Dean, Faculty of Arts and Science
<b>PROGRAMS OFFERED:</b>	
<b>Undergraduate</b>	History, BA: Specialist, Major History and Political Science, BA: Joint Specialist
<b>Graduate</b>	History, M.A. and Ph.D.
<b>EXTERNAL REVIEWERS</b>	
<b>International</b>	Prof. Pamela Kyle Crossley, Department of History, Dartmouth College Prof. Merry Wiesner-Hanks, Department of History, University of Wisconsin-Milwaukee
<b>Canadian</b>	Prof. David Frank, Department of History, University of New Brunswick
<b>PREVIOUS REVIEW DATE:</b>	2004
<b>SUMMARY FINDINGS AND RECOMMENDATIONS OF PREVIOUS REVIEW:</b>	<p>History occupies an important place within the University and its professors enjoy major reputations internationally. The reviewers saw 'significant opportunities and challenges' but believed the department was in 'excellent condition' to address them.</p> <p><u>The undergraduate curriculum</u> needed restructuring. The structure based on geographic divisions was outdated and did not reflect faculty research strengths.</p> <p><u>The graduate program</u> needed curricular reform. Reviewers supported the proposals of the Department's Graduate Programs Committee, including the introduction of historiography and research courses in each of the major fields. They were concerned that doctoral students would need more time to complete their programs in order to gain the desired high level of language proficiency necessary to be competitive.</p> <p><u>Faculty recruitment, retention, renewal:</u> The loss of China historian(s) was 'troubling'. There were a number of impending retirements that would necessitate a large number of appointments in order to maintain the faculty's strength in research and teaching. Such replacements would be needed at UTM and UTSC as well as St George and would require coordination in planning, hiring and graduate teaching across the three campuses.</p> <p><u>Departmental Governance:</u> The decision-making process was not transparent and could be improved. Although younger faculty members often felt left out of decision-making, others, particularly women and visible minorities felt unduly burdened with administrative tasks.</p> <p><u>Internationalization:</u> The reviewers recommended world history as a focus for departmental integration suggesting the Department take advantage of its existing strengths.</p>
<b>RECENT OCGS REVIEW:</b>	2006/07 Good Quality with Report
<b>DOCUMENTATION PROVIDED TO REVIEWERS:</b>	<ul style="list-style-type: none"><li>• Terms of Reference</li><li>• Department Self-study</li><li>• Faculty CVs</li><li>• OCGS reviews 2004 &amp; 2007</li></ul>

- “Stepping UP” Academic Plan and Decanal Response (2004)
- External Review Report, Summary (2004) and Administrative response, February 2005

**CONSULTATION PROCESS:** The reviewers met with Acting Dean and Vice-Dean, Chair and Associate Chair of the Department, the Graduate Co-ordinator, a representative of the School of Graduate Studies, members of the Department’s Policy Committee, faculty members and teaching staff, a postdoctoral fellow, undergraduate and graduate students, and administrative staff.

**FINDINGS AND RECOMMENDATIONS - OVERALL ASSESSMENT AND SPECIFIC ISSUES:**

The reviewers note that the Department has a “long and distinguished history”. It is one of the largest and most diverse history departments in Canada. The Department is staffed by “prominent professionals and very promising younger scholars.” Students report their satisfaction with course and instructor quality” with an “impressive level of female representation. It administrative staff are “dedicated and effective, even in the face of very complex demands.” The Department successfully integrates tri-campus graduate faculty in a single program.

The reviewers report that although the Department compares well to the “usual top ten departments of history” the Department’s standing and profile has decreased:

“While it still preserves areas of excellence, its range of coverage, consistency of faculty achievement and overall effectiveness of graduate training are visibly faltering in some ways. This does not appear to be a problem that can be attributed to specific, temporary factors such as leadership, budgeting, or recruitment at the faculty or student levels. The situation appears, instead, to be attributable to an intersection of trends that have weakened the association, in the behavior and perhaps the minds of the faculty, between the external reputation of the Department and their own standing and opportunities as professionals. ”

Within the University, individual faculty members are more closely associated with extra-departmental units or interdisciplinary programs. The reviewers reported that “there was a perception that the whole of the department is less than the sum of its parts and that the visibility of the Department is less than it should be both within the profession, the University and indeed the public eye. The Department may achieve its goals by identifying its priorities, adjusting its administrative structures and renewing its professional culture.” The Department has many strengths and needs to be reinvigorated in several areas to realize its full potential.

**Faculty assessment**

The Department has strengths among junior faculty at all three campuses, especially in areas of study for Eastern Europe, the Middle East, South Asia, and Southeast Asia. Senior faculty members in medieval and Renaissance Europe and the Middle East show “outstanding achievement” and “in most geographic areas there are stars.” Some faculty members were very productive and others less so. In some areas differences in the achievement rates suggested to the reviewers the “need for more departmental coherence and communication within specializations, as well as better mentoring within the Department.”

In terms of areas of study, the Department lacks senior scholars in Chinese history. The reviewers present a brief analysis of this area at peer universities, and suggest that the matter be collectively revisited by the Department keeping in mind the mission of the University and the aspirations of the Department.

Although the Department has an impressive cadre of Canadian historians, the retirement of a distinguished group of senior scholars, has influenced the field as well as the Department. The availability

of Canadian history undergraduate courses are “relatively limited and may contract further.” Despite the fact that teaching capacity in this area is “qualified by the efforts of faculty to ensure that their work is not limited by provincial concerns or national boundaries” the reviewers considered the “inadequate number of faculty in the area limits the Department’s ability to maintain a desirable range of offerings in Canadian history.” In contrast to the undergraduate offerings, the Department attracts many Canadian history doctoral students. Although upcoming retirements may lessen graduate opportunities, more junior professors can take on more supervisions at the doctoral level.

The reviewers recommended that:

- The Department form a plan for East Asia coverage with at a minimum, the provision of an East Asianist at each campus to serve undergraduate students. A “senior appointment in Chinese history is necessary; it can be complemented by a junior East Asian appointment, or the creation of new programs in cooperation with the East Asian Studies department.” Other options can be explored for level of hiring and programming.
- The Canadian historians in the Department develop a medium-term plan to renew Canadian history, at both the undergraduate and graduate levels. The plan should take in to account anticipated retirements and identify areas in “which renewal appointments should be focused in order to achieve a reasonable representation of regions, themes and periods within the Canadian history offerings.” Urgent efforts should be made to make a senior appointment in the history of French Canada.
- Consideration be given to applying for a Tier I Canada Research Chair in Canadian History in order to “provide strength and leadership at a relatively senior level”.
- The historians at all three campuses continue to collaborate in the planning process, seeking to consider the needs of both undergraduate and graduate levels of study.

## **Graduate Education**

### *M.A. Program*

The masters program is “proceeding well” in terms of enrolment and curriculum. The reviewers suggested marketing should be targeted to secondary school teachers. The reviewers noted that MA students do not receive fellowship or assistantship funding and they are infrequently offered teaching assistants.

### *Doctoral Program*

The reviewers concluded that the doctoral program is working well: “The students were uniformly happy with their dissertation supervisors and thought they were receiving excellent direction in their research. The faculty are pleased with the quality of students that the department attracts.” However, there are a limited number of faculty available for supervision in Canadian history and this was specific concern of the graduate students.

There is an “apparent lack of fit between course requirements and comprehensive exams” in that, although many courses are offered, only three courses appeared to be designed to prepare students for these examinations. Many of the Department’s course offerings are on “very narrow topics” and have low levels of enrollment. Furthermore, for 2007-08, only seven courses of the almost 40 offered had a substantial number of doctoral candidates. This suggested to the reviewers, that in many courses doctoral students do not have the “benefit of seminar work with a group made up predominantly of their peers. This is potentially a limiting experience for doctoral candidates, some of whom may well have already taken similar courses at the M.A. level.”

The reviewers observed that “all members of the department are expected to teach two graduate seminars every three years, whether or not they are supervising Ph.D. students” and the supervisory capacity of faculty ranges from high to a many faculty that are not supervising any doctoral students. In

addition, there are inconsistencies in the amount of contact between supervisors and students and many students “many enrolled in seminars without talking to their supervisor and felt adrift”.

There is a great variability in the number of hours that teaching assistants are assigned, as well as the perception that the number of hours are too great. The reviewers understood the collective bargaining commitments at the University, and that teaching commitments vary according to a discipline. However, they felt that the hours allocated might be “onerous”. In addition, the reviewers commented on the apparent lack of faculty contact and guidance, as well as general preparation for teaching so that graduate students are not well prepared for the courses that they teach. This lack of structured preparation for student teaching is especially difficult for first year graduate students who most need this preparation. It also does not assist faculty members in meeting degree level expectations if faculty members “do not gain regular insight into how students are learning from their teaching assistants.” The reviewers suggested various ways the Department could accommodate undergraduate enrolment growth and at the same time deliver effective tutorials.

The reviewers recommended that:

- Faculty members be encouraged to “develop graduate courses that provide broad overviews of a particular field of history.” These should be designed to assist doctoral students in preparing for their comprehensive examinations and allow MA students to gain a “perspective on a field’s historiography”. (The reviewers noted that this recommendation was also made in the 2007 OCGS appraisal.)
- The Department ensure graduate course enrolments are viable and allow for “better use of faculty resources for the needs of graduate students while deploying additional resources to the 400 seminars to meet needs at that level and ensure that all members of the department continue to teach seminars.” (The reviewers noted that a similar recommendation was also made in the 2007 OCGS appraisal.)
- The Department’s Graduate Program Committee meets on a regular basis.
- In order to establish a personal rapport and assist in course selection and field preparation, entering Ph.D. candidates should meet and/or consult with their thesis supervisor before meeting with the Graduate Coordinator.
- A course that addresses issues involved in teaching history is developed by the Department. The course should be part of the regular graduate for-credit course offerings.
- The Department should require supervising instructors to meet weekly with their students so that students have guidance on skill development, a better sense of course instructor expectations, and provide the instructor with feedback about the course.
- Students teaching a course for the first time should attend the lectures or attend lectures for a similar course so that they are familiar with the material.
- Teaching assistant contracts should be standardized as much as possible in order to benefit students and to lessen the workload of the graduate administrative assistant in this area. The position of graduate administrative assistant should be reviewed in terms of its classification as it is complex relating to the various labour agreements.

## **Undergraduate Education**

The history programs continue to be popular with undergraduate students judging by the level of enrolments. The reviewers included a brief description of the undergraduate program structure. Overall, the entry-level courses do present the diverse areas and themes taught by the Department, with the notable exception of the Canadian experience.

The reviewers commented on the Department’s teaching model and assignments, suggesting that the Department may wish to reconsider its practice of faculty not taking tutorial assignments within their own courses in order to better link lecture and tutorial material. The reviewers noted that development of reading and writing skills was receiving attention although it could be more clearly integrated into the tutorial requirements. They were unclear as to why the higher-level courses had less hours of instruction per week than entry-level courses without the identification of “other classroom activities, including

student reports, debates and panels, workshops, visitors, explorations of online resources, or coaching for research assignments.”

Seminars presented the “most challenging student experience available to undergraduates” and these should be maintained at the 400-level and to the extent that resources allow, the reviewers suggest that the number of seminars should be increased to accommodate demand. The reviewers were “impressed by the opportunities for senior doctoral candidates to offer seminars at this level, which can serve to enhance their teaching skills beyond the tutorial work at the lower levels.” Each faculty member should have at least one 400-seminar that is offered and “in some cases they should be encouraged to teach seminars at this level where demand is high rather than at the graduate level where the need is less clear.”

The reviewers presented specific course suggestions for the History specialist program with regards to the historical theory (HIS 425 course) to be offered at the 300-level and the admission criteria for 400-level seminar courses.

The reviewers recommended that:

- The Department regularly should review 100-level courses to ensure that these entry-level courses offer a reasonable representation of the main themes of study available at the higher levels.
- The Department should review the “structure, frequency and allocation of tutorials in the 100 and 200 level courses with a view to clarifying the pedagogical goals, establishing a more realistic workload for teaching assistants and enhancing the faculty involvement in this part of their course.”
- The third hour in 300-level courses be considered noting that “alternatives to the lecture model exist and that the resources are not available to establish tutorials in these courses.”
- A common core course as a requirement in the History specialist program should be considered. Such a course should be offered at the 300 level or in a term prior to the beginning of the student’s normal selection of 400-level courses.
- In order to “preserve the quality of the specialist program and ensure that graduates are qualified for admission to graduate and other professional programmes, the Department preserve the identity of the 400 courses as small seminars led by specialists and requiring extensive research and reading by all students; if necessary to meet Faculty programme requirements for 400-level lecture courses, the seminars may have to be re organised as 500-level courses to preserve the distinction.”

## **Administration**

The reviewers highlighted that they met with only a “small fraction of the faculty” and this to them was “indicative of the administrative problems in the Department.... The fact that only very few members of the Department regarded meeting the external reviewers as worth their time, despite the fact that the reviewers’ report to the administration could affect future budgets and procedures, and influence future procedures, budgets and appointments, is troubling.” The reviewers considered that collective decision-making was in jeopardy of disappearing from the department and that the “degree of faculty alienation from the goals and needs of the University is already evident.”

The Department is “one of Canada’s largest departments of history, and is larger than almost any individual North American campus department other than Yale”. The size is partly produced by the tri-campus counting of graduate faculty. The reviewers reported that some faculty members claimed not to have met all of their colleagues and that meeting with a majority of the Department at once was “rare or never experienced.” The reviewers concluded that it would be extremely difficult to consider matters such as curriculum, program development, and student achievement standards are becoming disconnected from the interest of teaching staff as a whole. There does not appear to be collective decision-making in the Department. Part of these difficulties may result from the large size of the department.

The reviewers noted that teaching term and course hour scheduling is a “huge logistical challenge” and there are some areas that can be more efficient but the goals of the process may also need to be re-evaluated. Scheduling was a clear area in which the reviewers’ considered the Department needed to improve its procedures, perhaps by, as a first step, reconstituting regional or area thematic committees. Such a process will allow the large department to facilitate the development of smaller communities of faculty in order to “revive their participation in and responsibility for managing curricular and professional development issues.”

The reviewers strongly recommended that:

- Regional program committees meet annually to “create a teaching map for the next two years, hold a vote on their actions, and the voted decisions should be binding on the Chair.” The curriculum should be reviewed from the scheduling perspective and re-assessed so that scheduling matters can be resolved at the same meeting. These meetings should be advisory, however, voting will ensure faculty to have a real part of the decision-making process.
- In the selection of a new department chair, a senior History faculty member should be appointed that has the “authority and skills to draw a critical mass of faculty back into the management of Departmental matters.”

### **Departmental Culture**

The Department of History is one of “considerable achievement and diversity, and certainly one of the strongest departments in Canada. Despite challenges, there are many areas in which a concentration of strengths makes the Department a prime contributor to scholarship and a major draw for graduate students.” However, the department is “less than the sum of its parts” and “relatively atomized.” Some of the best known faculty members are primarily associated with centres or colleges. The reviewers suggested that the disparate physical locations of many faculty members contributes to the lack of cohesiveness of the unit. However, lack of public events such as lecture series also contribute to the lack of a sense of community. Opportunities to highlight Canada Research Chairs faculty members have not been take advantage of to emphasize the distinction of the Department and as an investment by the department in capacity-building and leadership in research. There is lack of department postdoctoral fellows.

The reviewers recommended that:

- A colloquium or lecture series should be established in order to provide opportunities for faculty and visitors to present research and to facilitate the department’s cohesion and accessibility both within the department and the university.
- The departmental website should be updated to reflect its academic accomplishments, strengths and recent activities.
- The departmental physical space should be re-assessed and re-organized with the aim of attracting faculty and allowing for greater faculty and student interaction.

### **University-level issues**

The reviewers reported a recent change in University hiring policy in that the full Department faculty members do not vote on a final recommendation for appointment or promotion. The reviewers considered that this was contributing to “faculty disengagement” and lack of a sense of connection and collegiality in the department.

## **ADMINISTRATIVE RESPONSE**



22 January 2010

Professor Cheryl Regehr  
Vice-Provost Academic Programs  
Simcoe Hall, Room 225  
University of Toronto

**Re: Review of the Department of History Administrative Response**

Dear Cheryl:

As commissioning officer, the Dean welcomes the wide-ranging report of the external reviewers. Following extensive discussions within the Department of History, as well as between the Department and the Office of the Dean, the following responses are offered to the comments and recommendations of the reviewers.

It should be noted at the outset that as of 1 July 2009 the Department is guided by a new Chair, who accepts the review's mandate to supervise a reinvigoration of the Department. That reinvigoration has already begun with an extensive reorganization of the Department's committee structure, including new or substantially renewed committees devoted to research, intellectual life, advancement and awards, and pedagogy. Plenary meetings of the Department in the fall of 2009 have been notably well attended. The Department has expanded the range of social events for its faculty, as well as for emeritus faculty, and the current search for a position in the History of French Canada is being used as a route towards improving and encouraging faculty engagement and participation.

**Faculty Assessment:**

The Department has begun a substantial revision to its committee structure with the intention of providing better communication and mentoring for faculty through working groups on Research, Intellectual Life, and Advancement, Awards, and Nominations. The Research Committee in particular will lead a renewal of the Department's mentoring system.

The Department agrees that its first priorities in terms of faculty renewal are Canadian History and East Asian History, but would broaden the context in which these challenges are seen to include other areas of concern as second priorities, such as the history of Africa, South Asia, Japan, and Latin America. The Department does not share the reviewers' pessimism concerning the recovery of leadership in Chinese History, given the recent appointments in the field at both UTM and UTSc (unremarked by the reviewers). These appointments also serve to fulfill the reviewers' recommendation that an East Asia specialist be appointed at those campuses. The Department agrees that a Tier 1 CRC appointment in Canadian History would be transformative and will pursue this possibility, but notes that some of the reviewers' concerns should be allayed by the French Canadian History search already mentioned.

The Department notes that its response to the present review, like its submission to the Faculty of Arts & Science Strategic Planning Committee, is the product of discussions actively involving historians from all three campuses, and that this collaboration will be seen as the norm for planning on both the undergraduate and graduate levels.

**Graduate education:**

Two courses in historiography are now established as a part of the MA program, and the Department is exploring the possibility of instituting a seminar expressly for doctoral students. The Department notes that the reviewers appear not to have noticed that historiography is surveyed rigorously in a number of graduate seminars in response to the recommendation of the 2007 OCGS review.

As recommended by the reviewers, secondary school teachers will remain on the Department's list of targeted groups for the MA program, but in order to maintain a balance within the program, this targeting will be seen in the context of the broader cohort, not as a unique focus.

The Department has mounted a substantial reform of its graduate curriculum and a number of the field seminars and research seminars noted by the reviewers as desiderata are now offered regularly and are specifically intended to prepare students in the PhD program for comprehensive examinations and future teaching.

While remaining committed to the importance of the teaching and learning experiences provided by small graduate seminars, the Department will monitor levels of faculty involvement with graduate supervision with a view to the possible expansion of 400-level seminars through the use of faculty with lower supervision loads. Following the reviewers' recommendations, the Graduate Program Committee meets regularly, and has moved towards drawing up clear guidelines and best practices for supervisors, better procedures for the nomination of students for essay and TA awards, workshops on seminar teaching, grant writing, research assistantships, and innovative pedagogy.

Early and regular meetings between graduate students and their supervisors are now standard practice in the Department, and these meetings normally precede meeting with the Graduate Chair. The Department will consider the implementation of a course devoted to teaching skills to complement the way in which these presently form components of existing courses. The Department feels that the frequency of meetings between teaching assistants and instructors needs to be a matter of agreement between the two parties, and that legislating weekly meetings (while the norm in many cases) would as overall policy be counterproductive. While the Department agrees that TA attendance is highly desirable, it is unlikely to be possible across the board in the context of the collective agreement, and attendance should be implemented in specific instances as possible, but not as a matter of blanket policy. The Department will discuss with the graduate administrative assistant the extent to which TA contracts might be standardized.



### **Undergraduate education:**

In the wake of the retirement of two instructors involved particularly with 100-level courses, the Department will review its offerings with the intention of developing collaboration on this level from full-time faculty. The Department will investigate ways of enhancing the learning experience in tutorials within the context of the collective agreement through its new Pedagogy Committee. The tutorial structure for 100- and 200-level courses will be reviewed, though the Department notes that there is little support among its faculty for increasing the number of students in individual tutorials or a reduction in the overall number of tutorials. The Department welcomes the recommendation that more imaginative use could be made of the 'third hour,' especially in 300-level courses, perhaps featuring interactive pedagogy. The Department will explore ways of rewarding faculty who utilize this time, perhaps through increased assistance with marking or small grants for the purchase of library materials.

There is strong support within the Department for the development of a 300-level common core course for specialists as preparation for 400-level seminars and discussion is underway in the Department as to how such a course might be designed. The Department strongly agrees with the reviewers that it is essential to preserve the identity of the 400-level courses as small seminars. As a means of preserving this facet of the courses various means of limiting their enrolment are being considered, including a ballot system which might include formal applications, transcripts, and (possibly) interviews with prospective students.

With reference to the reviewers' recommendation that some 400-level seminars might be reorganized as 500-level courses, we note that the Faculty of Arts & Science does not have 500-level courses and has no plans of introducing them in the immediate future.

### **Administration:**

The reviewers' recommendation for the formation of ad hoc advisory committees organized by method, theme, region, or chronology was received with enthusiasm, but there is also a strong feeling that making the advice of these groups binding on the Chair would be unlikely to achieve the anticipated faculty buy-in, and might well not be flexible enough to lead to a balanced curricular program. Some of the Department's sub-groups already follow such a practice, but closer coordination is required. This coordination will be provided by the Department's new Pedagogy Committee, which will oversee the activities of these advisory groups. The recommendation that a senior historian who would be able to unite the faculty in the management of the Department was taken very seriously by the search committee, chaired by the Dean, and we believe that such an appointment has been made.

### **Departmental culture:**

The recommendation for a Work-in-Progress series is very welcome and will be implemented; the Department's colloquium series has already been revived, and a new 'Living Document' initiative will begin in 2010. The Department's website is being revamped in a more imaginative fashion, and an electronic newsletter has been introduced. The Department's primary physical space in Sidney Smith Hall has been reimagined and humanized, but challenges remain. Many members of the Department have offices elsewhere (and present space availability does not permit the housing of all the Department in SSH). The Department's goal is to make the SSH space central to their lives wherever their office home may be.

.../4

**University-level issues:**

The Department is treating the present search in the History of French Canada as an opportunity to improve and encourage faculty engagement and participation. The reviewers clearly received the impression that tenured and tenure-stream faculty were uninvolved in appointment and promotion decisions. While there is no question that such involvement can be improved, faculty are carefully consulted on appointment decisions, including general meetings advisory to search committees.

Please let me know if any further response is required.

Yours sincerely,

A handwritten signature in black ink, appearing to read 'Meric S. Gertler', written in a cursive style.

Merick S. Gertler, FRSC  
Dean and Professor of Geography & Planning  
Faculty of Arts & Science

/itf  
(HIS – Admin Resp.doc)

## REVIEW SUMMARY

<b>UNIT/PROGRAM DIVISION</b>	<b>Banting and Best Department of Medical Research (BBDMR), and Terrence Donnelly Centre for Cellular and Biomolecular Research (TDCCBR)</b> Faculty of Medicine
<b>DATE:</b>	April 15, 2009
<b>COMMISSIONING OFFICER:</b>	Dean, Faculty of Medicine
<b>PROGRAMS OFFERED:</b> Undergraduate Graduate:	n/a M.Sc. and Ph.D.(BBDMR)
<b>EXTERNAL REVIEWERS</b> International Canadian	Prof. Jasper Rine, University of California, Berkeley Prof. Philip Hieter, Michael Smith Laboratories, University of British Columbia
<b>PREVIOUS REVIEW DATE:</b>	2002 (BBDMR), 1 <sup>st</sup> review of TDCCBR
<b>SUMMARY FINDINGS AND RECOMMENDATIONS OF PREVIOUS REVIEW:</b>	<p>The BBDMR is strong with 'highly distinguished faculty and an enviable record of research accomplishments'. As the degree of participation in teaching by BBDMR faculty varies substantially, the Department should become more equitably involved in teaching. Cognate chairs value BBDMR's research accomplishments and teaching activities, but question the need for a Department that had no specific teaching or service mandate.</p> <p>The Department is one of the best, if not the best, biomedical research departments in the country. However, the development of strong research training programs may lead to diminished departmental loyalties. Issues of recruitment and program integrity should be considered.</p> <p>Mechanisms should be put in place to ensure Postdoctoral Fellows became more involved in the Department. Recruitment of international 'postdocs' and students should be encouraged.</p> <p><i>BBDMR and the Centre for Cellular and Biomolecular Research (CCBR)</i> - It is logical to couple BBDMR's future development with that of the CCBR - with the BBDMR forming the nucleus of the CCBR. The Department needs to resolve who will transfer to the CCBR.</p> <p>CCBR: Conducting research within a common facility that would house investigators without regard for Department or Faculty affiliation is a tremendous opportunity but also results in uncertainty and anxiety.</p>
<b>DOCUMENTATION PROVIDED TO REVIEWERS:</b>	<ul style="list-style-type: none"><li>• Terms of Reference</li><li>• BBDMR DCCBR Chair and Director's Self Study 2009</li><li>• BBDMR/CCBR Departmental Review: Assessment by Postdoctoral Fellows</li><li>• BBDMR External review report, 2002</li></ul>

**CONSULTATION PROCESS:** The reviewers met with the Dean, Faculty of Medicine, the Dean, Faculty of Engineering, Director, DCCBR and the Chair, Banting & Best Department of Medical Research, Vice Deans Research, Cognate Institute Directors, Cognate Chairs, faculty members, and post-doctoral fellows.

## **FINDINGS AND RECOMMENDATIONS - OVERALL ASSESSMENT AND SPECIFIC ISSUES:**

The Terrence Donnelly Centre for Cellular and Biomedical Research (TDCCBR) was established in 2004. The Chair of the Department of the Banting and Best Department of Medical Research (BBDMR) also serves as the Director of the TDCCBR. In addition to faculty from the BBDMR, the TDCCBR includes faculty from the Faculties of Applied Science and Engineering, Pharmacy, and Arts and Science. Its mandate is to develop a research environment that encourages the integration of biology, computer science, mathematics, engineering and chemistry in leading areas of biomedical research.

The reviewers consider that the TDCCBR is “probably the pre-eminent institution in the world dedicated to the development and application of technologies for quantitative high-throughput biology at various scales and levels. The scope of the Centre is rooted in what has come to be known as post-genomic biology, which, given the availability of the genome sequences of all model organisms as well as human, refers to the challenge of deciphering biology from a functional analysis of the information in genomes. This Centre has sufficient focus to be effective and sufficient breadth to be impactful at an international level.”

The reviewers noted the tremendous success of the TDCCBR in recruiting outstanding faculty members that are “productive scientists with demonstrated strengths, an emphasis on collaboration and interdisciplinary approaches and great potential.” The Centre’s recruitment of 13 faculty members with 14 offers over four years is called remarkable. The Centre’s open lab concept results in interactions between, and collaborations among, the labs and is reflected in multiple publications in top journals. There are thirty-two faculty members currently associated with the CCBR of which nineteen hold primary or joint appointments in the BBDMR. Almost two hundred graduate students and sixty-five post-docs that presently work in the Centre.

The reviewers agreed that the TDCCBR vision for the future to continue to emphasize genomics-driven biomedical research that is technology driven and linked to quantitative analysis. This is a “sufficient focus to allow synergism with what has been built at the TDCCBR yet sufficiently flexible to allow the seeding of new areas of specialization”.

The two key issues that require attention, as noted by the reviewers, are the “unification of the administrative structure of the TDCCBR vis-à-vis the BBDMR and the establishment of an adequate base budget for the enterprise”.

The reviewers recommend that the TDCCBR be established as an extra-departmental unit (EDU-A) with the ability to make faculty appointments and offer programs: “The TDCCBR needs to have the standing and authority that comes with being an established academic entity such as a Department”. The BBDMR is a department that has an important legacy that needs to be maintained, however, the Centre needs to be able to make faculty and joint faculty appointments because of its interdisciplinary nature. The Department could be “an entity within the EDU-A” and cross-appointments could be set with other academic divisions.

The Centre’s base budget is “inadequate to support the core functions of the unit. The consolidation of the TDCCBR and the BBDMR budgets would lend structural simplification but an adequate base budget needs to be established to cover the salaries of its administrative staff and day-to-day operations.” The reviewers endorsed the suggestion for additional base funding that would be directed to the creation of a Director of Communications position and the creation of a discretionary biotechnology development fund that would seed interdisciplinary research. The reviewers also agreed that, with administrative support, an effective fund-raising campaign could be mounted. They noted, however, the importance of engaging the faculty of the Centre in its growth, long-term planning and development going forward in an effort to

create more open lines of communications.

Given the rapid growth of the Centre, a “greater delegation of responsibility (and authority)” will be necessary. The Centre will need to continue its efforts to maintain a “highly interactive and interdisciplinary research program”. The Centre should engage in long-term planning that involves faculty.

The reviewers stressed that “the creation of more open lines of communication at all levels” needs to be addressed given the rapid growth of the Centre. Several suggestions were presented including the scheduling of more frequent meetings of the Executive Committee, and subsequent distribution of those minutes to all members of the Centre. The reviewers also believe that the creation of the EDU-A will facilitate more regular faculty meetings.

The reviewers note that there has been excellent integration between the experimental biologists and the computational biologists. The integration between those two groups and the engineering faculty does not appear to be as successful, yet the reviewers believe that integration will be important to achieve the goals of the Centre. The reviewers recommended that the Centre Director appoint a cross-disciplinary standing committee to innovate and organize activities that will promote interaction among Centre members.

The reviewers strongly recommended the establishment of an External Advisory Committee to assist in providing a framework for the evaluation of the occupancy of research space in the Centre. The Centre should engage in a broadly consultative planning exercise to determine future research opportunities and directions

In summary, the reviewers recommend that “vigorous efforts be made toward the establishment of an EDU-A as the academic unit that provides visibility and authority to the combined activities of the TDCCBR and the BBDMR as soon as possible. An adequate base budget that supports the unit needs to be established and stabilized. It seems wise to have all members of the BBDMR have joint appointments in the TDCCBR and for the FTEs to remain with the BBDMR. Until this issue is finalized, there will be continuing friction among the original members of the BBDMR and the new appointments that reside in the TDCCBR. This issue must be laid to rest.” It is important that the visibility of the Banting and Best Department of Medical Research is maintained and featured for its obvious historical and practical importance. A subcommittee of the Centre, including members of the Department, should develop a plan to achieve this.

## **ADMINISTRATIVE RESPONSE**



## Decanal Response

On behalf of the Faculty of Medicine and the Banting & Best Department of Medical Research, I would like to thank the external reviewers, Phil Hieter, Professor, Medical Genetics, University of British Columbia and Jasper Rine, Howard Hughes Professor and Professor of Genetics, Genomics and Development Director, Center for Computational Biology University of California, Berkeley, for their expert and insightful analysis of the current overall and research status of the Department. Thanks, also, to all the faculty, postdoctoral fellows and students who met with the reviewers for providing important comment and to the staff who assisted in the preparation of the documentation and review process. I will focus my response on the key recommendations noted by the reviewers.

### Evaluation:

The DCCBR has evolved over the past five years under the visionary and committed leadership of Professor Brenda Andrews to emerge, as indicated by the reviewers, as probably the pre-eminent academic unit in the world dedicated to the development and application of technologies for quantitative high-throughput post-genomic biological research. It is gratifying to learn from the reviewers that based on the excellence of the faculty and research facilities, the DCCBR has sufficient focus to be effective and the breadth to be impactful at an international level.

It is recognized that the successful recruitment of 13 new faculty over the past 4 years has complimented and strengthened the collaborative and inter-disciplinary research programs of the existing cadre of 19 existing faculty in the BBDMR to create the DCCBR. Importantly, the cross-departmental and cross-Faculty appointments underscore the success of Professor Andrews' leadership and negotiation skills, fulfilling the original vision of the DCCBR. The reviewers agree with the research vision of the DCCBR that will continue to emphasize genomics-driven biomedical research that is technology driven and linked to quantitative analysis that integrates biology, computer science, mathematics, engineering and chemistry.

With respect to the academic unit administration, I am in complete agreement with the reviewers that the BBDMR has important legacy and historic value, but that it is now time to merge the BBDMR including the financial assets with the DCCBR with the emergence of an EDU-A in which multiple partner departments, including BBDMR, and Faculties contribute to the inter- and cross-disciplinary mission of the new entity. All of the primary faculty members now appointed in the BBDMR would be transferred to the singular EDU-A under the authority of the Director of the DCCBR (in effect this would be no different from the joint authority of the current Chair of BBDMR and the Director of the DCCBR).

Since its launch, the Faculty of Medicine has worked diligently with the Faculties of Applied Science and Engineering, Pharmacy, and more recently the Faculty of Arts & Science, to ensure that the joint governance of the DCCBR including the management of the mortgage, operating costs and joint academic appointments are managed through consensus agreement. As the final steps toward approval of the EDU-A are undertaken, further review and final agreement for the establishment of joint oversight and participation will be necessary. As the lead Faculty, Medicine will ensure these steps are taken in the near future. The key issues of budget support for the EDU-A and the Director cannot be minimized and must be addressed productively. It is noted that in the recent report of the CFI review panel described the successful application from Professor Andrews entitled "Deciphering cellular networks in health and disease using automated genetics and cell biology", as extremely or fully satisfying all categories except institutional commitment and priority which was designated as only partially satisfied. The message is clear, that in order to sustain internationally competitive research and facilities envisioned for the DCCBR, the



University of Toronto must provide its highest priority for support of the operations of this unique and highly valued academic unit.

Although not emphasized by the external reviewers, a major part of the success of the DCCBR has been, and will continue to be, developed through partnerships external to the University of Toronto. These include collaborations with the affiliated hospital-based research institutes, as evidenced by the successful LOI application for a Center of Excellence Research Chair between the DCCBR and the S. Lunenfeld Research Institute at Mt. Sinai Hospital. Further, through our affiliation with the Ontario Institute of Cancer Research, Professor Andrews has established a major collaboration including financial support for a high throughput state-of-the-art Lentiviral RNAi screening facility, enabling the recruitment of Dr. Jason Moffat, a Canadian, from the Broad Institute at MIT. Further, collaborations with the private sector and the opportunities for patenting and commercialization will be prioritized. Professor Andrews' and her faculty have worked tirelessly to ensure sustained peer-reviewed funding of their research programs.

The DCCBR will enable the University of Toronto to continue to build its reputation in health and biomedical research only if the faculty members and the research facilities are strongly supported. Therefore, I agree with both the recommendations of the external reviewers and the Director that new resources must be forthcoming to support fund-raising with the assistance of personnel dedicated to the DCCBR. As well, the base budget of the DCCBR must be clearly delineated and adequate to serve the administrative needs of this unit. Ideally, the Director of the DCCBR should have access to development funding for new research initiatives and innovation. At this time, such funding is not immediately available, but will be made a priority in strategic fund raising, particularly of expendable funding.

The reviewers also comment on the necessity for the DCCBR Executive Committee to meet quarterly and to rotate membership in 3 year cycles. I strongly concur with this advice and, as necessary, the current governance process will be modified. Further, the Director should develop strategic directions that will foster integration among the groups of investigators, particularly encouraging the scientists from other Faculties to engage collectively in the vision and mission of the DCCBR. It is understood that the Director has required the first term to establish this new academic unit and in the second term must focus on the consolidation of the collaborative research programs through a new set of tactics including regular faculty meetings, necessary standing and ad hoc committees and the establishment of an external Scientific Advisory Committee that would provide annual review of productivity and future directions.

**Summary:**

The external review of the BBDMR and the DCCBR has proven extremely useful in critically evaluating the next steps in establishing the DCCBR as an EDU-A in which the BBDMR will become an important legacy department. We applaud the visionary and remarkable leadership of Professor Brenda Andrews who, in four short years, has enabled the DCCBR to emerge as an internationally recognized center that has the potential to lead the world in post-genomic biological research of great value to the University of Toronto and Canada. I look forward to Professor Andrews' continued leadership with consolidation of the financial support necessary to sustain and promote research excellence of the DCCBR.

Catharine Whiteside, MD PhD  
Dean of Medicine  
July 2009

## REVIEW SUMMARY

<b>UNIT/PROGRAM DIVISION</b>	<b>Department of Medicine</b> Faculty of Medicine
<b>DATE:</b>	January 26-27, 2009
<b>COMMISSIONING OFFICER:</b>	Dean, Faculty of Medicine
<b>PROGRAMS OFFERED:</b>	
<b>Undergraduate</b>	MD - undergraduate medical program
<b>Graduate:</b>	Graduate Medical Education
<b>Continuing:</b>	Continuing Medical Education
<b>EXTERNAL REVIEWERS</b>	
<b>International</b>	Prof. William J. Bremner, Chair, Department of Medicine, University of Washington
<b>Canadian</b>	Prof. Jacques Bradwejn, Dean, Faculty of Medicine, University of Ottawa
<b>PREVIOUS REVIEW DATE:</b>	2003
<b>SUMMARY FINDINGS AND RECOMMENDATIONS OF PREVIOUS REVIEW:</b>	<p>The Department is one of the top departments of medicine in terms of research performance, and among the top ten in public universities. Morale amongst faculty and students is generally outstanding.</p> <p><u>Undergraduate Medical Education:</u> The undergraduate medical education program is “excellent to outstanding” and receives appropriate emphasis in the Department’s mission. Students raised several issues related to the thoroughness of their first clinical rotation and the variability in evaluation of clinical rotations.</p> <p><u>Postgraduate Medical Education:</u> The general and subspecialty postgraduate programs are outstanding. The high percentage of UofT graduates in the UofT postgraduate medicine program indicated a bias towards UofT graduates. The residents considered there was a good balance between education and service and between scholarship and 'apprenticeship' activities. They wanted to have the existing informal mentoring program formalized and to have increased exposure to research.</p> <p><u>Graduate Programs</u> The graduate programs were applauded as “innovative, successful and popular”. Although the residents viewed the graduate programs very positively, they expressed concern about stability of funding.</p> <p><u>Continuing Education</u> programs are “excellent to outstanding”.</p> <p><u>Research</u> compares well with that of highly regarded U.S. institutions. It was unclear as to who had control over the CRC Chairs in the clinical departments, and recommended that a transparent policy be developed. Some basic scientists and research scientists indicated insecurity about their lack of tenure and the recent CIHR suspension of senior salary awards. The strategic planning process should include a clear articulation of the relationship between clinician scientists and research institute directors.</p> <p><u>Organizational Structure</u></p> <p><i>Job Descriptions:</i> The reviewers lauded that departmental job descriptions put education and research portfolios on an equal footing.</p> <p><i>Governance - Power Balance:</i> The governance structure is “unique” and highlighted the problems with sustainability of a situation where the Chair did not have direct access to practice plan resources.</p>



*Governance – Priority Setting:* The physicians-in-chief considered that they, not the Department chair, set departmental priorities.

The formulation of a vision for the next 5 to 10 years should be the top priority of the next Department chair.

## **DOCUMENTATION**

### **PROVIDED TO REVIEWERS:**

- Previous External Review and Administrative Responses (2003)
- Dean's Review Guidelines, External Review of the Department of Medicine
- Division Reports: Cardiology, Clinical Pharmacology, Dermatology, Emergency medicine, Endocrinology & Metabolism, Gastroenterology, General Internal Medicine, Geriatric Medicine, Haematology, Allergy & Immunology, Infectious Disease, Nephrology, Neurology, Occupational Medicine, Oncology, Rheumatology, Physiatry, Respiratory Medicine.
- Hospital Reports: Baycrest Centre for Geriatric Care, Mount Sinai Hospital, Sunnybrook Health Sciences Centre, Toronto Rehabilitation Institute, University Health Network, Women's College Hospital
- Report of the Royal College of Physicians and Surgeons of Canada (RCPSC)
  - Accreditation Visit 2007
  - Chair's statement
  - Vice Chair Research report
  - Vice Chair Education report
  - Reports from the Undergraduate Director, Postgraduate Report from Director and the Advanced Training Programs for Postgraduate Trainees Director
  - Report from Director of Quality and Patient Safety
  - Report from Director of Faculty Development
  - Report from Director of Continuing Education and Knowledge Translation and Exchange
  - Report from Director master Teacher Program
  - Report from Vice Chair Finance

### **CONSULTATION PROCESS:**

The reviewers met with the Faculty Dean and Vice Dean, Research and International Relations; the Department Chair; undergraduate and graduate students, trainees; cognate chairs, and members of the Strategic Planning Management Team, the Executive Committees Groups, Undergraduate Medical Education, Postgraduate Medical Education: Core Internal Medicine Program and Sub-Specialty Residency & Fellowship Programs; Faculty Development & Continuing Education/Knowledge Translation & Exchange; Division of Cardiology; Sunnybrook Health Sciences Centre Leadership; Clinician-Scientist - Careers and Training Program, and Clinician-Educator - Careers and Training Programs.

## **FINDINGS AND RECOMMENDATIONS - OVERALL ASSESSMENT AND SPECIFIC ISSUES:**

### **Undergraduate Medical Education**

The University undergraduate medical education program is the 2<sup>nd</sup> largest program in Canada. The Department of Medicine provides a large proportion of teaching staff and time to support pre-clerkship and clerkship education including small group learning. The majority of faculty members are enrolled in the Master-Teaching program each year resulting in a growing educational staff. Students rate the educational experience as very good to excellent and courses are reported to be well run. The clerkship rotations are viewed as a "rich learning experience" by students with incorporation of good feedback. Students feel their learning experience is well supported and positive.

Teachers and students expressed some concerns regarding the “rapid immersion” and expectations to act as full-fledge, primary physicians within in the Clinical Teaching Unit environment. The process was described as a “very stressed, daunting ‘trial by fire’ experience... This picture is somewhat compounded by a varied range of interpretation of the goals and objective of the clerkships and of knowledge requirements for exams.” Although clerkships are valued they appear to be “so consuming that any attempt at maintaining a life-work balance at these times is futile.”

The reviewers commented that the medium to long term vision for undergraduate medical education was not a topic of active reflection and planning. The funding sources, financial model and expense allocations to undergraduate medical education seemed not to be known by the program and its leadership.

### **Graduate Medical Education**

The resident and fellowship programs are “very strong”. Although the numbers of residents and fellows has markedly increased over the last five years, the reviewers noted that the quality of the programs continued to be excellent. The reviewers suggested that the organization and relevance of the Core Resident Integrated Scholarly Program (CRISP) should be reviewed, along with consideration to increase the flexibility of electives. There appear to be many new initiatives underway in the department, and they should be monitored carefully with respect to endowment support given the current economic climate.

### **Continuing Medical Education**

The program integrates activities from continuing medical education, faculty development, mentoring and ‘knowledge translation’. The program is strong. A broadly representative, comprehensive task force interprets the Maintenance of Certification Program in the Department and fosters continuing education research, innovation, and scholarship. The reviewers commented that, given the size of the task force, it is unclear how focused strategy could emerge although the task force has articulated a vision and goals for continuing medical education.

The reviewers noted that there was some concern about the funding partnerships that sustain continuing medical education. As industry-sponsors were also beginning to develop similar offerings in continuing education, the reviewers highlighted the importance of the Dean’s task force on Conflict of Interest, and the development of firmer policies on relationship with industry sponsors and other initiatives.

### **Research**

The department’s research programs are “diverse, very strong, productive and growing substantially. The numbers of investigators are the largest for a DOM in Canada and are among the largest for any department worldwide.” The research activities have grown by an impressive amount during the last five years, with increased foundation and international funding. The department has developed hospital-based research institutes, with support from the hospitals. However, the administrative control of the institutes by the hospitals does not give the department chair much influence in the institutes themselves and recruitment of faculty members. The reviewers noted that, in particular, the appointment of Canada Research Chairs was determined with little input from the department chair and division heads. The recent cessation by *Canadian Institutes of Health Research (CIHR)* of mid-career faculty support “seems to be a major threat to the department’s research future and should be addressed by the Faculty and by supporters at both a provincial and national level.”

### **Relationships with Other Departments and Hospitals**

The cognate university department chairs consider the department to be successful in collaborating with university divisions. The department’s strategic plan has “stressed horizontal harmonization and

integration of structures, programs and processes within the limits of the department's sphere of influence internally and has fostered partnerships with external entities." The chair is well respected and considered to be an effective leader.

The department works with ten university affiliated hospital with more faculty distributed primarily in four major hospitals SMH, UHN, Mount Sinai and Sunnybrook and also at Women's College Hospital, Baycrest and the Toronto Rehabilitation Institute. These relationships are working well at the intradepartment levels.

### **The Vision**

The department has articulated a "strong vision and plan for the future, particularly through its remarkable strategic planning process." The planning process has been inclusive of key stakeholders and process. The reviewers noted that the need for strategic planning was a key recommendation of the previous departmental review and the department chair has "led this effort in an impressive way."

### **Leadership, Organization and Governance**

The reviewers concluded that the "Chair's leadership is consistently and, except for a few exceptions, unanimously described as a strong and capable. In addition to the positive descriptions from cognate chairs, it was recognized that she is respected, strongly supported, willing to show courage and firmness when needed and capable of spearheading change. There are no questions about her integrity and good faith." A more effective method of communicating and involving the hospitals should be explored. The morale is very high with a positive sense that the department's "programs are strong, productive and well-managed." The division heads, program leaders, students, residents and fellows all lauded the chair.

The department governance model has not changed since the last review. The reviewers commented that there is an "emphasis at the department on collaboration with the hospitals and practice plans. Unfortunately this emphasis is meeting the structural obstruction of what constitute a split governance: academic (Chair and Division Directorship) versus clinical (hospital Physician-in-Chief and Division Head). The Chair and Division Directors do not have much authority at the hospital level." The reviewers were aware of the aim to better integrate processes and suggestions for overcoming the "site-centeredness of some of the Physician-in-Chief". As a result of this structure, some major integrative proposals have not been successful. The reviewers suggested that development of a joint governance model with the affiliated hospitals, that included dual reporting (Chair and Hospital) for the Physician-in-Chief and joint university-hospital division headships, would be "more conducive to large and more competitive strategic integrated academic and clinical projects supported by all partners, including practice-plans."

## **ADMINISTRATIVE RESPONSE**



On behalf of the Faculty of Medicine and the Department of Medicine, I extend a sincere thanks to the external reviewers Professor William Bremner, Chair, Department of Medicine, University of Washington and Professor Jacques Bradwejn, Dean of the Faculty of Medicine, University of Ottawa for their expert, insightful analysis and excellent report. May I also thank all of the faculty and students who participated in the review consultation. The Faculty also recognizes and extends sincere gratitude to the administrative staff in the Department of Medicine who assisted in preparing the written materials and worked collegially with the Dean's office to organize the review.

Finally, I congratulate Professor Wendy Levinson and the Department on a very successful and comprehensive review. The reviewers have highlighted Professor Levinson's outstanding leadership and I echo their laudatory comments. The report of the external reviewers clearly identifies important recommendations that are the focus of the following administrative response.

## **PROGRAM REVIEW:**

### **1. Undergraduate Medical Education**

The Department of Medicine is arguably the flagship department engaged in undergraduate medical education based on the large number of hours of teaching provided in this program. The focus on teaching in the Clinical Teaching Units (CTUs) of the acute care hospitals fully affiliated with the University of Toronto, aligns with the Academy structure that has served the medical school very well for almost 2 decades. The Department is commended for its investment in providing career development opportunities for both new graduates and mid-career faculty members who have been supported in the Clinician-Educator and Clinician-Teacher programs. The positive outcomes have been recognized by the promotion and recruitment committees and by the undergraduate medical education program. Sustaining and promoting faculty development in health professions' education with particular attention to patient- and family-centered care in inter-disciplinary teams is an important new direction for this Department.

The curriculum demands that more undergraduate teaching be conducted in learning environments more reflective of future practice, a challenge for all clinical departments across North America. Addressing this distributed education challenge will require enhanced attention of the Department of Medicine to their engagement in the community affiliated hospital and ambulatory care settings.

Development of longitudinal clinical experience including during pre-clerkship may help to address the concern of teachers and students with respect to the "rapid immersion" experience in the CTUs. A graded development of clinical skills, particularly in outpatient settings, would better prepare clinical clerks for their acute care inpatient service that focuses principally on emergent and very complex care.

The shared expense model for UME teaching is a function of multiple partner commitment that includes academic practice plans, affiliated hospitals, the University Department and the UME program, all of which contribute meaningfully to infrastructure, administrative and teaching expenses. It is necessary that these partners work collaboratively to establish clarity about the revenue/expense modeling of the financing of UME. The contribution of the



Ontario Ministry of Training Colleges to Universities for undergraduate medical education remains the lowest in Canada. That said, the recent infusion of financial support through the alternate funding plan for academic physicians in Ontario has significantly improved remuneration to full time faculty for academic activity including teaching, in all the fully affiliated hospitals. A key issue is the lack of sufficient funding for teaching in the community sites that must be addressed by provincial partners including all of the Faculties of Medicine, the MOHLTC and the OMA. Finally, these issues are not specific for the Department of Medicine, but apply to all of the University Clinical Departments.

## **2. Graduate Medical Education**

For the purpose of this review, "Graduate Medical Education" refers to postgraduate medical education of individuals who are engaged in advanced clinical training for the purpose of licensure and specialist skill preparation following graduation with an MD degree. It is true that the postgraduate education program and fellowship programs are top quality as indicated in the 2007 review by the Royal College of Physicians and Surgeons of Canada. Special thanks to Dr. Kevin Imrie, who has now moved on to become the Associate Dean Postgraduate Medical Education in the Faculty, for his outstanding leadership in the Department as Vice Chair Education over the past 5 years. Not mentioned specifically, but the investment by the Department of Medicine in the Clinician Investigator Program has created the benchmark in Canada for successful training of future clinician-scientists. Dr. Levinson has continued to strongly support this program that attracts top-quality trainees to the University of Toronto. The reviewers have identified the potential risk of the economic downturn on the endowments that support the clinician-scientist and clinician-educator programs. The Faculty of Medicine is now working diligently with the University to ensure that a contingency fund is effectively segregated for every endowment over the next 5 years to offset variable interest payout due to sudden market changes in the future.

## **3. Continuing Medical Education**

The continuum of UME, PGME, CE and CPD with inter-professional experiences is a priority within the Faculty of Medicine and the Department is strongly encouraged to follow the recommendation of the reviewers. The Faculty of Medicine Task Force on Conflict of Interest and relationship with the private sector is well underway and will be providing guidance for important next steps for the Clinical Departments in the near future. We appreciate and welcome the recommendation of the reviewers.

## **4. Research**

The reviewers have identified one of the most important issues facing the University Clinical Departments whose faculty members are dispersed among many affiliated hospital sites. The Department of Medicine also has some full time researchers on campus. The Department Chair does not currently have direct line authority in the planning and hiring of clinician-investigators and scientists at hospitals. It should be noted that for Departments in which the University Department Chair and the clinical hospital chief position are unified (e.g., Department of Pediatrics), line authority is vested with a single individual who is able to meld the hospital research vision with that of the University Department. The large size and dispersion of the Department of Medicine across multiple affiliated hospitals, many academic practice plans and 18 Divisions, makes the role of the Department Chair very difficult with respect to the planning and implementing of a strategic research mission. I agree that the termination of the CIHR scientist awards was a major blow to the funding of



researchers in the Department, only partially mitigated by transient and partial financial support from the University. The position of Vice Chair Research in the Department is a positive step toward more effective integration across Divisions and hospitals. To effectively address the issues raised about research, the current governance model and better integration with the hospitals must be critically evaluated – see below. Again, this challenge is not unique to the Department of Medicine, but is perhaps the most intensely demonstrated within this clinical department.

## **5. Relationships with Other Departments and Hospitals**

I fully concur with the comments of the reviewers who identified the relevance of an outstanding and bold strategic plan for the Department now in advanced stages of implementation by the Chair and her leadership. I recommend that a strategic planning process be revisited every 5 years in every academic unit. Professor Levinson is held in high regard by the cognate chairs and other leadership within the Faculty. The hospital CEOs have supported the Chair's vision, by and large. A special relationship has been established with Sunnybrook Health Science Center where Professor Levinson was willing to step into the position of Physician-in-Chief following a time of uncertainty. She has been highly successful in spear heading the re-organization of and new recruitment to the Department at Sunnybrook fully supported by the CEO and the hospital Board of Directors.

## **6. The Vision**

The Department of Medicine through its Strategic Plan has clearly articulated a new vision of integration – and leading through partnership. Professor Levinson has been the driving force behind this plan and its implementation. She has impressively rallied the leadership of the Department into a much more coordinated academic unit. That said, there is much more to be done and effective engagement of the Physicians-in-Chief and Divisional Directors across the affiliated hospitals is a huge undertaking because of the complexities of multiple hospital sites, each with their own research institute and hospital Foundation, and among many academic practice plans. Nevertheless, the integration of research and education with clinical programs and the horizontal integration of the academic performance of clinical disciplines among the affiliated academic sites is a vision that is shared by the Faculty of Medicine.

## **7. Morale**

I agree that the morale across all sectors of the Department of Medicine is generally high and certainly moving in a positive direction. This can be attributed in part to the attention paid to mentorship and recognition of academic achievement of faculty and students. Staff have also been recognized and positively supported by the senior leadership of the Department.

## **8. Leadership, Organization and Governance**

The Faculty recognizes that the current model of governance for the Clinical Departments is heterogeneous and the more dispersed the faculty members are among multiple institutions and practice plans the more difficult it is to achieve cohesive of the academic mission and vision within the Department. The view articulated by the reviewers of the Department of Medicine has been stated by every set of reviewers of every University Clinical Department that is organized similarly to the Department of Medicine. Therefore, I concur with the



reviewers that it is time to review the governance of the Clinical Departments including Medicine to seek a new level of integration across the affiliated sites for the purpose of enhancing the academic performance and opportunities for faculty, students and trainees in our Faculty. Long term sustainability of the academic mission is more likely to be achieved if this challenge is now addressed creatively and collegially. A joint approach between the University and the affiliated hospitals will require full disclosure of financial support of education, research and administration, although I believe much of this has been accomplished to date from the University position through the work of the Finance Committee of the Department of Medicine.

#### **9. Comparison with Other Departments:**

Benchmarking of academic success requires careful attention to measuring indicators in a timely fashion. The Department of Medicine, under the leadership of Professor Levinson, has pioneered the establishment of a new academic management tool, WebCV, that has been demonstrated to be feasible by the Department of Medicine at St. Michael Hospital. The Faculty is committed to establishing feasible, cost-effective, user-friendly, helpdesk-supported academic data management for the purpose of performance quality improvement and comparison with peer organizations. The decanal team will be seeking partnership with all of the University Departments within the Faculty and all of the fully affiliated hospitals to establish academic data management and reporting over the next 3 years. We are most grateful to the Department of Medicine for their leadership and willingness to invest both time and significant financial resource into this project. Since we can only manage what we measure, the WebCV project will enable the Faculty, the University and its affiliated institutions to take a major step forward in this process. At the next review of the Department of Medicine, our plan is to provide convincing evidence of academic performance with respect to research, education and scholarship that will place this Department as one of the top-ranked globally.

#### **10. Summary**

May I again thank the reviewers for their most useful analyses and recommendations. Over the next five years, I look forward to the accomplishments of the Department of Medicine, one of the most highly successful academic units at the University of Toronto. Congratulations to Professor Levinson and her leadership team who continue to set new standards of achievement within our Faculty. I am confident that the challenges raised during this review not only will be met by the Department but will be turned into opportunities.

Catharine Whiteside, MD PhD  
Dean of Medicine  
February 2009

## REVIEW SUMMARY

<b>UNIT/PROGRAM DIVISION</b>	<b>Department of Physical Therapy</b> Faculty of Medicine
<b>DATE:</b>	April 23-24, 2009
<b>COMMISSIONING OFFICER:</b>	Dean, Faculty of Medicine
<b>PROGRAMS OFFERED:</b>	
<b>Undergraduate</b>	n/a
<b>Graduate:</b>	Physical Therapy MScPT
<b>EXTERNAL REVIEWERS</b>	
<b>International</b>	Gail M. Jensen, Dean, Graduate School and Associate Vice President, Academic Affairs, Professor of Physical Therapy Creighton University, Omaha, Nebraska
<b>Canadian</b>	n/a
<b>PREVIOUS REVIEW:</b>	1999
<b>SUMMARY FINDINGS AND RECOMMENDATIONS OF PREVIOUS REVIEW:</b>	The Department had developed an excellent reputation in Canada and internationally. There is a need to foster interdisciplinary undergraduate programs. Increased funding, faculty complement and a discussion forum were suggested to encourage research. Inadequate space was a serious issue that was impacting on faculty morale. The Department's plan has been well developed.
<b>RECENT OCGS REVIEW:</b>	2007, Good Quality
<b>ACCREDITATION:</b>	Master of Science in Physical Therapy, MScPT Council for Canadian Physiotherapy Academic Programs, 2003-2010 Commission on Accreditation in Physical Therapy Education (US accreditation agency), 2007-17
<b>DOCUMENTATION PROVIDED TO REVIEWERS:</b>	<ul style="list-style-type: none"><li>• Terms of Reference</li><li>• Department Self-study</li><li>• Commission on Accreditation in Physical Therapy Education (CAPTE) report, 2006 and Progress Report to CAPTE</li><li>• Previous External Review Report, 1999 and administrative responses</li><li>• Ontario Council on Graduate Studies (OCGS) Report, 2006/07</li><li>• Faculty CVs</li><li>• Synopsis of Research Activities (April 2007-March 2008)</li><li>• Faculty of Medicine Strategic Plan, 2007</li><li>• American Physical Therapy Association review 2006</li></ul>
<b>CONSULTATION PROCESS:</b>	The reviewer met with the Dean, Vice-Dean Research and International Relations, Vice-Dean Graduate Studies, Department Chair, administrators, faculty members, cognate chairs, students, and representatives from the community and those with institute relationships.



## **FINDINGS AND RECOMMENDATIONS - OVERALL ASSESSMENT AND SPECIFIC ISSUES:**

### **Size, scope, quality and priority assigned to graduate education in the Department**

The reviewer noted several indicators that the Master of Physical Therapy program “produces competent, caring physical therapists that hold both strong sense of professionalism and commitment to patients, community and the profession.” The program is “built around a tightly integrated, module designed curriculum that employs a variety of learning strategies with well-timed, sequenced clinical experiences.” There has been a gradual expansion of the program in the past five years.

The recent curriculum reform has “brought an efficiency of scale to the program but also led to a strong focus on what is essential with little or no curricular time for engaging students in advanced topics or broader issues.” The reviewer recommended that the program continued to monitor the quality of student learning/performance in terms of the intensity of the 24 month program. “Students are experiencing the effects of an intense professional curriculum that fits within a 24 month structure. The expanding professional role of physical therapists in the health care delivery system requires adequate time for not only acquiring knowledge and technical skill but also developing meta-cognitive skills and professional dispositions that ground the professional formation of the next generation of change agents for the physical therapy profession.”

The reviewer also considered the Graduate Department of Rehabilitation Sciences that offers MSc and PhD programs in Rehabilitation Science. The reviewer noted that the “program focuses on Practice with practitioners gaining knowledge and skills in knowledge translation strategies, management/leadership so they can become leaders in transforming rehabilitation practice.” While there are mixed views among faculty and clinical partners there is agreement about the need for a graduate option for the clinical community with strong support for the Practice Science field among the Rehabilitation Sector leadership.

### **Size, scope, quality and priorities of continuing education programs offered by the Department**

A Continuing Education Professional Development Committee oversees the planning and implementation of continuing education programs. Continuing education courses focus on anatomy review linked with clinical skills and current research literature as well as clinical reasoning, linking theory and practice. The courses have been “extremely well received” by the clinical community. Some members of the department faculty are involved in working with Canadian regulatory agencies on the CanMEDS framework for core competencies across the health professions. The reviewer noted that the Department’s continuing education efforts “build on faculty expertise, target current and future clinical needs, and are in line with faculty workloads”.

### **Scope, quality and relevance of research activities:**

The reviewer reported that the Department has identified research areas in movement science, rehabilitation health services, social and cognitive rehabilitation science, occupational science and workplace health, and educational scholarship. Faculty members collaborate extensively with several University cognate units, clinical communities and institutes as well as collaborative relationships nationally and internationally. Some new faculty members are challenged to find the right balance of teaching responsibilities and student needs with their research and productivity demands for tenure. The reviewer commented that an extensive research collaborations and diversity of research areas that are a “clear strength”. However, there are also challenges in that there is a “sense of isolation in the research enterprise and at times feel more loyalty to the research environment and community than the Department of Physical Therapy”. There is a perception that there is no “clear, cohesive research agenda/vision for the department”.

The Department’s growth in research funding and faculty scholarly productivity is impressive as are faculty member awards. The reviewer concluded that, given the increase in physical therapy enrolments,

the “continued growth of research activity, coupled with strong evidence of excellent teaching and quality student outcomes, demonstrates a committed and competent faculty”.

### **Scope and nature of the Department’s relationship with cognate academic departments in the Faculty of Medicine, University of Toronto and with the Department’s clinical partners**

The Department is well-respected and physical therapy faculty members provide leadership across the Faculty of Medicine. Interdisciplinary planning for the Practice Science field as a new offering in the PhD program in Rehabilitation Sciences is a good example of internal collaboration. Clinical community partners described the “dynamic and changing landscape” of the discipline and the great respect for the strength and contributions of the physical therapy faculty in clinical community partnerships.

Clinicians are also involved in the teaching of physical therapy students. The reviewer considered that clinical faculty have an important role in the educational process and “are in need of a clinical faculty promotion system in order to recognize them for their accomplishments and experience. Although medical faculty have been able to implement a system that recognizes clinical faculty for their expertise under the University appointment policy, consideration of such a system across the health professions would be well received by clinical faculty and health care administrators.

The reviewer noted that “community partners expressed a strong desire for more direct contact and interaction with the Department leadership.”

### **Vision for the future of the Department**

The Department developed an academic plan as part of the Faculty’s last strategic planning exercise however it did not appear to the reviewer that “a collective faculty conversation about moving this plan forward has taken place”. There has been a constant process of program review with the Commission on Accreditation in Physical Therapy Education (CAPTE) accreditation (2006), the Ontario Council on Graduate Studies periodic program appraisal (2007) along with preparation for an accreditation visit from Accreditation Council for Canadian Academic Physiotherapy Programs (ACCPAP) that will occur 2009. Along with the current external review, there has “certainly been a focus on the generation of reports and perhaps, less time on internal dialogue and collaborative planning that is critical to crafting a long range vision among a community of scholars.”

### **Morale of students and faculty**

*Students:* The reviewer reported that all the students interviewed teaching staff “in high regard and share a respectful attitude” describing the faculty as “the best” as they are leaders in the profession and are strong role models. Faculty members are described as “supportive, open to change, and want students to succeed. Clinicians who assist in laboratory session are seen as important resources by students.” Rehabilitation science doctoral students see themselves as links between the clinics and the University and also describe the faculty as “open and willing mentors who hold a broad view of research”.

*Faculty:* Faculty members are “providing sound, quality education to both first professional degree and graduate students so it appears that any faculty morale issues are not currently affecting the educational enterprise nor are students aware of any tension among faculty.” The reviewer considered that faculty morale was “mixed”. Junior faculty members are appreciative of good mentorship from their colleagues and are focused on their teaching and research activities. Senior faculty members “express a strong need for building a collective vision and a more ‘comprehensive approach’ to leadership in the department. These faculty members feel a stronger sense of identity and professional community with their colleagues in their research sites than the University department.”

The reviewer stated that “immediate attention is needed to address the faculty morale issue.... Contributing factors also include the organizational structure for rehabilitation sciences and continued

development and maturation of a collective faculty.” The departmental challenges present an opportunity for” the collective faculty to engage in deliberative communication and planning for the future.”

### **Organizational structure, management, vision and leadership challenges confronting the Department in the next years**

The reviewer described the Department’s structure for delegation of administrative duties concluding that the functioning of the structure “needs attention to attain the full potential of talent and wisdom that exists in this department”. The Department needs to “engage in planning efforts that identify ways to create their collaborative vision.”

The Department of Physical Therapy is part of the Rehabilitation Sector, one of four sectors in the Faculty of Medicine. The Rehab Sector uses a rotating chair structure for Sector leadership that rotates among the Department of Physical Therapy, Department of Occupational Science and Occupational Therapy, and the Department of Speech, Language and Pathology. The Rehab Sector also includes the Graduate Department of Rehabilitation Science. The reviewer reported that in interviews with all stakeholders, the Graduate Department of Rehabilitation Science is “clearly the strongest, most cohesive interdisciplinary structure with whom these groups identify. The Sector structure provides an organizational forum for ongoing communication and interdisciplinary problem solving.”

The reviewer reported that there has been discussion within the sector as to whether the Rehab Sector should form a separate Faculty. The reviewer indicated that this would be consistent with other health professions at the University, however, there are “mixed views” across faculty members for a Faculty structure. There is support for the increased senior leadership, administrative and policy input that could result, but some faculty members fear the loss of current resources and status. The reviewer noted that “some of the expressed faculty frustration and the need for leadership and vision could be addressed through addressing factors not only at the individual department chair level but also at the organizational level, considering the need for direction and support”.

The reviewer recommended that “consideration should be given to the risks and benefits of moving Rehabilitation Sciences to a Faculty of Rehabilitation Science. Leadership at the Dean level in a Faculty of Rehabilitation Science could provide a stabilizing force for building that comprehensive vision that faculty desire.”

### **Stature of the Department compared to others of similar size in national and international universities.**

The reviewer considered that the Department of Physical Therapy was “on a level equal to the elite physical therapy programs in the U.S. The clear unique strength of the University of Toronto program is seen in the depth and diversity of research and scholarly work across all faculty along with quality teaching and clinical service.... The extensive network of clinical affiliations and institutes provides for a rich environment for clinical education and clinical research. Several of the University of Toronto faculty have international reputations and are well known among their colleagues south of the border as well as around the world.”

## **ADMINISTRATIVE RESPONSE**



The review of the Department of Physical Therapy has focused on research endeavours as they relate to the faculty and graduates students. Very detailed, recent evaluation of the MScPT program including accreditation and OCGS review obviated the necessity to formally review the professional education program at the end of the Chair's first five-year term.

On behalf of the Faculty of Medicine and the Department of Physical Therapy, I would like to thank the external reviewer, Dr. Gail Jensen, Dean, Graduate School and Associate Vice President, Academic Affairs, Creighton University, Omaha, Nebraska, for her expert and insightful analysis of the current overall and research status of the Department. Thanks also to all the faculty and students who met with the reviewers providing important comment and to the staff who assisted in the preparation of the documentation and review process are commended for their excellent contributions. I will focus my response on the key recommendations of the reviewer and some further issues raised by Dr. Jensen.

### **Recommendations:**

#### **1. Address faculty morale issues within the Department**

Dr. Jensen has identified that the Department of Physical Therapy faculty morale requires attention and I agree with her assessment that the root causes are complex. Despite a very successful track record of the faculty's engagement in research and education, there remains concern that the Department in some areas could improve its cohesion, collective strategic direction and communication effectiveness. These are very important issues that the Chair and the senior academic leadership of the Department must address. It is true that currently the annual assessment of senior academic leaders in the Faculty of Medicine who report directly to the Dean do not necessarily receive performance appraisal or formative feedback from peers, staff or faculty members unless this type of evaluation is initiated by the individual leaders.

To address the concerns of the faculty, the Department Chair will be advised to conduct a detailed strategic plan that will address the issues identified by the review. Further, I recommend that the Chair establish a Department Executive of senior faculty who will provide regular formative feedback to the Chair.

#### **2. Organizational Structure**

The Task Force on the Future of Rehabilitation Science conducted last year, co-chaired by Professor Helene Polatajko and myself, recommended to the Provost that the 4 rehabilitation science departments become organized into a Faculty of Rehabilitation Sciences. At the time of the report, the Provost leadership was changing. It is reasonable that the recommendation of the Task Force be revisited. This includes the Departments of Occupational Sciences and Occupational Therapy, Physical Therapy, Speech Language Pathology, and the Graduate Department of Rehabilitation Sciences. Discussion has been initiated with the current Provost about this direction.

#### **3. Recognition of status faculty**

The review has identified an important issue relevant to all of the health sciences that have clinical faculty who teach and engage in research off campus in affiliated hospitals and other clinical sites. The MD clinical faculty are now appointed under the Clinical Faculty Policy that provides full-time, part-time or adjunct appointment to the University. Currently, the Vice Provost Faculty and the Associate Vice Provost Relations with Health Care Institutions, working with the Health Science Deans, are examining options for university appointments of non-MD clinical faculty off campus.

#### **4. Enhance community networking with the Department**

Distributed health professions' education throughout the community affiliates and other community teaching sites is necessary and will require increased attention to faculty



development. The Department of Physical Therapy should include in its next strategic plan the expansion of continuing education and faculty development for its community-based faculty.

**5. Continue to monitor the quality of student learning/performance for the first professional degree program (MScPT)**

As part of the benchmarking for excellence in the strategic plan of the Faculty of Medicine, all teaching and learning performance should be evaluated for the purpose of iterative continual improvement and innovation. The accreditation standards for the MScPT program are rigorous and I have every confidence that standards will not only be met but should be exceeded by our Department of Physical Therapy.

**6. Research and the Department's relationships with other departments and clinical partners:**

The faculty engaged in research who feel less attached to the Department than their off-campus affiliated institutions join the majority of faculty in Medicine who have dual allegiance. The partnerships between the University and the affiliated hospitals and their research institutes constitute the Toronto Academic Health Science Network. Forging closer relationships between the Department of Physical Therapy and affiliates that share the same academic mission will be a critically important strategy for the future of rehabilitation sciences. Forging closer strategic research partnerships with the other Health Science Faculties and Faculty of Medicine Departments must also be considered.

**7. Vision for the future:**

The review has identified that the teaching and research activities of the faculty must be balanced to optimize the opportunities for this Department. Both the faculty complement and the mix of educators and researchers should be continually monitored and renewed.

**8. Moral of students:**

The students in both the MScPT and GDRS programs appear to have a positive experience during their time in the Department and excellent prospects following graduation. The faculty are profoundly dedicated to teaching excellence and mentorship of their students. In my view this is the central hallmark of a successful department.

**9. Summary:**

The Department of Physical Therapy is on a very positive trajectory and will stay the course with the collective visionary leadership of the faculty with the Chair. Visionary strategic planning is necessary to unify the faculty and align them with partners within the Health Sciences and affiliates.

Catharine Whiteside, MD PhD  
Dean of Medicine  
June, 2009

## REVIEW SUMMARY

<b>UNIT/PROGRAM DIVISION</b>	<b>Department of Psychiatry</b> Faculty of Medicine
<b>DATE:</b>	June 22-23, 2009
<b>COMMISSIONING OFFICER:</b>	Dean, Faculty of Medicine
<b>PROGRAMS OFFERED:</b>	
<b>Undergraduate</b>	Undergraduate Medical Education - Preclerkship and clerkship
<b>Graduate:</b>	Post Graduate Medical Education Fellowship program
<b>EXTERNAL REVIEWERS</b>	
<b>International</b>	Professor Laura Roberts, Medical College of Wisconsin
<b>Canadian</b>	Professor Mimi Israel, McGill, University
<b>PREVIOUS REVIEW:</b>	1999
<b>SUMMARY FINDINGS AND RECOMMENDATIONS OF PREVIOUS REVIEW:</b>	<p>The Department was considered a great success, as the premier Canadian program with impressive breadth and scope, a unique continental outreach program. As this department was not so well known in North America, more international recognition should be sought.</p> <p>Undergraduate Education – The challenge of large class size was addressed through Problem Based Learning, and the development of “academies”. There was very high morale and enthusiasm amongst undergraduate teachers. The clerkship was only 6 weeks, and different sites offered very different experiences. There was not enough time for involvement with out-patient treatment.</p> <p>Postgraduate Education – The very large sized program was well coordinated. Faculty members were highly enthusiastic and dedicated. Clinical settings were considered broad and up-to-date. The Fellowship Program could use centralized direction.</p> <p>Continuing Education was excellent and innovative but needed to reach more practitioners.</p> <p>Research – Clinical and basic investigations were strong with readily available research and mentorship opportunities for fellows and residents. International prominence could be accelerated by recruiting top researchers in a few key areas.</p> <p>Relations with cognate departments – Greater contact between Psychiatry and the other Chairs of Medicine was recommended.</p> <p>Organizational Structure – Generally, the unusual structure worked well.</p> <p>Challenges – There were questions regarding whether the close relationship between the Centre for Addiction and Mental Health and the Department could continue given plans to redevelop the Queen Street site.</p>
<b>DOCUMENTATION PROVIDED TO REVIEWERS:</b>	<ul style="list-style-type: none"><li>• Terms of Reference and Review Guidelines</li><li>• Department Self-study</li><li>• Education Overview</li><li>• Faculty of Medicine Strategic Plan, 2007</li><li>• Reports: Faculty, Undergraduate Education, Undergraduate</li></ul>

Education students, Fellowship Program, Post Graduate Medical Education, Post Graduate Medical Education student report, Institute of Medical Science, Continuing Education, Research

- Provincial Psychiatric Outreach report
- International Psychiatric Outreach report
- Departmental Budget
- Departmental communications
- Previous External Review Report and administrative responses, 2004
- Synopsis of Research Activities (April 2007-March 2008)
- Faculty CVs

#### **CONSULTATION PROCESS:**

The reviewers met with the Dean, the Department Chair, Vice-Dean Research, Executive Committee, Division and Program Heads, Education Council, Postgraduate Medical Education representatives, Postgraduate Medical Trainees and Clinician Scientist Trainees, an Undergraduate medical student, the Fellowship Program Committee, Clinical Fellows, Graduate Program representatives, Research Fellows and Graduate Students, Clinical and Health Services Investigators, Psychiatric Outreach representatives, the Continuing Mental Health Education Committee, the Research Executive Committee, Basic Science Investigators, Positron Emission Tomography Research representatives, Research in Education Investigators, Chiefs of Psychiatry at Fully Affiliated and Community Affiliated Hospitals, administrators, faculty members, and cognate chairs.

#### **FINDINGS AND RECOMMENDATIONS - OVERALL ASSESSMENT AND SPECIFIC ISSUES:**

The Department of Psychiatry is an “excellent and outstanding resource” nationally and internationally and provides many strengths and contributions to the Faculty of medicine and the University of Toronto. The advances achieved over the past decade are impressive.

The Department has grown substantially in the past decade. It is a very large program that the reviewers considered noteworthy for its excellence across all mission areas and its international prominence: “Learners at all stages of training and in diverse programs of the Department perceive education as a vital priority; they indicate the richness of the educational experiences they receive and the advantages they perceive in a program with such scientific and clinical depth.”

#### **Education**

The Department has an impressive portfolio of academic programs that are “recognized throughout the world for their excellence”. Teaching staff have substantive teaching responsibilities to the undergraduate medical education program, including a pre-clerkship curriculum and third-year clerkship in psychiatry. Within North American programs, the Psychiatry residency training program is recognized as outstanding. The fact that top U of T medical students wish to stay in the Department is testimony of program excellence. Learning opportunities through community outreach to remote and underserved parts of Ontario, international experiences in Ethiopia, and the clinical scientist training program are special and successful.

The reviewers lauded the Department’s Continuing Mental Health Education programs for their pedagogical innovations and successful coordination.

#### **Research**

The Department’s research activities have also exhibited dramatic growth with national and international prominence of its research activities in diverse areas from basic neurosciences to innovative, evidence-based education initiatives. In particular the reviewers noted that “research in a medical education is a

highly innovative and nontraditional component of the University of Toronto's Department of Psychiatry and has received acclaim." Its research fellowship programs are "a key strength in supporting the development of physician-scientists as well as interdisciplinary behavioral scientists and neuroscientists."

### **Clinical activities**

The Department's extensive and varied clinical activities are very innovative. Creation of the Mental Health and Addictions Emergency Department Alliance, a collaborative endeavour with seven hospitals in the Central Toronto Local Health Integrated Network, exemplifies the Department's leadership in optimizing mental health care delivery. The Department offers focused care, clinical research and training through its support of many subspecialty programs and divisions that exist as Centres of excellence and expertise. Children's services have been identified by the Department as an area for more program needs.

### **Departmental accomplishments**

The Department's exceptional reputation for commitment to social responsibility is the result of "clear actions and dedicated, sustained efforts of the faculty and departmental leadership". Several faculty members have lead or participate in important national, international and institutional projects. The Chair is dedicated to supporting the professional development of faculty members that has let to the prominent roles of senior faculty within the Faculty of Medicine.

The reviewers cite several milestones the Department has achieved over the past decade including:

- 1) *Faculty diversity*: Strong efforts have been committed in promotion of women and minority faculty.
- 2) *Recruitment/retention of outstanding faculty from "excellent institutions"* including recruitments of prominent subspecialists. Interdisciplinary scientists have been recruited and "highly productive scientific leaders" have been retained.
- 3) *New research initiatives* have been undertaken including the consolidation of the neuroscience program under the leadership of a senior faculty member and development of combined genetic and neuroimaging, animal models of schizophrenia, epigenetics and pharmacogenetics were noted.
- 4) *Several new and sustainable educational initiatives* have been established including the Research, Innovation, and Scholarship in Education Program, the innovative Psychiatric Summer Institute, and a Clinical Scientist Program.

### **Departmental Organization**

The reviewers were impressed with the Department's organizational complexity both inherent to the department, affiliations with hospitals, spectrum of activities, and the diverse character of Toronto and Ontario. The complex environment is significant and will be important in the future as organizations increasingly establish transdisciplinary, interdependent and global efforts to achieve their missions. Department leaders, along with the Faculty of Medicine and affiliated organizations, will need to provide careful attention to their connections, communications, and academic programs. The Chair is universally accepted as "an exceptional leader". His collaborative nature, collegial style, unending efforts and commitment were just of few of his characteristics.

### **Future challenges**

The reviewers highlighted several issues that will require attention in order for the Department to fulfill critical objectives:

#### Department Organization

The breadth and complexity of the Department requires management that ensures faculty members across many sites to be consistently involved in departmental oversight, development and planning. A



strong and inclusive *executive leadership team* needs to be in place to assist the chair in collaborative decision making, recruitment, budgetary planning and communicating “a sense of common mission across a geographically distributed faculty with multiple roles”. Although there currently is a departmental executive leadership team, the team will need to take on a greater problem-solving and decision-making function.

The *large number of diverse formal academic programs* poses a challenge. They should be closely integrated into the academic management structure and participate in strategic education and research planning. Sustaining such academically diverse programs poses a challenge with respect to oversight and resources. The reviewers suggested that the Department’s programmatic structure be revisited with an explicit rationale and links to the resources and functions of the Department. An important criterion for program consideration will be the program’s ability to integrate clinical, teaching and research mandates.

### Education

The Department, along with the Faculty of Medicine overall, will need to respond to the need for *increasing undergraduate medical education capacity* to meet the demands of increasing enrolment. The reviewers note this is not a concern unique to the Department and UofT has an advantage as a result of its extensive network of hospital affiliations. The magnitude of the challenge is increasing and “it will be imperative that the Department ensures the participation from staff in all levels of teaching”. Efforts to streamline and standardize undergraduate teaching should continue to be encouraged and optimized.

The residence program is the largest in North America and is “unmatched in the richness of research and training opportunities that it offers across all psychiatric subspecialties and fields of investigation.” The program has responded constructively to a provisional accreditation from the Royal College in 2007. The reviewers identified the *number of training sites and opportunities* poses challenges with respect to effective program management and ensuring the consistent quality of clinical education. The reviewers commended new initiatives such as site-specific quality improvement activities.

The Department is well positioned to respond to new Royal College *subspecialty initiatives* and requirements that can further strengthen the child psychiatry training program.

### Research

In order to grow research funding over the next 5 years, the Department can capitalize on its *interdisciplinary, international, and cross-campus collaborations*. The mental health research mission can also be more visibly promoted.

The Department’s research program should be launched as a *strategic priority planning* exercise. Planning should involve department members with key leadership positions and “would set the foundation for the recommended review of programs and academic entities within the Department” as well as inform future recruitment and other departmental investments.

### Sustainability

The Department will need to continue to *attract and retain academic administrative leaders*. The reviewers outline attributes for the next chair, including

In order to sustain a strong *Departmental budget*, given availability of University and affiliated hospital funds, a *fundraising plan* should be developed. The reviewers recommend a number of possible strategies that can be explored.

## **ADMINISTRATIVE RESPONSE**



On behalf of the Faculty of Medicine and the University of Toronto, I extend sincere thanks to Professor Mimi Israel, Chair of the Department of Psychiatry McGill University and Professor Laura Roberts, the Charles E. Kubly Professor and Chair, Department of Psychiatry and Behavioral Medicine and Professor of Bioethics, Department of Population Health, Medical College of Wisconsin, for their thorough and expert review of our Department of Psychiatry. We are grateful for their outstanding and very helpful external report. May I also take this opportunity to thank all the faculty, staff and students who participated in this 5 year academic review both for the preparation of the self-study documents and for meeting with the reviewers.

Finally, I congratulate and thank Professor Donald Wasylenki for his truly remarkable performance as Chair over the past decade leading the Department of Psychiatry to a new level of achievement recognized nationally and internationally. The exceptional performance of this department in both education and research is a great credit to Professor Wasylenki and the leadership team that he has supported. Psychiatry is an exemplar in many areas of academic achievement and leadership including the effective partnership with the affiliated hospitals and their research institutes, the implementation of novel and high impact programs in continuing education and professional development and international health to name only a few. Importantly, the Department of Psychiatry has fully integrated advances in education and research with quality of health care for individuals and populations with mental health and addiction disorders.

The following focuses on the issues raised by the reviewers that are particularly relevant for the future of the Department.

#### **Milestones over the Past Decade:**

The reviewers have drawn attention to 4 milestones of the Department of Psychiatry that are worthy of mention in the context of future directions. These include: the recruitment, retention and promotion of women and minority faculty; the recruitment of new faculty including scientific leaders from excellent institutions; development of new inter-disciplinary research initiatives; and, new initiatives in MD teaching and learning including the establishment of a Clinician-Scientist program. Importantly, all of these achievements were enabled by the effective and close partnership between the Department of Psychiatry and the fully affiliated hospitals/research institutes, particularly the Center for Addiction and Mental Health. Further, it is evident that the leadership team, including the Clinical Heads of Psychiatry in the affiliated hospitals have played an enormously important role as academic leads in their institutions strongly promoting the overall goals of the Department. Finally, the advances in this Department were the result, in part, of deliberate and detailed strategic planning under Professor Wasylenki's leadership. Focus on the implementation of specific goals aligned with similar strategic directions in the affiliated hospitals/research institutes has been a formula for success that this Department should continue. In fact, the Department of Psychiatry was the first among our departments in the Faculty of Medicine to so clearly delineate a formal strategic plan and set of implementation tactics over the past decade. The next Department Chair will have the opportunity to build on the strengths achieved through a new strategic planning process.

#### **Departmental Organization**

The reviewers correctly identify the most important challenge faced by all of our multi-institutional University Departments, namely the level of complexity and broad scope of the Department programs. The importance of effective and timely communication to faculty members and trainees cannot be over stated. The vulnerability for inter-professional and inter-institutional conflicts is recognized and must be managed proactively by the academic and administrative leadership. This challenge turns into opportunity by leaders who embrace complexity and view the University Department as the facilitator or academic glue that unites faculty and trainees distributed among many programs and institutions. Rising above the politics, and respectfully recognizing the



importance of commitment to excellence and innovation are identified by the reviewers as clear strengths of the current leadership and I join them in recommending that the next Chair continue on this path.

Regular meetings between the Chair and the Clinical Heads is crucial and further integration of the education and research mission of the University Department and the affiliates will require continued and effective collaboration. As mental health and addiction clinical care increasingly focuses on community-based delivery and improved health policy, the Department of Psychiatry academic expertise across the Toronto Academic Health Science Network should support health service transformation.

The reviewers wisely counsel that the next Chair should revisit the large number of formal academic programs and strategically evaluate this organizational structure. Aligning programs realistically with available resource and support through centralized activities within the Department and its partner hospitals will be essential. A detailed academic planning exercise will be requested of the new Department Chair by the Dean to be undertaken no later than within the first two years of assuming the new position. It will also be expected that the strategic directions of the Department align with the Faculty of Medicine's strategic plan (an easy task for this Department).

## Education

The reviewers recognize that, along with all other medical schools in North America, our Faculty of Medicine is facing continued expansion of undergraduate and postgraduate MD programs during a time when resources are limited. These include, space and facilities, community-based training sites and engagement of part-time faculty as well as the need to continually prepare teachers in new methods, e.g., inter-professionalism. The University of Toronto has recently expanded its affiliation to include a total of 19 community health care facilities among them Ontario Shores Center for Mental Health Sciences. We are confident that continued expansion of both undergraduate and postgraduate medical education in psychiatry will be supported by these new partnerships. We also recognize the insufficiency of the current level of funding for MD training from the Ministry of Training Colleges and Universities and the Ministry of Health and Long Term Care. The Dean of Medicine joins with her colleagues across all of the Faculties of Medicine in Ontario with the support of the Executive Heads of our Universities to advocate as strongly as possible with the Ontario government for improved funding of our MD education programs.

The new Royal College subspecialty initiatives are welcomed, but attention to the recommendations of the reviewers are in order. The management of the number of training sites and opportunities requires very careful attention to effective communication and recognition that consistent quality of clinical education must be achieved. Distribution of decision-making with guidance from higher levels of leadership must be orchestrated in this complex environment where proactive problem-solving is undertaken early as issues arise.

## Research

The reviewers comment that progress to date in research has been meritorious. To grow beyond the current status over the next 5 years, the reviewers indicated that "the department is poised to enjoy exponential growth in research activities and funding by promoting interdisciplinary, international and cross-campus collaboration". Engagement with psychosocial and health system dimensions, joint appointments of faculty in basic science and translational programs, and integrating training programs across clinical departments are bold steps that the Faculty endorses. As part of the strategic planning exercise, the Department is encouraged to carefully scan for new opportunities across the TAHSN institutions and the University of Toronto. New recruitment and partner institutional investments will continue to be key implementation tactics for successful growth of research in Psychiatry. Continued growth and full support of the clinician-scientist program should be a top priority for this Department. Importantly, the development of a state-of-the-art Clinical Trials



---

Center at St. Michael's Hospital, now expands the capability of faculty from all disciplines to more successfully plan and launch patient-oriented research. The Department of Psychiatry should take full advantage of this resource in expanding clinical trials research, translating discovery into practice.

### **Sustainability**

The next Chair will be required to support the University Department mission and vision through seeking new revenues, particularly shared revenues and expenses with the fully affiliated partner hospitals/research institutes. Fund-raising will be essential and the next Chair should target the establishment of new endowed chairs, and fellowships for the clinician-scientist program. The Office of Advancement in the Faculty of Medicine is prepared to partner with the Department of Psychiatry to assist in fund-raising. The investment in support for a dedicated Senior Development Officer for the Department is highly recommended.

### **Summary**

The Department of Psychiatry has been comprehensively and very favourably reviewed and again I thank the external reviewers for their time, expertise and outstanding report. The Faculty celebrates the leadership of Professor Wasylenki and agrees wholeheartedly with the recommendations of the reviewers about the desired characteristics of the next Chair. The overall performance of the faculty members of the Department of Psychiatry is laudatory and the University of Toronto takes pride in the "truly superb and innovative programs, the internationally recognized scientists and prominent academic leaders" exemplified by this world-class department.

Catharine Whiteside, MD PhD  
Dean of Medicine  
September 7, 2009

## REVIEW SUMMARY

**DIVISION/UNIT:** **Institute of Child Study**  
Ontario Institute for Studies in Education (OISE)

**DATE:** November 9-10, 2009

**COMMISSIONING OFFICER:** Dean, OISE

**PROGRAMS OFFERED:** MA Child Study and Education through the Department of Human Development and Applied Psychology (HDAP), OISE.

### EXTERNAL REVIEWERS

Prof. Annette LaGrange, University of Calgary  
(A second reviewer withdrew due to an emergency)

**PREVIOUS REVIEW DATE:** 2005

### SUMMARY FINDINGS AND RECOMMENDATIONS OF PREVIOUS REVIEW:

The Institute of Child Study is high performing on its integrated mission of education, research, and the laboratory school. The Child Studies and Education program and its laboratory school are unmatched in Canada. Its students are confident and satisfied and its faculty is committed and effective. Its faculty members are highly committed to evidence based practice and to shaping best practice through their research. The research programs of the faculty are impressively funded and have contributed significantly to the scholarly literature, policy, and practice.

The largest challenge facing ICS stems largely from its geographic separateness from its administrative and academic home, OISE, making it more difficult for faculty and students housed at ICS to interact with those housed at OISE. Administrative work sometimes needs to be duplicated and information is not always shared in a timely fashion, and the overlap in administrative responsibilities of the ICS Director and HDAP Chair can potentially result in confusion.

The external reviewers recommended:

- ICS be recognized as a unique and highly successful program, which requires administrative strategies that necessarily differ from other programs within OISE. Communication channels should be reviewed at all administrative levels and clear lines be established jointly by ICS, HDAP, and the Dean's office. The capital campaign should report quarterly to the OISE Dean's Office. An agreement should be developed by ICS, HDAP and OISE, which defines the respective roles and responsibilities of leadership and administration.
- The Institute's efforts to include diverse populations be continued and expanded. Graduate school faculty at ICS and HDAP should identify how students and faculty at the two sites can more effectively come together around common scholarly interests.

### DOCUMENTATION PROVIDED TO REVIEWERS:

Terms of Reference  
ICS Self-Study  
Policy for Assessment and Review of Academic Programs and Units  
Guidelines for Review of Academic Programs and Units,  
OCGS Review of MA-Child Study  
Ontario College of Teachers (OCT) Accreditation Report for the MA-Child Study  
Previous review summary and administrative response  
ICS brochures, faculty CVs (on CD),

OISE graduate and teacher education calendars  
OISE Annual Report

**CONSULTATION PROCESS:**

Dean of OISE, Chair of Human Development and Applied Psychology (HDAP), Director of ICS, ICS affiliated faculty, Principal of ICS Laboratory School, ICS Administrative Staff, Graduate Students (there are no undergraduate students at ICS), Associate Deans, Director of Research and Graduate Studies, ICS Capital Campaign Director, Director of MA-Child Study and Education, ICS Laboratory School Teachers, Search Committee for Director of ICS, Member of Department of Psychology (U of T cognate; by teleconference)

**FINDINGS AND RECOMMENDATIONS - OVERALL ASSESSMENT AND SPECIFIC ISSUES**

The Institute of Child Study (ICS) is of exceptionally high quality in all three aspects of its tripartite mission of research, graduate education and children's programming. Its research is well supported by external research grants and is broadly disseminated in both refereed and non-refereed publications and presentations. The MA Child Studies Education (CSE) program makes a unique contribution to education in that its graduates understand educational research and know how to apply it in education settings. They have a sound understanding of child development and education. The laboratory school provides a model for innovative child-centered education.

The current expansion of services to young children and their families in Ontario presents a unique opportunity for ICS to influence public policy, to model the most promising practices and potentially to obtain additional resources to support its mandate.

**Size, scope, quality and priorities of ICS's educational activities, including teaching and supervision**

The three components of ICS support the curriculum of CSE and the lab school. The current structure appears to work well with improved coordination and communication within ICS. There is an excellent relationship between the department of Human Development and Applied Psychology (HDAP) administration and the Institute.

The size of ICS appears to be optimal given the current number of faculty, teaching staff, students and space. However, a concern was expressed that the quality could not be maintained if retiring faculty members were not replaced. The expertise and background of current faculty members appears to serve the MA program adequately but there is a danger that any reduction in faculty able to teach core courses would create a problem. The reviewer considered that this is an issue for ICS going forward as, even if faculty members were hired, they would be more junior and could have some difficulty managing teaching, supervision and research roles at the same level as is currently occurring. The reviewer recommended that the Institute and Department have further discussions around the distribution of work and supervision.

The new provincial early childhood initiative in Ontario may provide opportunities in the next few years for new or expanded program offerings at OISE. ICS is in a unique position within the province and the university to play a central role in early childhood education. ICS already has established a good relationship with the provincial ministries involved in this new program. The reviewer recommended that this could be an ideal time for ICS to contribute more extensively to the initial teacher education program at OISE.

MA students are very strong and are exceptionally supportive of the program and the faculty. They were able to articulate clearly how the emphasis on theory and practice is enforced in their courses and their fieldwork. They described their experiences in the lab school as invaluable. The opportunity for all students to work within the lab school at some point in their programs is a recent initiative within ICS and seems to be important to all members of ICS. The opportunity to work closely with faculty members was

considered a strong asset in the MA program. However, the reviewer observed that there do not seem to be well-defined measures of success for the graduates of the lab school or of the MA program.

### **Scope quality and relevance of ICS's research activities.**

The reviewer concluded that the research of faculty members is of exceptional quality. The recognition of the importance of their research is demonstrated by their research publications, tri-council grants, and number of invited addresses given by the faculty at many of the world's best universities and at major association meetings in the areas of child development and education. Teachers within the laboratory school are also active researchers.

The ethos of research and the imperative of research dissemination is a central feature of the teaching program for the MA students. The students understand the necessity of evidence-driven practice and are coached to apply theory when designing appropriate teaching strategies. They are expected to be teacher researchers who seek evidence of the effectiveness of their own practice. Students joined faculty members for a day of research presentations at OISE.

The scope of the research throughout ICS is extensive and relevant to understanding children and their learning settings. However, the reviewer could not identify extensive research on the lab school program itself. The school describes itself as a school based on Dewey's philosophy and states that it uses a child-centered inquiry approach. However, there does not seem to be research on how they have applied this philosophy or created a coherent program model for working with children.

### **Scope and quality of the ICS Laboratory School and its relevance to the Institute's educational and research activities. Appropriateness of budgetary, administrative and governance relationship between the Lab School and the Institute.**

The lab school is cherished by the students, parents and faculty. The staff of the school is highly committed to the children, to supporting the research agendas of the faculty members, and to modeling the concept of teacher-researcher. The MA students are well integrated into the school. New initiatives in the last few years have further enhanced the links between all three components of the institute. However, more explicit evidence of the quality of the lab school is needed both to guide the school and to influence others seeking models of successful programs.

The school faces some significant challenges related to space and facilities. The buildings are old and while safe and functional they have limited potential. Class sizes in the MA program stretch the capacity of the seminar rooms and faculty offices and laboratory space are restricted. Although there are well-developed plans for renovation and expansion the current economic climate has affected the capital campaign.

The school's scope and range of influence could be extended to include more observations from other teacher education programs, university programs and community schools.

In recent years ICS has worked to identify the costs for each of its three components. This has required the Lab school to understand its costs more specifically and to move to a model of self-sufficiency. ICS and the lab school have taken seriously the need to be accountable and have already begun to plan for financial self-sufficiency.

### **Appropriateness and effectiveness of the ICS's organizational and financial structure, particularly its relationship with the Department of Human Development and Applied Psychology and with the Dean's office.**

The Institute, Department and the Dean's office have created and made explicit appropriate organizational structures. It appears that there is excellent communication, that faculty from HDAP and ICS collaborate extensively in teaching courses, graduate supervision, colloquia, and department

committees. However, there is a sense that the distribution of work between HDAP and the CSE faculty that teach and supervise in the MA as well as other areas of HDAP, should be considered.

### **Scope and nature of ICS's relationship with cognate academic units/programs at the University of Toronto and elsewhere.**

The reviewer observed that most strong programs for young children are influenced by interdisciplinary collaborative bodies that include public health, medicine, economics, policy studies, social work, sociology and psychology. While there are partnerships within projects and within some research, a multidisciplinary approach does not appear to be built into the fabric of the school or the institute. The reviewer suggested that ICS could play a much greater role within OISE and could benefit by doing so. ICS could enhance its research, teaching, reputation and support by creating stronger partnerships within the university. In particular, the initial teacher education program could be more exposed to the work of the center and to the research generated by ICS faculty. The teachers of the lab school are excellent models for this approach and could be a powerful model for other schools. The province will require more teachers with specific training in teaching in the early years. This is the expertise of ICS and they could bring that expertise to the teacher education programs. ICS could also benefit through systematic engagement with other OISE units, and other university units, for example the Faculty of Arts and Science Department of Psychology. This was also a recommendation of the ICS previous review.

### **Scope of ICS's relationship with external government, academic and professional organizations.**

ICS has taken a leadership role in relevant professional organizations and faculty members have taken lead roles in academic organizations. International partnerships and collaborations with local schools and with George Brown College appear to be highly beneficial to all participants. ICS has been proactively established strong links with the Ministry of Education working with those involved with the new early childhood initiative. They are in an excellent position to become an essential repository of the knowledge base required by the Ministry of Education.

The reviewer observed that, while the opportunities for ICS seem boundless, it is critical to explore these within the constraints of current and future resources.

### **Appropriateness of the ICS advancement campaign structure.**

The ICS's advancement campaign is critical to the further development of its mission. The plan is well developed, achievable and potentially appealing to a number of donors and community members who would support the institute although it should be reviewed for greater support for the academic and research agenda of the institute.

### **Assessment of the quality of the vision of ICS and its long-range plan...Assessment of ICS relative to other units of its kind in Canada/North America.**

The work of the Institute is excellent across all its components however there is no well-articulated coherent vision for ICS that could focus the research and help articulate the philosophical and pedagogical basis for the laboratory school. Although its research is internationally well known, research conducted by faculty member and teachers is very well received but appears to be directed by the individual interests of faculty members.

## **ADMINISTRATIVE RESPONSE**





## ADMINISTRATIVE RESPONSE – REVIEW OF ICS

Overall, the review reflects accurately the activities and achievements at ICS over the last 4.5 years. The review concludes that:

- the Institute of Child Study (ICS) is of exceptionally high quality in all three aspects of its tripartite mission of research, graduate education, and children’s programming
- research is well supported by external grants
- the MA program in Child Study and Education makes a unique contribution to education
- the laboratory school provides a model for innovative child-centered education.

The review’s comments and suggestions are insightful and constructive, and would be even more so had there been a second reviewer to provide another perspective (the second reviewer had to withdraw at the last minute due to family emergency).

The reviewer also identifies several challenges facing ICS. The following summarizes the reviewer’s recommendations and our responses.

- *The reviewer observes that there is no well-articulated coherent vision for ICS. In particular, there is no vision for the laboratory school that would enable one to understand its uniqueness and its philosophy; there is no well-articulated research plan for ICS overall; and there is no vision that connects faculty complement, university collaboration, and ICS’s tripartite mandate.*

The general vision for ICS is articulated in the self-study report submitted to the reviewer as: “At ICS, we have a tripartite mission--bringing together graduate teacher education, research, and exemplary education practices. We offer a 2-year Master of Arts Degree in Child Study and Education that includes Ontario Elementary Teacher certification; the Dr. R.G.N. Laidlaw Research Centre with an international reputation for leadership in educational research, and a Laboratory School for children aged 3-12, fostering educational excellence.”

We agree that ICS as a whole should develop a more specific set of goals and articulate the vision and philosophy that inspire its teaching and research activities.

- *The reviewer notes that most research at the school does not apply to the lab school program itself. The reviewer also observes that there were no well-defined measures for determining the success for graduates of the lab school or the MA program, but that, if ICS wants to influence work with young children locally and globally, this area of research is essential.*

A series of meetings among all ICS members are planned (beginning in January 2010) that will allow ICS members to discuss, debate, and delineate future research strategies and foci at ICS. However, ICS’s research activities and agenda have always been and should continue to be driven by researchers themselves, including the teacher-researchers at the lab school. This is not only because ICS, like any University of Toronto academic unit, must respect, encourage and promote academic freedom, but also because the field of child development and education is vast and fast changing, and a top-down research agenda could stifle creativity and prevent researchers from meeting emerging challenges.

We agree that ICS should define measures for determining the success of graduates of the lab school and the MA program. ICS has proposed that its Laidlaw Research Center initiate a research project not only to develop a web-based system to track graduates of the MA program and the lab school but also to compare our graduates with those from comparable programs or schools.

Criteria for measuring lab school success that are in place include: clear guidelines for measuring student success; documentation of contributions to pre-service teacher education and in-service professional development; and records of the quantity, quality, funding and dissemination of research. We agree that establishing quantitative goals for each of these areas would enhance the assessment and communication of the school's success. It is important that academic innovation and experimentation remain at the core of the school's work so that it may actively contribute to the advancement of education in other schools, boards, faculties and research labs.

- *The reviewer states that the program has identified an impending turnover in faculty members due to retirement that may compromise the quality of its research and graduate teaching.*

OISE's five-year budget plan includes provision for replacing all retiring faculty. The priorities of its home department, Human Development and Applied Psychology, will determine how many new faculty work at ICS, but the program is highly valued by the department.

- *The reviewer notes that ICS affiliated faculty have expressed concerns about the feasibility of plans to expand the flex-time PhD, and that though it is likely possible (if seminar rooms are reconfigured) to increase admission in the MA program to 50 students per year, it may not be entirely desirable. The reviewer links these concerns about expansion to the perception of faculty members who teach in the MA program that they have higher workloads than other faculty in HDAP.*

The early childhood flex time PhD initiative in the Department of Human Development and Applied Psychology is at the early stage of planning with participation of three core ICS affiliated faculty along with other HDAP faculty. In due course, this initiative will be discussed further with the involvement of all faculty members in HDAP including ICS affiliated faculty. As to increasing the admission in the MA program to 50 students per year, we agree with the reviewer that it is possible but will require appropriate resources. Each faculty member's workload is determined by the Chair, in the context of the departmental workload policy. While each department course differs in its size and requirements, ICS faculty members are assigned the same workload (4 half courses) as other faculty members in HDAP.

- *The reviewer suggests that, if expansion of the MA is not possible during this moment of heightened interest in early learning, ICS affiliated faculty might instead increase their impact on early learning by increasing their participation in the initial teacher education program at OISE. Linkages with other units at the University of Toronto are limited especially given the benefits of multidisciplinary research. ICS could enhance its research, teaching, reputation and support by creating stronger partnerships within the university.*

We agree that it is imperative for ICS to be connected with the vast network of expertise and knowledge that exists at the University of Toronto and in the teacher education program at OISE. In recent months, ICS faculty have begun meeting with the instructors from the Consecutive Initial Teacher Education

Program to develop a new Elementary Option that focuses on Early Learning and the Primary/Junior Years. With the support of \$800,000 in funding from the Robertson Foundation, ICS has also begun a collaborative initiative with the OISE Initial Teaching Education Program to strengthen elementary science and mathematics education in the initial teacher education program at the University of Toronto. As the reviewer notes, ICS will need to prioritize these collaborations and integrate them into its policies, practices and research.

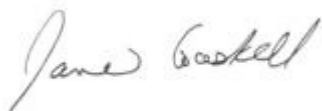
Collaborations are highly desirable to respond to the current expansion of services to young children and their families in Ontario through the provincial early learning initiatives and expanded provision of teacher education for working with young children. ICS could develop a joint interdisciplinary doctoral program on early learning with other University departments or programs such as social work, public policy, neuroscience, and public health, and it is involved in developing an Additional Qualification (AQ) course in early childhood for teachers.

- *The current expansion of services to young children and their families in Ontario presents a unique opportunity for ICS to influence public policy, to model the most promising practices and potentially to obtain additional resources to support its mandate.*

ICS continues to explore the potential opportunities in early learning initiatives. A number of ICS faculty members are already involved in the planning of a flex mode, cohort based, PhD program in early childhood development and education in collaboration with Dr. Charles Pascal, the author of the Early Learning Report for the Province of Ontario. The program, if approved, will begin enroll students as early as the 2010-2011 academic year.

- *Lack of physical space is a concern for ICS.*

As the reviewer notes, plans for renovation and expansion exist. OISE has purchased another building on the ICS site. We continue to pursue improvements to existing lab school, graduate teaching, research and office space at ICS through our capital campaign, though the current economic climate has negatively affected our progress. There is provision for building a capital reserve in the lab school budget. As the reviewer notes more generally, ICS and the lab school have taken seriously the need to be accountable and have already begun to plan for financial self-sufficiency through a combination of tuition fees and fundraising.



Jane Gaskell  
Dean

February 3, 2010

## REVIEW SUMMARY

<b>UNIT/PROGRAM DIVISION</b>	<b>Department of Chemical and Physical Sciences</b> University of Toronto Mississauga
<b>DATE:</b>	February 12 - 13, 2009
<b>COMMISSIONING OFFICER:</b>	Dean
<b>PROGRAMS OFFERED: Undergraduate</b>	Astronomical Sciences, BSc: Spec Astronomy, BSc: Maj Biological Chemistry, BSc: Spec Biological Physics, BSc: Spec Chemistry, BSc: Spec, Maj Earth Science, BSc: Spec, Maj Geology, BSc: Spec Physics, BSc: Maj
<b>EXTERNAL REVIEWERS</b>	
<b>International</b>	Prof. John C. Hemminger, Dean, School of Physical Sciences, University of California at Irvine
<b>Canadian</b>	Prof. Paul L. Smith, Chair, Department of Earth & Ocean Sciences, University British Columbia Prof. John C. Vederas, Chair, Department of Chemistry, University of Alberta
<b>PREVIOUS REVIEW DATE:</b>	N/A - Dept formed 2003
<b>DOCUMENTATION PROVIDED TO REVIEWERS:</b>	<ul style="list-style-type: none"><li>• Department Self-Study</li><li>• Terms of Reference</li><li>• Dean's Review Guidelines for external reviewers</li><li>• UTM Degree Level Expectations</li><li>• UTM Steps Up Plan 2010</li><li>• Performance Indicators and Statistics from the Office of the Registrar</li><li>• UTM Academic Calendar 2008-2009 and Viewbook</li><li>• University of Toronto Viewbook 2009-09 and Facts &amp; Figures 2007</li><li>• Tri-Campus Framework 2002</li></ul>
<b>CONSULTATION PROCESS:</b>	The reviewers met with the UTM Dean, Vice-Principal Research and Interim Vice-Dean, Graduate; the Interim Chair and Associate Chair; faculty and teaching staff members; undergraduate and graduate students; lab technicians; cognate chairs; library and administrative staff; and post-doctoral fellows and research associates.

### FINDINGS AND RECOMMENDATIONS - OVERALL ASSESSMENT AND SPECIFIC ISSUES:

The reviewers concluded that the "University of Toronto enjoys a very high national and international reputation for its scholarly work and educational quality, and the Mississauga campus shares fully in that reputation." The department is in a good state as its faculty, staff and students are "talented, accomplished, enthusiastic and hard working". Faculty members have received national and international research awards and national teaching excellence awards. The Department does face external and internal challenges.

## **Governance, Planning and Administration**

The department's academic plan is commendable. In particular, its redefinition of new collaborative and scientifically important foci that capitalize upon existing research strengths was an "excellent strategy". The reviewers commented on the current economic environment that has had a negative impact on the department. Despite this, there has been an improvement in faculty and staff morale. The reviewers recommended that the next department chair should have a research program based at UTM.

The reviewers commented on the department's clusters:

- The Biological Chemistry and Biophysics clusters are "dynamic and synergistic" although they have not yet reached a desirable critical mass.
- The Earth and Space cluster has not yet developed a "clear vision or synergy" although the reviewers commented that the emphasis on paleoclimate and climate-tectonics links was an appropriate one. Geobiology, geomicrobiology or biogeosciences could also be valuable future areas for consideration.
- Astronomy at UTM has "lost critical mass" and recruitment and perhaps retention "would pose significant challenges". The reviewers suggested it would "either be better to 1) devote the astronomy resources to the earth sciences, leaving astronomy/astrophysics as a focus for the other two campuses, or 2) place emphasis on the planetary sciences which would be more likely to encourage synergies within the department and with UTSC where, we understand, a planetary emphasis is also evolving."

In order to proceed with academic planning, the reviewers suggested the department hold a one-day retreat on an annual basis. The annual planning meeting should include progress reports from the clusters. They also suggested that the department set department oversight groups with the responsibility of overseeing matters such as planning for space and lab facilities, awards, safety, etc. Given the recent growth of the department, a lab facilities committee should set priorities which the lab technicians can then implement.

The reviewers considered that the next chair of the department focus on the "promotion of the Department's interests within UTM, across the 3 campuses, nationally and internationally. Internal departmental relations could be facilitated by a Chair's Advisory Committee that is representative of the department's interest.

## **Space and Laboratory Safety Issues**

The department's current location allows for researchers to intermingle, resulting in a collegial and collaborative environment. However, the department's increased enrolments and faculty member hires have outgrown the space and, indeed, the department's space has been reduced in recent years. The reviewers recommended that there should be an increased space allocation for the department, especially laboratory and graduate student office space. They noted that the development of the UTM Health Sciences Complex, the Instructional Centre, and a proposed Science Building will help with space issues.

The reviewers commented that the waste pick-up system is "not widely appreciated and consequently waste accumulates in vented cabinets". The reviewers recommended increased policy and procedures communication. Based on tours of the undergraduate laboratories, the reviewers observed that labs are "not adequately vented and students and staff are being exposed to noxious chemicals." They also reported that "students commented strongly about inadequate safety in the laboratories: insufficient hood space, and air quality issues." Planned renovations are underway and the reviewers strongly urged that they be completed as soon as possible in order that the facilities are ready for students by the fall 2009.

## **Research**

There is an "impressive enthusiasm and commitment" by faculty, staff, and undergraduate and graduate students. The department research environment is working "particularly well for the chemists and

physicists having a biological aspect to their work. Recent start-up packages for new faculty have been very competitive, for which the University should be applauded. Mentoring for research, and all aspects of scholarly activity, seems to be working well. However, the reviewers cautioned that when a mentor is located at the St. George campus, this hinders informal interactions. They recommended “that, whenever possible, mentors should be chosen from the UTM campus”. They commented that in some areas, the laboratory technicians are “over-burdened and additional help is essential.” The mechanical shop is reasonable, although an electronics shop would be beneficial as it could also assist with undergraduate laboratory maintenance.

The reviewers were impressed with the excellent library support. They recommended a doubling of spots for graduate students to make use of the SciFinder database.

### **Graduate Program**

The graduate students were “enthusiastic and effusive in praise of their professors and research programs” and the graduate program is effective within UTM.

The reviewers noted that communication with the St. George campus is “poor” both in terms of graduate student recruitment and lack of communication among graduate students from different research groups. The reviewers suggested that a department graduate student group and a better departmental web site could help with the latter issue.

Although the University of Toronto has “done a commendable job in maintaining fairly good levels of financial support for its graduate students” the reviewers comment that the teaching assistant (TA) allocation is not working well from the UTM perspective. TAs assigned from the St. George campus are not always well qualified, especially in earth sciences. The reviewers suggested that:

- 1) Instructors provide clear statements about the minimum qualifications required to teach a given course;
- 2) UTM be adequately represented on the TA allocation committee and that this person communicate effectively with instructors at UTM about their TA needs; and
- 3) U of T consider making it mandatory for all graduate students to teach at least one course at a sister campus during their time as a student at U of T.

A significant issue for the UTM graduate students is that TA contracts are often drawn up at the very last minute and are sometimes late. A cumbersome TA application and approval process, combined with insufficient administrative support in the main office, means that pay is often delayed at the beginning of term. This also seems to be a direct result of insufficient administrative resources in the Department; the person doing this work is simply overwhelmed. It was suggested that the process could be accelerated by using an Excel spreadsheet to tabulate information and coordinate decisions. Unfortunately, setting up such a process without either administrative help or additional staff in the Department would be an extra workload for an already overwhelmed administrative staff.

### **Undergraduate Programs**

The undergraduate students are “highly engaged” and enthusiastic. The reviewers suggested that the establishment of a single undergraduate club be a priority for the department. A faculty member should be assigned as a mentor, and dedicated club and undergraduate study space should be identified in the new building.

With some exceptions, the department’s web resources are “weak” in terms of course web sites and available research opportunities.

Due to limited resources, the reviewers recommended that the department “make some fundamental decisions” about the undergraduate programs. In particular, the programs’ relation to the St. George

campus needs to be evaluated. The reviewers reported that students had the impression they were “hampered by low priorities for enrollment in courses at the St. George campus.” As an example, the reviewers noted that in the undergraduate earth science programs “there is a sense of drift and an ineffective use of resources”. They suggested the department might consider increasing its faculty members so that all the program requirements could be offered at UTM, or deciding that higher level or lower level courses are offered at the St. George campus with students being able to participate by videoconference or in person. In order to make such decisions, the “collective vision and governance across the three campuses, untainted by territorialism” will need to be invoked.

The reviewers observed that although enrollment has increased substantially in the department, the operating budget has not: “This leads to management from one crisis to another through appeals to senior management for emergency financial support. This lack of autonomy is inefficient and lowers morale.” The reviewers suggested a formula be applied for funding of the department based on enrolment in order to “restore a sense of equilibrium, permit effective planning, and incentivize efforts to increase enrollment.”

The department operates upper level physics labs. The reviewers noted that some of the equipment is very old and needs replacement if the programs offered are to be credible. As well, the students are “very concerned that safety and air quality is not what it should be.”

### **Communication, Community and Outreach**

The department’s general seminars are only partly successful. The department should emphasize speakers that can present accessible seminars in order to maximize attendance. The reviewers also suggested in addition to external speakers, the department should include UTM, other UofT faculty and, especially graduate students, so that the sense of community is enhanced within the department.

The reviewers commended the live webcasting of lectures and seminars that link the campuses, although they reported frequent technical difficulties. The reviewers urged the University to invest in “the best videoconferencing technology, dedicate the necessary permanent space for its operation, and provide the required technical support. All universities will be making more use of this technology in the future but it is particularly important for the University of Toronto with its tri-campus structure.” The reviewers also stressed, however, that students must be able to ask questions of the lecturers, in-class tutors should be present, and demonstration materials should be the available at all the locations.

The department’s web site requires attention. The reviewers suggested information for faculty and staff is required where safety, administrative, facilities and equipment information as well as policies and day-to-day information could be easily accessed. The reviewers noted that there were complains about the lack of reliable wireless internet access across all buildings and areas.

The reviewers comment that the department needs to pay attention to outreach into the community, alumni and industry. The reviewers urged the UTM administration to work with the department to build community links and donor relations.

### **ADMINISTRATIVE RESPONSE**



February 9, 2010

OFFICE OF THE DEAN

TO: Cheryl Regehr  
Vice-Provost, Academic Programs

FROM: Gage Averill  
Vice-Principal, Academic and Dean

RE: **Administrative Response to the Review of the Department of Chemical and Physical Sciences**

I am pleased with the positive review of the department, its astute identification of areas of concern and suggestions for improvement. This is the first review of this department, a unit that brought together four separate disciplines in the physical sciences, each of them with a distinct character, student enrolment, and size of faculty complement.

#### **Governance, Planning and Administration**

The new chair (who has his research lab at UTM) has consolidated a schedule of monthly departmental meetings and will hold a departmental retreat in the spring. He has established an advisory committee which includes members of each discipline in the department and this group is already focusing on the major issues affecting the department, including future complement and program planning. This committee will address the future of Astronomy at UTM (which currently has only one faculty member) and make recommendations to the Chair. I am pleased with the commitment the new chair has shown to building cohesion within the department and to making decision-making processes coherent and transparent.

I renegotiated the budget of the department, adding more than \$200,000 in base funding to take into account on an ongoing basis all of the growth in student enrollment and therefore in TA allocations that had taken place. An additional OTO payment of \$35,000 was intended to allow the Department to move quickly on the replacement of outdated equipment.

#### **Space and Laboratory Safety Issues**

UTM's administration, working closely with the Department, has responded vigorously to the problems identified in facilities, health, and safety. A complete renovation of the teaching labs, costing just under a half million dollars, and which will produce state-of-the-art and flexible spaces for instruction, will be completed before the 2010-11 academic year. In addition, the department has formed a health and safety committee (with the other science disciplines) to address concerns raised in the review about storage of materials and health and safety matters in general. The department is committed to remaining vigilant to ensure these problems are resolved.

We have increased the number of physics technicians especially to help direct resources to the upper-year laboratory courses, identified as an area of concern in the external review. With my encouragement, the Department proposed a student fee for laboratory courses that, if passed, will result in significantly improved funding for supplies and maintenance of equipment in the Department's teaching laboratories.

UTM is generally short of space for faculty offices and laboratories, currently at around 77% of the COU standards. In response to the needs for additional offices in the natural sciences, a South Building Block A Office Addition was commissioned, designed, tendered, and is due to be finished by



the 2010-11 academic year. This addition will provide space for 33 additional faculty and graduate students. In addition, completion of the Health Sciences Complex and the Instructional Centre will open up space in the South Building that can be utilized for heavily-serviced "wet" laboratories. We are continuing to plan for a Science Building, but a greenlighting of this project will be dependent upon the receipt of Provincial funding.

Planning for all incoming hires is conducted now well in advance of the appointment time to ensure that new hires are well equipped in a timely fashion.

### **Research**

The chair is unclear what motivated the reviewers to observe that new faculty should have mentors at both the UTM and St. George campuses: this is the current practice.

### **Graduate Program**

The department has developed a system for streamlining and rationalizing its TA posting process, drawing on the highly efficient system it currently uses in chemistry to ensure that other disciplines have access to high-quality teaching assistants committed to their UTM students. Some disciplines, i.e. physics, will continue to rely on undergraduate students to fill some of their TA-ships. With respect to recruitment of incoming graduate students, the department has developed a good process within its chemistry group for hosting incoming students and is exploring similar mechanisms in its other disciplines to enhance its recruitment of graduate students.

### **Undergraduate Programs**

Working with the department administration, students in the department have established a student club and an events program that caters to the interests and needs of CPS students.

The department was unaware that students were experiencing difficulty in gaining access to St. George courses but will investigate and clarify application procedures, if warranted.

The new chair recognizes the need to "make some fundamental decisions" about the undergraduate programs and has appointed an advisory committee to advise him in this regard. The extent to which programs rely on St. George courses for students to complete them will be a factor in this analysis, as we wish to offer viable programs at UTM that do not require students to travel to other campuses for their core courses. At the same time, small enrolment programs will need to be carefully scrutinized to see whether they justify the investment of infrastructure and faculty noted in the review report.

The department is also seeking to exploit synergies between its disciplines (e.g., its biological chemistry and biological physics programs) and explore ways to create more conjoint programs.

### **Communication, Community and Outreach**

UTM has well developed videoconferencing capabilities that enable the department to link up to seminars, etc. being given on St. George and vice versa. Until recently, the facilities on St. George were not sufficient to facilitate intercampus participation in events. The new chair has worked with his counterparts on other campuses and all have agreed to buy the videoconferencing equipment necessary to facilitate such an exchange.

The department has directed resources to improve its website. For example, in the graduate section, tabs now link up with funding information and information about faculty, programs, etc. All faculty now have webpages and links are being established on the graduate department sites which link directly to the UTM department.

The department recognizes that it could and should increase its outreach to the community, offering more access to some of its specialized facilities and increasing the amount of consultancy work that it currently does. It will devote energy to this area in the future.

## REVIEW SUMMARY

<b>UNIT/PROGRAM DIVISION</b>	<b>Institute of Communication and Culture (ICC)</b> University of Toronto Mississauga
<b>DATE:</b>	October 16-17, 2008
<b>COMMISSIONING OFFICER:</b>	Dean, University of Toronto Mississauga
<b>PROGRAMS OFFERED:</b> <b>Undergraduate</b>	The Institute contains four sub-divisions offering the following programs: <u>Biomedical Communications (BMC)</u> Biomedical Communications: BA: Min <u>Centre for Visual and Media Culture Communication (CVMC)</u> Art and Art History, BA: Spec, Maj (joint with Sheridan College) Art History, BA: Spec, Maj. (joint with Sheridan College) Visual Culture and Communication BA: Spec (with CCIT) <u>Communication, Culture and Information Technology (CCIT)</u> Communication, Culture and Information Technology, BA: Maj Digital Enterprise Management (DEM), BA: Spec. Human Communication and Technology BSc: Spec Health Sciences Communication BSc: Maj; Minor <u>Professional Writing and Communication (PWC),</u> Professional Writing and Communication BA: Maj, Min Master's of Biomedical Communication , BMC
<b>Graduate</b>	
<b>EXTERNAL REVIEWERS</b>	
<b>International</b>	Prof. Thomas Porcello, Vassar College, New York State
<b>Canadian</b>	Prof. William Straw, McGill University
<b>PREVIOUS REVIEW DATE:</b>	N/A - Unit formed in 2003
<b>DOCUMENTATION PROVIDED TO REVIEWERS:</b>	<ul style="list-style-type: none"><li>• Institute Self-Study (September 2008)</li><li>• Terms of Reference</li><li>• Dean's Review Guidelines for external reviewers</li><li>• UTM Degree Level Expectations</li><li>• UTM Stepping Up Plan 2010</li><li>• Performance Indicators and Statistics from the Office of the Registrar</li><li>• UTM Academic Calendar 2008-2009, and Viewbook</li><li>• U of T 2008-09 Viewbook and Facts &amp; Figures 2007</li><li>• Performance Indicators and Statistics from the Office of the Registrar</li><li>• U of T Tri-Campus Framework (2002)</li></ul>
<b>CONSULTATION PROCESS:</b>	The reviewers met with the Dean, the Institute Director and Unit Directors, faculty members, students, and staff from each unit. They met the Sheridan Associate Dean, cognate representatives, graduate chairs, and administrative staff. They toured the Institute's facilities, and those at Sheridan College.

## FINDINGS AND RECOMMENDATIONS - OVERALL ASSESSMENT AND SPECIFIC ISSUES:

**Size, scope, quality and priorities of undergraduate program(s) offered by the Institute, with reference not only to curricula but to criteria such as teaching excellence, research opportunities, and the development of a sense of academic community among its students.**

The reviewers noted that the many specialist, major and minor programs offered by the Institute of Communication and Culture as well as the many programs offered jointly with Sheridan College present a

“higher than usual level of complexity” with relation to most post-secondary institutions. Within the ICC, the Centre for Visual and Media Culture (CVMC) offers the Major and Specialist programs in Art and Art History and the Communication, Culture & Information Technology (CCIT) programs are offered jointly with Sheridan. The complexity relates to both the number of programs and the Institute’s administrative structure.

### ***Student satisfaction***

The reviewers report that student satisfaction is “generally high” with respect to individual programs but there is a limited sense of academic community among students related to their specific program. Thus, students do not have a sense of the Institute as their institutional home. Students have a good relationship with faculty members and receive quality advising.

Students in the CVMC expressed specific concerns with regards to course offerings, writing assistance and course requirements. The CCIT students expressed concern about course offerings with respect to future graduate studies and career plans. Some students did not see much value in the Sheridan courses, although other students disagreed. Digital Enterprise Management students noted that the programs offered breadth of knowledge but not depth, described as “a jack of all trades, a master of none” approach. The reviewers reported the sense that it would be helpful to establish “tracks” within the degree programs so that students could pursue program depth.

The Professional Writing and Communication students were particularly enthusiastic with their program faculty, publication opportunities, the “intensive and communal nature of the courses” and writing support. The reviewers were concerned as to whether the small class size of this program was sustainable.

The reviewers reported that faculty members from several Institute programs were concerned about their students’ preparedness in terms of communication skills (especially writing) and their commitment to the mission of the Institute. The Biomedical Communications program faculty noted that students should have a strong background in science in order to do well in the program. There was a sense that the interdisciplinary mission of the programs was not being fulfilled.

### ***Balance of theory and practice***

Students enrolled in the joint programs “appreciated the combination of practical and theoretical training”. However, there was concern over “theory creep” in terms of the “introduction of ever higher levels of theoretical content” at Sheridan. The reviewers noted that in particular, the CCIT students were concerned about growing overlap in course material between the UTM and Sheridan courses.

### ***Administrative barriers to program completion***

The reviewers noted “technical problems of compatibility” between the UTM and Sheridan such as the weighting of studio courses at Sheridan, the reduction of the academic term at UTM to 12 weeks from 13 (while Sheridan’s terms remain at 14 weeks), and a concern over the unwillingness of the School of Graduate Studies to grant credit for specific undergraduate courses taken at Sheridan (as part of undergraduate programs offered by the Institute). The later “poses a significant barrier” to students enrolled in the joint degree programs if they wish to pursue graduate study at the University of Toronto. Additional curricular and administrative barriers were noted by the reviewers.

### ***Enrolments***

In general, the Institute undergraduate programs are successful at attracting students, with some exceptions highlighted by the reviewers.

- The reviewers were concerned with the low enrolment numbers and viability of the Health Science Communication Major, Health Sciences Communication Specialist and Human Communication and Technology Specialist. They noted that since these programs “loosely share the characteristic of being outside the media focus of other programs within CCIT” and since enrolments are low, the reviewers recommended that these programs be closed. CCIT could then “refine its focus, streamline its structure, and better highlight its strengths.”

- The Biomedical Communications minor program is successful in producing students who then take the MSc Biomedical Communications program. The specialist and major programs are not successful and several reasons are noted, including lack of appropriate prerequisites.
- The Professional Writing and Communication program enrolment has doubled in size recently, with a steady decline in enrolment in the major program and a concomitant increase in minor enrolment.

### ***Teaching***

The reviewers observed that the Professional Writing and Communication and Communication, Culture and Information Technology programs rely on single individuals to provide administration, teaching and sense of purpose. These individuals are “performing at high levels” however, the reviewers caution that “any such reliance on single individuals obviously carries with it risks in the medium and long-term”.

In the past, there has been successful hiring of faculty members into the Centre for Visual and Media Culture and the program has grown recently. However, the recent search failures, especially in joint CCIT-CVMC appointments indicated to the reviewers that they were “symptomatic of larger issues” related to the compatibility of these two units and morale within the Institute.

The lack of full-time faculty members in the Communication, Culture and Information Technology program has created issues for the definition of the program and course delivery. A high number of courses are taught by sessional lecturers, full-time Sheridan faculty and with input from Department of Management faculty members. The reviewers reported concern that in advanced courses, the “quality of instruction may be negatively affected by the lack of an active research agenda”.

### ***Facilities and equipment***

The Institute’s programs benefit from the UTM infrastructure. The CCIT building is well-equipped and able to meet the needs of technology-based teaching, although the available equipment should be reviewed. The reviewers report that faculty, staff, and student satisfaction with facilities and equipment is generally high. Software discrepancies are present between UTM and Sheridan and may affect students enrolled in the joint programs. The Visual Resource Library equipment will soon need to be upgraded.

### ***Administrative staff***

The high level of morale and commitment among the administrative staff is “striking” although there are “deep reservations about the Institute”. The atmosphere is “collegial and cooperative.”

### **Organizational structure, collegial culture, governance system and morale of the Institute.**

The reviewers concluded that the Institute should be disestablished. The Institute “lacks a sense of common purpose which would bind faculty members to it”. The primary affiliation appears to be with the individual programs, not with the Institute. There are “fundamental differences between some of the programs and the ways in which they conceive their purpose and object of study” and these are manifested in a lack of an appropriately cohesive structure. Although the Institute’s director does have a co-ordinating role, the budgets for the units within the Institute (Biomedical Communications; Professional Writing and Communication; Communication, Culture and Information Technology; and the Centre for Visual and Media Culture) are received directly from the Dean’s office. Each unit conducts its own planning and is described as “semi-autonomous”, although the reviewers commented that they “seem more autonomous than not.”

The absence of “collective purpose or identity among faculty in the Institute” may be “endemic to the discipline of Communications, which spans the humanities and social sciences; most departments of

Communications must confront the tension between different traditions and orientations. However, the range of perspectives and disciplinary backgrounds found within the ICC seems to be much wider than is the case for even the broadest of other Communications programs. The focus of programs within the ICC ranges from a management-based approach to digital enterprise through the theoretically-informed analysis of baroque artworks, and includes practical training in medical communication, psychological approaches to human communication and the study of popular cultural imagery. It is not surprising, in this context, that the primary identification of faculty members is with their own unit rather than with the Institute as a whole.”

The reviewers highlight the disparate and incoherent nature of the programs present under the ICC umbrella. While some of the Institute’s subdivisions “link well academically, the present structure of the ICC does not facilitate the realization of the full potential of the units.”

### **Scope and nature of the Institute’s relationship with external government, academic and professional organizations.**

The Institute does not appear to have had much of an impact as a whole. The individual units have been successful with local employers and organizations. The reviewers note that “the variety of programs and orientations within the ICC has resulted in a corresponding variety in the relationship of programs to external organizations. This has fragmented the profile and impact of the ICC.”

The reviewers observed that the Art and Art History program and the Professional Writing programs have been successful in contributing to local activities and organizations in the Greater Toronto Area. As well, the “number and quality of internships and work placements achieved by the Digital Enterprise Management and other programs within CCIT seemed to be high.”

### **Status of the Institute compared to others of similar size in national and international universities.**

The reviewers commented that it is difficult to compare the Institute because of a “lack of clarity concerning its purpose and focus. Because it lacks full-time faculty trained in the discipline of Communications and active in that scholarly community, the profile of the Institute relative to other Institutes in the field is low. While many CVMC, BMC and PWC faculty have prominence within their fields, this does not appear to have contributed to the profile of the Institute as a whole.”

The success of program graduates can also be considered a measure of prominence. There is no such systematic data available for the Institute although the reviewers did highlight successes in individual subdivisions. Again, the impact of the Institute’s programs appears “fragmented”.

### **Scope, quality and relevance of research activities undertaken by faculty members.**

The Institute has low overall total research funding and this may result from the lack of tenure-stream appointments in CCIT and Professional writing sub-divisions. There is a “quite impressive record” of publications by full-time Institute faculty members. Although the Institute has a good record of small research grants, there is a major lack of large-scale, collaborative research projects. The reviewers suggest this may indicate the “failure of the units within the ICC to develop the sense of shared purpose and common areas of research out of which proposals for large-scale, collaborative projects and grants would normally come.”

### **Contributions of the University of Toronto Mississauga’s faculty members to the life of tri-campus graduate departments with which they are affiliated, including their role in the delivery of the graduate programs.**

The reviewers spoke with the Chair of the Institute of Medical Science and with the Graduate Chair of the Department of Art. The Biomedical Communications program is recognized for its uniqueness and strength. It is important to the Faculty of Medicine. The CVMC faculty is involved in the Department of Art graduate activities.

The reviewers commented that although UTM faculty and St. George academic administrators “spoke of graduate programs as three-campus structures of which all faculty were equal members, it was difficult to gauge the extent to which this was the case in practice. We heard, in roughly equal amounts, expressions of satisfaction with the existing structure and the complaint that appointments at the Mississauga made full participation in graduate programs difficult.” The reviewers suggested that development of new Masters level programs at UTM out of a Department of Visual Studies will require tri-campus consultation and coordination.

**Scope and nature of the Institute’s collaborative activities with other programs and departments, both inside and outside the University of Toronto Mississauga, as well as on the strength of its tri-campus relations within its own discipline(s).**

The Institute’s main collaborative activities are related to the programs offered jointly with the Sheridan Institute of Technology and Advanced Learning. The reviewers noted that faculty and students at both UTM and Sheridan “reiterated their commitment to these joint programs, which they saw as adding value to their own offerings and as offering educational opportunities unique in the province. UTM’s relationship with Sheridan conforms to the overall mission of the University of Toronto and its tri-campus plan.”

However, the reviewers reported that discussions revealed several problems related to the inter-institutional relationship. These issues are the “administrative matters” for completion of programs; poor communications and absence of formal governance structures that would allow for successful coordination between the two institutions. The reviewers noted that these issues are not unusual, given the newness of the programs and differences between institutions.

The reviewers consider that part of the distinctiveness of the Institute is that it offers the only Communications programs in the University of Toronto. Given the prominence of such programs at many universities, they expected that the ICC would have had a more active role in “mobilizing the various communications-related resources” at UofT although different sub-divisions do have links with other UofT programs. The reviewers considered that, no matter the form of the Institute, formal connections be pursued with the Faculty of Information and Department of Art.

The reviewers reported concern for the capacity of the Institute’s programs to prepare students for graduate studies at UofT. In particular, the failure to recognize some Sheridan courses hampers CCIT students in particular.

**Recommendations:**

- The reviewers endorse the Institute Director’s proposal for the dissolution of the Institute and its replacement by a Department of Visual Studies and new Institute with the status of an EDU:A unit. The reviewers accepted the Director’s call for a structure that places faculty and programs together that belong and want to be organized together and that each unit should develop a unique identity and programming.
- The name of the Institute should be carefully considered to distinguish it from the proposed Department. The new Institute should develop its own courses and program in Visual Communications. The collaboration with Sheridan should also be explored.
- The Department of Visual Studies should offer the Visual Culture Studies programs. Collaboration with Sheridan should also be explored.
- With respect to currently offered programs:
  - Health Science Communication and Human Communication and Technology should be either disestablished or moved to other units within the university.

- Biomedical Communications should be housed elsewhere, perhaps within the proposed UTM Centre for Professional Programs.
- Professional Writing and Communication should be enhanced given that the quality of writing is a widely-recognized aspiration of the Institute and the University. There should be a “coordinated approach to writing instruction across units”. The major and minor programs should be housed in the proposed new Institute. Permanent faculty may need to be hired to support such an enhanced role.
- The reviewers presented detailed recommendations regarding hiring of teaching staff for the programs, and proposed new Department and Institute.
- The jointly offered programs with Sheridan should be reviewed with the aim of introducing formal lines of communication, co-ordination and governance.

**ADMINISTRATIVE RESPONSE:**



February 10, 2010

OFFICE OF THE DEAN

TO: Cheryl Regehr  
Vice-Provost, Academic Programs

FROM: Gage Averill  
Vice-Principal, Academic and Deaan

RE: **Administrative Response to the Review of the Institute of  
Communication and Culture**

Following extensive consultations, I pursued a sweeping reorganization of the ICC's units and programs, an initiative that has been titled "Renewal ICC". The reorganization proposes to disestablish the ICC and to create two new units: a Department of Visual Studies and an Institute (EDU:A) of Culture, Communications and Information Technology. In addition "Renewal ICC" proposes to relocate BMC in the Department of Biology (UTM), to enfold PWC into CCIT, to make VCC a part of the new Department of Visual Studies, and to bring Cinema Studies from its current home in the Department of Language Studies into the Department of Visual Studies. All of these changes follow from the reviewers' most emphatic recommendation: that the Institute in its current form doesn't work and that the four units (each with separate budget lines) do not function as a cohesive entity. In fact, the Institute has possibly becoming an inhibiting rubric for its programs and scholarship and for the goals and ambitions of its students.

This decision was based on extensive consultations with members of the current Institute, students, staff, representatives from Sheridan College, and a Town Hall meeting that demonstrated a large degree of consensus. The proposal has passed through all of the requisite UTM governance processes, and will come before Governing Council in Spring of 2009-10.

While the overarching message of the report was clear, some of the specific observations were difficult to interpret, and it was unclear as to whether some applied to all the programs in the ICC or, if not, which ones. This is possibly a byproduct of the complex nature of the ICC and the fact that there are marked differences among the four participating units and even across various programs offered as part of the CCIT repertoire.

**Size, scope, quality and priorities of undergraduate program(s) offered by the Institute, with reference not only to curricula but to criteria such as teaching excellence, research opportunities, and the development of a sense of academic community among its students.**

The programs within CCIT that the external reviewers identified as underperforming (Health Science Communication or HSC and the Human Communications and Technology of HCT) have been discontinued (students currently enrolled in those programs have been grandfathered).

Students in the Art and Art History programs expressed concern about the certain details of the grammar initiative that had been undertaken to address writing proficiency problems among its students. I met with the Centre director to discuss ways to modify the program to make it more successful. Some changes have been implemented.

UTM and Sheridan have agreed to more vigorous coordination of the joint programs, including meetings of the program directors every semester and annual meetings of the Deans and Sheridan Provost. Our intent is to reinvigorate the collaboration. UTM and Sheridan have also



agreed to look at the affiliation agreement, which has expired, and to consider additional collaborations within the larger context of the “Pathways” initiative that is currently under discussion at COU and OCAV. The weighting of some of the studio courses at Sheridan is based on a rigorous comparison of studio courses at Sheridan to their equivalents at UTSC (Visual and Performing Arts) and the St. George Department of Art, which has revealed that offerings that might be counted as “Y” courses at Sheridan are more equivalent to “H” courses at U of T. The incorporation of studio courses into the CCIT, VCC, and A&AH programs are based on a pedagogical philosophy that the development of skills in studio arts – skills that are as conceptual as mechanical – requires consistent and long-term engagement.

With the creation of new units, some of the issues facing the programs will be addressed. Some changes have already been developed: a joint program between CCIT and the Faculty of Information is going through the approval process this year, addressing the recommendation in the external review that CCIT articulate better with the Faculty of Information. This program will also improve prospects for graduate study for students enrolled in CCIT. It is worth noting that the CCIT club has had a robust schedule of activities for several years. Though its students might not feel closely aligned with the ICC, there is an *esprit de corp* among many students in this program.

The Health Science Communication programs were introduced at UTM in 2004 with the transferral of the Biomedical Communications group to this campus. Their new programs have clearly not thrived in the ICC because BMC requires students with a strong science background. The move of the Biomedical Communications group to the Department of Biology and a repositioning of its programs within the science sector will inevitably consolidate these programs and provide a more appropriate home for its faculty.

Cinema Studies has remained a small program (minor) in the Department of Language Studies. In our estimation, with additional faculty and housed within a dynamic visual studies department, and especially with a focus on global cinema, it could thrive. I authorized the unit to search for an Associate Professor who could build this program along with existing faculty contributions from many departments at UTM.

In spite of a potential for linkages with a number of UTM programs, the Professional Writing Program has remained somewhat isolated, most notably from the program in the CCIT, to which it should have natural intellectual linkages in the areas of communication. It will be integrated into that program, enabling it to broaden its mandate, possibly to include the improvement of written communication across the campus.

I agree that the lack of dedicated faculty, particularly in the CCIT program, needs to be rectified and have already approved a search (currently underway) for a joint appointment and will make further complement investment in that program in future. The intent is to create a unit within a few years that will be reasonably self-sufficient for searches, PTR and other academic HR issues.

The Sheridan terms for the joint programs are the same as ours (twelve weeks), so it is not clear why the reviewers thought there would be a disparity.

Any barriers to graduate study – particularly with respect to credit for Sheridan courses – no longer exist.

### **Organizational structure, collegial culture, governance system and morale of the Institute.**

Many of the issues raised are being addressed with the dissolution of the ICC into two units and the relocation of the Biomedical Communications to a science department, where more natural intellectual linkages can be made.

**Scope and Nature of the Institute's Relationship with External Government, Academic, and Professional Organizations**

The CCIT internship has been the major source of community profile for the ICC. I have made the salary line that funds this position an ongoing line. The Blackwood Gallery has also enjoyed a good reputation within the arts community, a reputation that its relatively new curator seeks to heighten. I have helped to fund an ongoing community outreach position attached to the gallery.

**Status of the Institute Compared to Others of Similar Size in National and International Universities**

I agree that the unique mix of disciplines makes comparisons difficult. The new structures will enable UTM to measure its stature and impact more effectively.

**Scope, quality and relevance of research activities undertaken by faculty members.**

Over time, the Art and Art History group has a strong record of SSHRC funding and an impressive record of publication, even if in the previous 3 years its SSHRC funding declined (this decline has reversed dramatically). The BMC group has been notably successful in medium and large scale collaborative grant funding but, as these grants are administered on the St. George campus, much of these data did not make their way into the research funding graphs provided to reviewers. Most importantly, the proposed structure creates a visual studies unit that already contains a very successful complement of arts research faculty, and it promises to build a faculty complement in CCIT with research capacity to match the Province's interest in research into digital media.

**Contributions of the University of Toronto Mississauga's faculty members to the life of tri-campus graduate departments with which they are affiliated, including their role in the delivery of the graduate programs.**

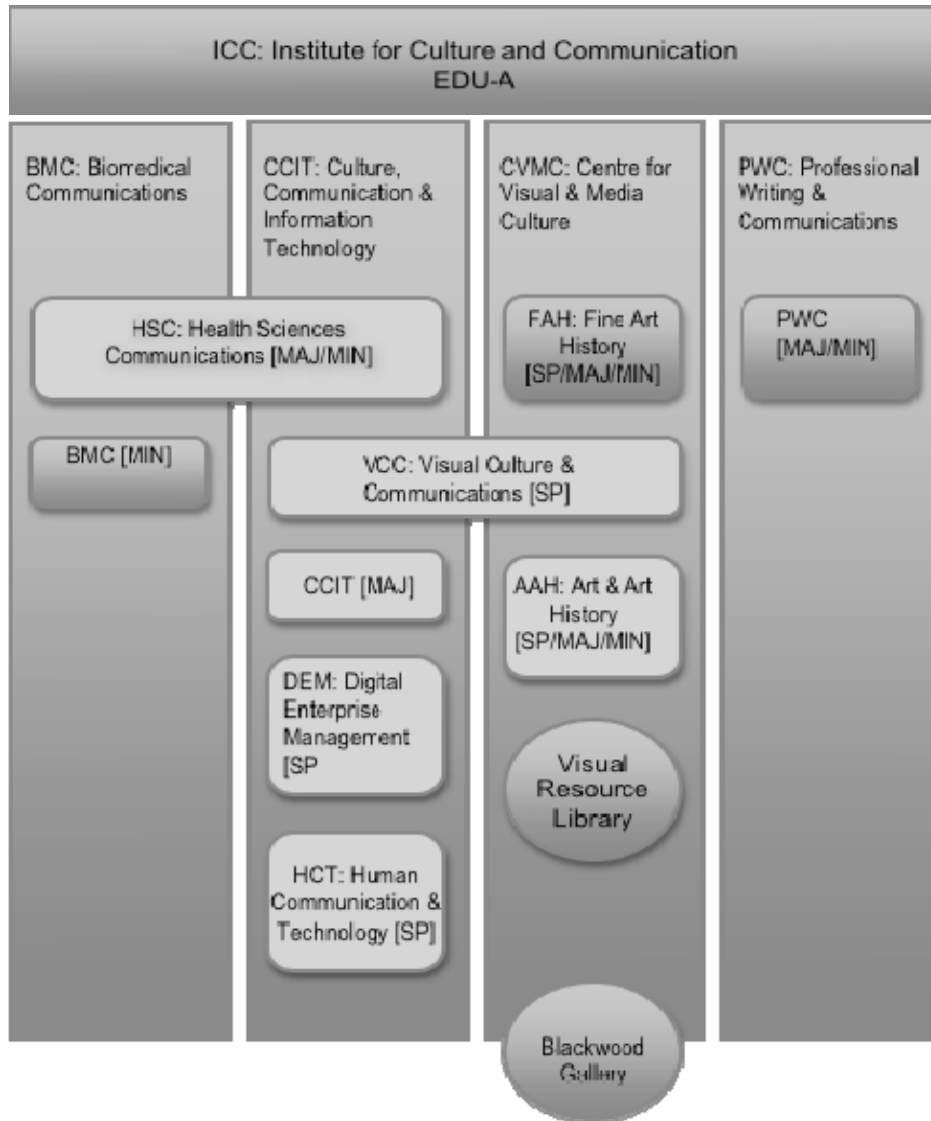
Although leading a bi-campus life is a challenge for many UTM faculty, faculty members in the ICC enjoy a very positive relationship with graduate departments and cognate units and are active participants in graduate activities and administration. The incorporation of Cinema Studies into the Department of Visual Studies (from the Department of Language Studies) and its expansion will promote a close relationship with the Graduate Program in Cinema Studies. In addition, the new and promising relationship between CCIT and the Faculty of Information allows the Faculty to develop expertise in undergraduate education while providing a clear graduate destination for students in CCIT.

**Scope and nature of the Institute's collaborative activities with other programs and departments, both inside and outside the University of Toronto Mississauga, as well as on the strength of its tri-campus relations within its own discipline(s).**

Virtually all of the observations/recommendations in the external review have been addressed previously.

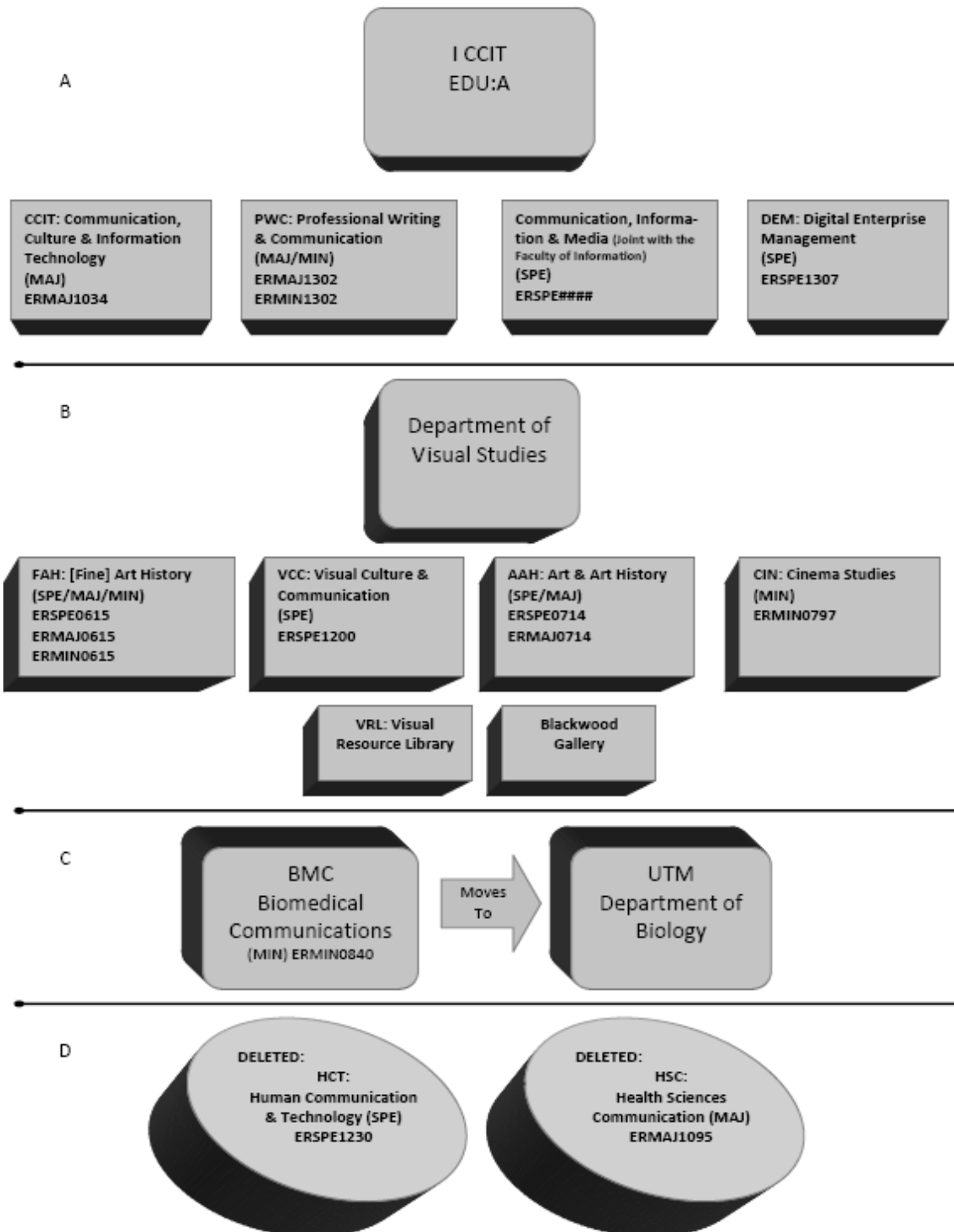
I believe that the ICC had become a unit in which the whole is lesser than the sum of its parts: there are remarkable and dedicated staff, students, and faculty in this unit. The review has had the salutary effect of promoting dialogue and innovation and helped to set the course for the future of the units within ICC. Members of the unit are highly optimistic about the proposed reorganization and its implications for their programs, teaching, and scholarship.

## CURRENT STRUCTURE



Programs in light gray are joint with Sheridan

**PROPOSED STRUCTURE** (to be presented to the Planning and Budget Committee on March 3, 2010)



## REVIEW SUMMARY

<b>UNIT/PROGRAM DIVISION</b>	<b>Department of Geography</b> University of Toronto Mississauga
<b>DATE:</b>	December 8 - 9, 2008
<b>COMMISSIONING OFFICER:</b>	Dean, University of Toronto Mississauga
<b>PROGRAMS OFFERED:</b> Undergraduate	Geography, BA/BSc: Spec, Maj Geographical Information Systems, BSc: Maj Geocomputational Science, B.Sc., Spec. Environmental Management, BA: Spec, Maj, Min 2009 Environmental Science, BSc: Spec, Maj Min 2009
<b>EXTERNAL REVIEWERS</b>	
<b>International</b>	Professor Glen M. MacDonald, Institute of the Environment, University of California Los Angeles
<b>Canadian</b>	Professor Anne Godlewska, Queen's University, Kingston
<b>PREVIOUS REVIEW DATE:</b>	n/a Department formed 2003.
<b>DOCUMENTATION PROVIDED TO REVIEWERS:</b>	<ul style="list-style-type: none"><li>• Department Self-Study</li><li>• Terms of Reference</li><li>• Review Guidelines for External Reviewers</li><li>• UTM Stepping Up Plan 2010, Academic Calendar 2008-09, Viewbook</li><li>• UTM Degree Level Expectations</li><li>• <i>UTM Steps Up</i> Plan 2010</li><li>• Performance Indicators and Statistics from the Office of the Registrar</li><li>• U of T Viewbook 2008-09 and U of T Facts &amp; Figures 2007</li><li>• U of T Tri-Campus Framework 2002</li></ul>
<b>CONSULTATION PROCESS:</b>	The reviewers met with the Dean, Department Chair, with faculty and teaching staff, administrative and laboratory staff, undergraduate and graduate students, and had a tour of the laboratory facilities.

### FINDINGS AND RECOMMENDATIONS - OVERALL ASSESSMENT AND SPECIFIC ISSUES:

The Department of Geography has strong teaching and administrative staff. Many of the faculty members are relatively recent to the University. They are productive in terms of research and work together in a cooperative and collegial manner with respect to research infrastructure, community outreach and courses. The reviewers were struck by this admirable department culture. In particular, the reviewers highlighted that "the faculty at UTM are remarkable for their engagement with, concern for, and generosity to students." The department administrative staff is "excellent", "highly trained, willing and eager to constantly upgrade their skills". Staff members are dedicated to students and the larger community.

The balanced and coherent programs focus on urban geography, hydrology and Geographical Information Systems, and allow for "a richness of research and teaching synergies that work with a relatively small faculty complement. The program is unusual in Canada for its pragmatic focus, including community-based research and community building, a strong quantitative training component, and a sophisticated skills component. At UTM it is not just techniques that are taught but the ways of thinking and learning and the skills needed to wield all manner of tools as they change and evolve. Such thoughtful curriculum design allows UTM Geography to offer a high quality education."

### Size, Scope, Quality and Priorities of the Undergraduate Program

The undergraduate program is structured around a BA in Human Geography, a BSc in physical Geography, a Geographical Information Systems (GIS) major and Environmental Studies Programs. The

Geography and Environmental Studies programs “co-exist well and cooperatively and arguably each gives the other strength it would not otherwise have.” The recent streamlining of the environmental studies programs has been positive resulting in healthy enrolment in the programs. The Geographical Information Systems has suffered as a result of a recent faculty member loss and the reviewers recommended that the hiring of a Remote Sensing specialist would “significantly strengthen” the program. The reviewers report a consensus amongst faculty, staff and students that better math requirements are needed for the Physical Geography and GIS programs. This can be accomplished in various ways, either through a requirement for grade 12 math, an introductory university mathematics course, or a good statistics course.

Teaching is “excellent” and students indicated they were “well pleased” with the programs. “The students described the programs and the faculty as flexible, to such an extent that faculty will offer extra sessions of courses if there is student demand. Students felt they could pursue both arts and sciences within the programs and there was ample opportunity to undertake research projects. The reviewers reported that although some students indicated a soils course, a larger number of environment courses, more summer and field courses, and more lab-based courses would be beneficial to them, the student also reported that the “Department already offers more in the way of field and hands-on courses than other departments, and more successfully.”

The students reported a “healthy social environment for students, within the limitations of a commuter environment.” The Facilitated Study Groups are effective in focusing on the learning process and help inexperienced students understand the essentials in a timely and effective manner. The reviewers noted many social and seminar events that involved both students and teaching staff.

### **Graduate program and contributions of UTM faculty members to the life of Tri-Campus graduate departments.**

Faculty are involved in graduate education through both the supervising of Masters and Doctoral Students and through offering courses. The reviewers considered there is “a very high degree of contribution to the tri-campus Geography graduate program by the Department at Mississauga.” Individual faculty members teach a number of courses at the St. George campus and advise students who are mainly in residence at the St. George campus as well as students mainly in residence at Mississauga. The reviewers concluded that “the level of interaction between faculty and the tri-campus graduate program in Geography is exceptional.”

The reviewers noted that there are some difficulties with the graduate program at UTM, “arguably because it is not under the control of UTM and students must split between campuses”. The reviewers reported that “graduate students and faculty within the program suggest that there is good mentorship within the program, that faculty are available for consultation and instruction, and that the quality of the graduate students is high.” The reviewers commended the naming of Professor Amrita Danière as Graduate Chair for Geography for the whole U of T system in that it “has gone some considerable distance in redressing a systemic imbalance between the St George campus and the other two campuses but there is lingering concern over how research overhead funds, graduate funds, teaching assistants and teaching assistance funds are allocated between the campuses.” It is important that UTM faculty members continue to access a critical mass of graduate students, in particular in the area of human geography. The reviewers noted that it is important the “governance and resources are equitably shared between the campuses” as well as the UTM Geography department “does all it can to create a local community for its graduate students.”

### **Management, Vision and Leadership Challenges**

The Department’s Chair has continued good initiatives and developed new ones with the Department. The Department has “developed a strong sense of identity” with a good spirit of cooperation and talent to carry it forward. The reviewers recommended the Department articulate a new academic plan.

### **Organizational Structure, Collegial Culture, Governance and Morale**

The reviewers highlighted an immediate challenge for the department in terms of faculty complement. The faculty complement is “vulnerable: given many members are relatively junior and others nearing retirement. There are accomplished scholars within the department that can take on leadership roles and there is a strong tradition of mentorship. The reviewers recommended that it will be important to fill all the open positions and fill positions that have been vacant. The Department is supported by excellent administrative staff. The reviewers considered that “resources seem to be appropriately distributed” with good Canada Foundation for Innovation CFI-funded labs being constructed to support the research of the physical scientists.

### **Relationships with External Government, Academic and Professional Organizations**

Faculty members are good researchers receiving funding from national funding agencies such as NSERC, SSHRC and CIHR. The reviewers reported that faculty members “are affiliated with the key regional, national and international professional organizations in their fields and they do a significant amount of journal and grant reviewing.” Important community outreach work has been initiated both locally and internationally: “As a relatively junior group of academics, their impact is already being felt nationally, and the best is yet to come.”

### **Stature of The Department Compared to Others of Similar Size in National and International Universities.**

The reviewers observed that comparison of the Department is slightly complicated by the University’s tri-campus structure, in particular, in terms of graduate education, the Department functions as a piece of a larger unit. Taken as a whole, the reviewers conclude that the “the tri-campus Geography program at the University of Toronto is one of the largest and most highly regarded in Canada and globally.” The UTM Department compares “very favorably” in terms of “numbers of undergraduate majors, educational experience provided by its undergraduate degrees, faculty research productivity and reputation and teaching and research infrastructural support.”

### **Scope, Quality and Relevance of Research Activities Undertaken by Faculty Members.**

The Department’s faculty members are involved in a broad sweep of geography research extending from physical and biophysical geography to human geography. The reviewers considered it appropriate that the Department has focused its efforts in selected areas “in order to develop core strength and synergy”. Faculty members have also developed strengths in sub-discipline bringing together issues of environment and health. The reviewers note that these are areas of high societal relevance and high degree of research interest. As measured by peer-reviewed publications and research quality as measured by caliber of journals, ability to publish interdisciplinarily, and success in external grants the department’s research productivity is good. Faculty members are invited to speak at other institutions, have been elected to positions in scholarly societies or have received awards for research. The reviewers concluded that the “scope, quality and relevance of the overall research by the faculty, and most importantly by the younger faculty who now form the core and future of the Department, is commendable.

### **Scope and Nature of the Department’s Collaborative Activities with Other Programs and Departments.**

In addition to the strong ties between the Department at Mississauga and the graduate program of the St. Georges campus, the reviewers observed that the Department “contributes generously and effectively to tri-campus activities and interdisciplinary initiatives within Mississauga.”

## **ADMINISTRATIVE RESPONSE**



February 18, 2010

OFFICE OF THE DEAN

TO: Cheryl Regehr  
Vice-Provost, Academic Programs

FROM: Gage Averill  
Vice-Principal, Academic and Dean

RE: **Administrative Response to the Review of the Department of Geography**

I appreciate the highly positive evaluation of a department that is well known within UTM for its collegiality, cohesiveness, and commitment to teaching, learning, and research. It has enjoyed strong leadership, dedicated support staff, and has a cohort of faculty who are distinguished in their fields. The undergraduate programs are well-conceived, the product of a rigorous process of curriculum analysis and design started by the Department's inaugural chair.

#### **Size, Scope, Quality and Priorities of the Undergraduate Program**

The department held a retreat in the summer to identify how to improve linkages and connections between the courses required for different programs and to develop a standard for the department's syllabi. At the retreat, the members of the Department did not reach consensus about the need for intensifying math requirements within the Physical Geography program. Some members of the department hold the view that Grade 10 math *should* provide adequate preparation; others argued that, while it should, the reality is that it doesn't and the department needs to integrate more math education into its program to compensate. This discussion will continue within the department.

Starting in 2010, the department plans to appoint an Associate Chair to support the Chair in oversight of the undergraduate program.

#### **Graduate Program and Contributions of UTM Faculty Members to the Life of Tri-Campus Graduate Departments**

Many of the issues raised in the report – access to the best graduate students, equitable distribution of graduate students and TA funds – are not specific to this UTM department. The Vice-Dean, Graduate and I are constantly working at a tri-campus level to improve UTM's graduate profile, funding, and activity (indeed, the outgoing chair of this Department *is* the new Vice-Dean, Graduate). This department has worked hard to encourage graduate participation and presence at UTM. Increasingly more graduate courses are offered at UTM. In the past year, a number of social events (including pubs and a day-long sailing event) have been held. The Department recently moved into newly renovated space; graduate students have prime office and lab space in this new area. UTM-affiliated graduate students have been offered extra funding for travel and research projects. In addition, the Department hosted the CAGONT (Ontario Division of the Canadian Association of Geographers) conference this October and a number of its graduate students presented at this conference as well as helped to organize and run the event.

#### **Management, Vision, and Leadership Challenges**

This department has had exceptional leadership and has fostered its academic and administrative talent very effectively. A new plan will be developed in 2011-12 as part of a UTM-wide planning exercise.



**Organizational Structure, Collegial Culture, Governance and Morale**

This department has undergone an intense period of faculty renewal over the past ten years, resulting in a predominantly junior professoriate, with four faculty tenured in the past two years. Last year a search for a remote sensing geographer was successful, resulting in a July 1, 2009 hire. As noted, the administrative staff has provided strong and stable support to the work of the Department and is a key asset in its success.

**Relationships with External Government, Academic and Professional Organizations**

In addition to the positive research profile of the Department, the department's community outreach activities and collaborations are noteworthy, with faculty members participating in initiatives and organizations such as the Healthy Cities Stewardship and the Riverwood Conservancy.

**Stature of the Department Compared to Others of Similar Size in National and International Universities and Scope and Nature of the Department's Collaborative Activities with Other Programs and Departments**

I appreciate the positive observations and have no further response.

**Scope, Quality and Relevance of Research Activities Undertaken by Faculty Members**

This is a small but vibrant group of scholars doing innovative and relevant work. The funding analyses for this unit show a very healthy and steady increase in funding per faculty member over the past five years, with its faculty doing better on this measure than the St. George department since 2006.

## REVIEW SUMMARY

<b>UNIT/PROGRAM DIVISION</b>	<b>Department of Language Studies</b> University of Toronto Mississauga
<b>DATE:</b>	November 12 – 13, 2008
<b>COMMISSIONING OFFICER:</b>	Dean, University of Toronto Mississauga
<b>PROGRAMS OFFERED:</b> Undergraduate	Language Teaching and Learning: French and Italian, BA: Spec French Language and Literature, BA: Spec, Maj French Language and French Linguistics, BA: Maj Language Teaching and Learning: French, BA: Maj German Studies, BA: Maj German Cultural Studies, BA: Maj Italian Language Teaching and Learning, BA: Maj Italian, BA: Spec, Maj Experimental Linguistics, BA: Maj Cinema Studies, BA: Min
<b>EXTERNAL REVIEWERS</b> International Canadian	Prof. Frank Nuessel, University of Louisville Prof. André Lamontagne, University of British Columbia
<b>PREVIOUS REVIEW DATE:</b>	N/A Department formed 2003
<b>DOCUMENTATION PROVIDED TO REVIEWERS:</b>	<ul style="list-style-type: none"><li>• Department Self-Study</li><li>• Terms of Reference</li><li>• Dean's Review Guidelines for external reviewers</li><li>• UTM Degree Level Expectations</li><li>• UTM Steps Up Plan 2010</li><li>• Performance Indicators and Statistics from the Office of the Registrar</li><li>• UTM Academic Calendar 2008-2009 and Viewbook</li><li>• University of Toronto Viewbook 2009-09 and Facts &amp; Figures 2007</li><li>• Tri-Campus Framework 2002</li></ul>
<b>CONSULTATION PROCESS:</b>	The reviewers met with the Dean and Interim Vice-Dean Graduate, Department Chair and Associate Chair, faculty and teaching staff, undergraduate students, administrative staff, Concurrent Teacher Education Program (CTEP) Coordinator, and cognate unit chairs (German, Historical Studies, Italian Studies, Linguistics St. George). They toured campus, laboratories and the library collection.

### FINDINGS AND RECOMMENDATIONS - OVERALL ASSESSMENT AND SPECIFIC ISSUES:

The Department of Language Studies is “one that the University can be proud of. It serves its various constituencies well, and it is responsive to the multiple needs of a university with a diverse student body, and a diverse faculty and staff.” The reviewers were impressed by the “high quality of instruction to its students” by teaching staff. They were also “quite impressed by the collective quality and quantity of the members of the entire Department, many of whom have scholarly profiles that are recognized nationally and internationally. The overall impression of this Department is that of a collegial group of teachers and scholars with a strong commitment to the enhancement of the quality of the Department as a whole through individual and collective efforts.”

The reviewers consider that the department has met the expectation of its Stepping Up academic plan “by finding new synergies, increasing student enrolment, and building on its strengths in language teaching and learning.”

The streamlining and rationalization of the departments' programs has led to the disestablishment of the European Studies program and partial phasing out of the German program. The reviewers consider that "more streamlining, rationalizing and even expansion might be needed" in the future.

**Size, scope, quality and priorities of the undergraduate program(s) offered by the Department, with reference not only to curricula but to criteria such as teaching excellence, research opportunities, and the development of a sense of academic community among its students.**

Several of the department's programs have experienced dramatic growth in enrolment, including French Studies and Linguistics.

There are currently seven programs in **French**, as well as a joint program with Italian. The reviewers consider that this is an "unusual amount of program options for one discipline in a medium size department." The reviewers offered a number of suggestions for the organization of the programs. The course offerings are "quite attractive", cover the disciplinary areas and are well-designed. The growth in the French section requires additional resources at the faculty member level as well as additional teaching assistants.

Four options are offered in **Italian**, which is appropriate for the size of the department. The Language Teaching and Learning option is an "important and distinctive asset" for the program. The reviewers comment on the distinctive and unique aspects of the program. In particular, the "theatre courses with performances sets the Department's Italian section apart from more conservative Italian programs in North America. It is a great academic experience for undergrads, an excellent one for community outreach and a good recruitment tool in high schools. The Department also hosts a vibrant Italian club."

The **Linguistics** program has a good curriculum and is distinguished by its Experimental Linguistics major and focus in Second Language Pedagogy, Bilingualism and Multiple Language Acquisition. The reviewers noted that this focus is "a great example of programmatic differentiation between the Mississauga and St. George campuses. The program promotes diversity in the language of instruction with courses in English, French and Italian. The reviewers recommended an additional faculty member be hired given the great enrolment increase in the program.

In **Teaching and Learning**, the Concurrent Teaching Education Program is a "wonderful initiative" that allows students to be exposed "earlier to all aspects of teaching and learning a language through observation, critical thinking and training that is the best way to give future teachers all the tools they need. The double graduation with OISE is rewarding for students. The Teaching and Learning is also a great example of successful synergies within a department, with faculty members from different sections contributing."

Although historically the **Cinema Studies** program originated in the department it has not yet been assigned a departmental home. The reviewers recommended that the program be located in either the Department of English and Drama or the Institute of Communication and Culture. The three core courses in Cinema are well designed. The Department could still play an important role in the program by offering national cinema courses.

The **German** program has been phased out. Higher level course enrolments are very low and unsustainable.

**New languages** have been funded on a trial basis depending on demand and Stepping UP academic initiative funding. The courses are well attended however their long-term planning and funding has not been addressed. The reviewers recommended a possible focus on Spanish. The reviewers lauded the Persian project.

The reviewers were informed on the University's progress in the development of programmatic degree level expectations (DLE). They commented that DLE had been well received but there is "still room for improvement in communicating assessment guidelines to students."

Students are greatly appreciative of the dedication and availability of faculty and staff. The reviewers lauded the Department for its teaching excellence in terms of student support by teaching and

administrative staff, quality of instruction, student satisfaction surveys, faculty members with UTM Undergraduate Teaching Excellence Awards. Students benefit from “a faculty that is recognized nationally and internationally for its work in second-language methodology, pedagogy, and theory.”

The reviewers made observations for specific programs and courses (large class size). The reviewers reported that students would appreciate more language course offerings in the summer term. The immersion aspect of the second-language acquisition offered by the Department is important.

The reviewers toured the Hazel McCallion Academic Learning Centre and were impressed by its use by students, and its sound holdings and the rapid and easy access to the holdings at the main library on the St. George campus.

The Department has an impressive sense of academic community among the faculty, staff, and students. The reviewers recommended that the Department “continue to do the many positive things that it already does such as excellence in teaching (cutting edge methodology), the development of a true sense of academic community, the honing of well-defined syllabi with special attention to goals and objectives, and formative and summative assessment of what is taught.”

- The Department’s and UTM’s dramatic student growth were noted by the reviewers who recommended faculty member hiring in specific language areas over the next few years.
- The significant increase in number of languages offered and their funding will need to be reviewed and funding stabilized if enrolment demand continues.
- An additional half-time staff person would help given the increased number of students and program offerings.
- The Department, if it has not already done so, “should consider engaging in one-on-one research projects with talented undergraduate students (*Research Opportunity Program*)”.
- Class sizes should be carefully monitored in order to provide students with a sound pedagogy in sound second-language acquisition.
- In the longer term, the reviewers noted that there will be increasing demands on space that will need to be addressed.
- The Department should consider the possibility of offering or expanding summer language.

### **Management, vision and leadership challenges confronting the Department in the next five years.**

The reviewers commended the Department for its successful metamorphosis from the former Department of French, German, and Italian, into a unit offering these core areas but also language study in areas of academic relevance to other units, including Arabic and Chinese. They suggested the important next step would be to undertake long-term planning: “In addition to the fate of the Cinema program and the German program, the Department must make decisions about the status of the new languages and their sustainability.” In particular, the reviewers suggested several ways the Department could better supervise the instruction and management of the new language offerings. The Department’s directions are in line with UTM’s response to the University’s *Towards 2030* plan in terms of the international experience of undergraduate studies. However, graduate student expansion on the UTM campus, the reviewers noted that while “it may not be feasible for the department to host a graduate program in French or Italian, UTM may wish to consider offering a few graduate courses in these fields.” The opportunity for teaching assistants to teach at UTM should be expanded as “not only because it helps students living in or close to Mississauga, but because it strengthens the graduate profile of the department”.

### **Organizational structure, collegial culture, governance system and morale of the Department**

The reviewers concluded that the “Department of Language Studies projects a very positive picture of organizational structure, collegial culture, governance system, and morale. “

Sessional lecturers “feel part of a teaching and research unit”. The lecturers reported that they appreciate the pedagogical leeway they have in courses. They are invited to the different departmental activities and receive support, although they noted they would like to have their schedules earlier. The reviewers noted that junior faculty members are well mentored and monitored. They are progressing well. Faculty

members are satisfied with the classroom IT facilities and the new language labs. The reviewers noted that “teaching loads are an issue in all language and literature departments across the Canada” although the tri-campus nature of the University adds a level of complexity to language instruction. The reviewers made recommendations for faculty teaching assignments and tri-campus comparisons.

The Department is well organized and runs smoothly with clearly defined leadership of individuals who have specific tasks and responsibilities. The Department has an “extremely positive” collegial culture where all members can be productive. Its governance structure is also collegial and coherent and allows for input by faculty.

The reviewers recommended that individual faculty members and teams of faculty members continue to seek research grants. The Department can build on its national and international reputation in the area of second-language acquisition, methodology, pedagogy and theory to secure additional external funding.

### **Scope and nature of the Department’s relationship with external government, academic and professional organizations.**

The Department has been “quite active in its external engagement with government, academic, and professional organizations”. It has several noteworthy community outreach events. In particular, the annual Italian play, which involves the community, has been ranked as one of the twenty-five best World Language Courses as determined by the AP Best Practices Study. The reviewers recommended the Department continue “to engage in its many positive community outreach programs”.

### **Stature of the Department compared to others of similar size in national and international universities.**

The reviewers reported that the Department compares “exceptionally well with respect to comparable national and international universities” and is “among the best medium-size language departments in Canada for the quality of its undergraduate programs and sense of initiative in developing a language teaching and learning profile. It has a committed faculty that responds to the needs of its students by going above and beyond the call of duty. The pre-tenure and tenure faculty as well as some term appointed faculty members have excelled in research. In fact, it may be said, that some of the faculty in the Department of Language Studies enjoy an enviable international reputation – one that puts the Department of Language Studies on the map of world scholarship.”

### **Scope, quality and relevance of research activities undertaken by faculty members.**

The Department has a “strong and diversified research profile” with productive faculty members in terms of quantity and quality. “Faculty members publish books with first-rate academic presses and articles in first-rate journals.” The reviewers considered it especially noteworthy that the Department houses five quality academic journals including the newly acquired journal *Mosaic: The Journal of Language Teachers*. While some University Departments may house a single journal, it is unusual for a Department to be the home of five important journals. The Department has a proven track record of receiving national grants and community funding. Given Canada’s commitment to bilingualism and second-language acquisition, the reviewers suggested that there may be opportunities for national funding based on the existing faculty research strengths via collaborative or individual projects. A consideration of teaching assignments may allow for more time to be devoted to development of research grants.

### **The contributions of UTM’s faculty members to the life of tri-campus graduate departments with which they are affiliated, including their role in the delivery of the graduate programs.**

The reviewers noted that all the Department’s faculty members are actively contributing to the tri-campus graduate programs in significant ways. They reported that some faculty members expressed frustration over having to go to the St. George campus to give graduate courses and fill out their supervisory duties.

UTM currently hosts a few graduate programs, mainly professional ones. The reviewers considered that the Department should “seize the opportunity to offer graduate seminars on a trial basis and see if they are sustainable”.

**Scope and nature of the Department’s collaborative activities with other programs and departments, both inside and outside UTM, as well as on the strength of its tri-campus relations with its own discipline(s).**

The Department fulfills a service role in that it offers language courses required by other departments. The reviewers commented that the Department enjoys “fruitful partnerships at the undergraduate level with the Department of Linguistics and the Department of Near and Middle Eastern Civilizations at St. George, as well as with OISE.” The French and Italian programs have established collaboration with Brock University and York University.

**ADMINISTRATIVE RESPONSE:**



February 9, 2010

OFFICE OF THE DEAN

TO: Cheryl Regehr  
Vice-Provost, Academic Programs

FROM: Gage Averill  
Vice-Principal, Academic and Dean

RE: **Administrative Response to Review of the Department of Language Studies**

I am pleased with the positive assessment of the department, which is known for its commitment to teaching and students, its collegiality, and its community outreach. The expansion of its mandate to embrace other languages has gone relatively smoothly, though the reviewers highlight issues that will need to be addressed going forward.

#### **Size scope, quality and priorities of the Undergraduate Programs**

Following the recommendations of the reviewers, and with my support, the Department is exploring ways to consolidate program offerings, particularly in the area of French, where students can, for example, select from three different minor programs. The department plans to rationalize these options in the fall of 2010, once the large number of faculty on leave this year returns.

Although there has been growth in enrolment in French courses (particularly in the introductory language instruction courses), language courses in third and fourth year courses have more modest enrolments, with some very small. I appreciate the reviewers' and the departments' position that languages become increasingly difficult to teach as class size expands. As we approach the next campus plan, scheduled to be developed during 2011-12, my office will undertake further analysis of complement needs and instructional practices across the program to determine the appropriate investment in instructional resources.

Linguistics is an area of acute need for which the department has been allocated a position (currently being searched), in accordance with the reviewers' recommendation. This is also an area where the department has clearly defined some niche strengths which merit investment.

I agree with the reviewers' estimation of the teaching and learning initiatives in the department which has proven to be a good home for the Concurrent Teacher Education Program (CTEP). Its collegial support in particular to the director of that program is greatly appreciated. At the same time, CTEP has undoubtedly been good for the department as well, with French in particular being a very attractive "anchor" subject for students wishing to be teachers. This linkage works well.

The movement of the Cinema Studies Program to the proposed Department of Visual Culture is underway. I have approved a search in a mid-career appointee to help develop the program and agree with the reviewers that the Department of Language Studies should continue to play a central role in the program.

I encourage the department to become more involved in research opportunities for students, particularly given UTM's robust Research Opportunity Program (ROP). The work in language pedagogy is potentially very well suited to participation in the ROP.

The Department is in the process of exploring more opportunities for students to study abroad, and has proposed an ambitious and promising program of its own in Florence, Italy. Given the University's strong commitment to this area and rich array of possible destinations, I strongly encourage the department to strive to increase the number of students taking up these opportunities.

### **Management, Vision, and Leadership Challenges**

The placement of additional languages such as Arabic and Persian in this department has worked well but clearly, with the cessation of funding for some of them, their future needs to be considered. The Department and I will work together on stabilizing instructional resources for language courses that have proven to be successful.

I am not prepared at this time to move in the direction of tenure-track appointments for the additional languages or expansion of course offerings into major programs, though minor programs in one or two of those with the most robust enrolment might be possible, particularly if there is student demand. The new offerings were in fact established to give students in cognate disciplines some grounding in language proficiency relevant to their programs. The model UTM adopted was similar to that in use at some of our peer institutions. I believe that it is not advisable to establish or expand programs if they cannot support the recruitment of a critical mass of scholars and provide some depth in the disciplines. With that in mind, any more extensive commitment to the expanded language offerings will need to be very seriously weighed.

### **Organizational structure, collegial culture, governance system and morale**

The collegiality, cohesion, and tradition of strong leadership in this department are exemplary. With respect to teaching loads, these are normally established based on tri-campus disciplinary norms.

### **Scope and Nature of the Department's Relationship with External Government, Academic, and Professional Organizations**

One of this department's strengths is its outreach to the community and investment in events, such as the Italian Play, its award night, and its hosting of language students from the local high school community. I agree that these activities are models for other departments and have had the chair showcase their initiatives at chairs' meetings.

### **The Status of the Department compared to Others**

I am pleased with the reviewer's positive evaluation of the Department's stature.

### **Scope, Quality and Relevance of Research Activities Undertaken by Faculty Members**

Although the Department's research and publishing profile is excellent, I will encourage the Department, working with UTM's Research Services, to enhance its level of funding from granting agencies which dropped for the period leading up to the review but has since picked up.

### **Contribution to Tri-Campus Graduate Departments and the Scope and Nature of the Department's Collaborative Activities**

These were favourably reviewed; I have no further comment.



## REVIEW SUMMARY

**DIVISION/UNIT:** Department of Humanities  
University of Toronto Scarborough

**DATE:** December 16-18, 2009

**COMMISSIONING OFFICER:** Vice-Principal, Academic and Dean, University of Toronto Scarborough

**PROGRAMS OFFERED:** Diaspora & Transnational Studies, BA: Maj  
African Studies, BA: Min (Approved spring 2009)  
Arts Management, BA: Spec, Co-op  
Art and Culture, BA: Spec, Co-op  
Art and Culture (Curatorial Studies), BA: Spec  
Art History, BA: Maj, Co-op  
Classical Studies, BA: Min (Approved spring 2009)  
Drama, BA: Maj, Co-op  
English, BA: Spec, Maj, Co-op  
French, BA: Spec, Maj, Co-op  
Global Asia Studies, BA: Spec, Maj, Maj co-op, Min  
History, BA: Spec, Maj, Co-op  
Intersections, Exchanges, Encounters in the Humanities, BA: Maj  
Linguistics, BA: Spec, Maj, Co-op  
Media Studies, BA: Maj (Approved spring 2009)  
Music & Culture, BA: Maj, Co-op  
Studio, BA: Maj, Co-op  
Philosophy, BA: Spec, Maj, Co-op  
Psycholinguistics, BA: Spec, Co-op  
Religion, BA: Maj, Min (Approved spring 2009)  
Women's Studies, BA: Maj, Co-op

**EXTERNAL REVIEWERS**  
**International**

Caroline Levander, Carlson Professor in the Humanities, Professor of English, Director, Humanities Research Center, Rice University  
Jessie Ann Owens, Professor of Music, Dean of Humanities, Arts and Cultural Studies, University of California, Davis

**Canadian**

Robert Gibbs, Professor of Philosophy, Director, Jackman Humanities Institute, University of Toronto

**PREVIOUS REVIEW DATE:** 2005

**SUMMARY FINDINGS AND RECOMMENDATIONS OF PREVIOUS REVIEW**

The Department is at a crucial point in its development because of the need to formulate a distinctive, academic identity. Real opportunities exist for the Department to foster distinctive and leading programs that take into account its catchment, the interdisciplinary possibilities in its programs and UTSC's relationship to the University. The new Chair should continue to build a climate of commitment to the campus and to undergraduate teaching at UTSC, while finding creative opportunities for faculty members to participate in graduate affairs at St. George. The Department should develop a mission statement that would provide more guidance to programs and faculty and a greater sense of pride and identity for faculty, staff, and students alike. Given the size and complexity of the Department, long-term discussions could be initiated to determine what criteria might have to be met to argue for departmental status, while simultaneously safeguarding the overall enterprise.

*Structure, Identity and Distinctiveness*

- Extensive debate over departmentalization of some units within Humanities. Philosophy and English would welcome departmental

status. Budgetary issues and the need for shared administrative support would need to be considered prior to taking this approach. However, departmentalization of certain disciplines could undermine the multidisciplinary opportunities in program development. There are many advantages to preserving the Department in its current form.

- Rationales presented for the departmentalization of Philosophy and English did not deal with the student experience, interdisciplinarity, outreach or globalism but rather focused primarily on faculty prestige and careers and the relationship with cognate units at St. George.
- Reviewers noted the difficulty faced by the Chair in meeting the U of T requirements for faculty hiring and career advancement. The Discipline Representatives in multidisciplinary departments could have more autonomy on internal matters in recognition of complexities of the tri-campus structure.

#### *Curricula & Programmes*

- Co-op Programme is one of the distinctive features of UTSC. The Co-op Programme in Arts Administration has continued to be successful in attracting good students.
- Programmes in Visual and Performing Arts (Visual and Performing Arts) and Women's Studies have been particularly innovative in their development of unique interdisciplinary and multidisciplinary approaches to undergraduate education.
- It is not clear that History, French and Linguistics and Philosophy have thoroughly thought through their distinctive identity at UTSC.

#### *Undergraduate Student Experience*

There is a challenge posed by composition of student body with over 50% coming from homes where English is not the first language. There are serious issues involving the student academic experience, including:

- Brevity of faculty time spent on campus
- Insufficient academic advising

#### *Graduate Student Experience*

Graduate supervision in Humanities takes place at the St. George campus. The reviewers urged consideration of offering graduate work at UTSC, which would help to minimize the absence of the professor. Greater attention should be paid to enticing graduate students to participate more robustly in the intellectual life of UTSC.

#### *Resources*

The decrease in financial resources has had a damaging impact on the UTSC campus. Budgetary pressures have led to a shortage of TA support on campus, different TA ratios from those on the St. George campus, problems of insufficient space, unfavourable class sizes, a high student-to-teacher ratio and teaching provided by non-appointed faculty. The University should resolve discrepancies in resource allocation among the three campuses.

#### **DOCUMENTATION PROVIDED TO REVIEWERS:**

- Terms of Reference
- Department of Humanities Self Study, 2009
- Department of Humanities Academic Plan: Engaging Communities, Applying Humanities, 2008 draft of the Department of Humanities strategic plan
- Report of the external review team (2005) and synopsis of the 2000 review
- Strategic Plan: Setting the course for a new kind of campus, 2008,

- UTSC strategic plan
- Towards 2030: A Third Century of Excellence at the University of Toronto”
- Relevant calendars
- Access to a website with faculty CVs, program reviews (21), and additional reports (21)

**CONSULTATION PROCESS:** The reviewers met with UTSC Vice-Principal Academic and Dean, Department Chair, Humanities graduate chairs, junior and senior faculty members; administrative staff; and students, the University Vice-Provost Academic Programs and Vice-Provost Graduate Education and Dean, School of Graduate Studies;

## FINDINGS AND RECOMMENDATIONS - OVERALL ASSESSMENT AND SPECIFIC ISSUES

The reviewers found a unit driven by competing visions for the humanities and in extreme conflict about governance. The complexity of these issues demanded most of their attention, leaving little time for activities normally the purview of such reviews (for example, detailed comments on the curriculum of individual programs).

### Institutional Context

While UTSC is undergoing growing pains, doubling its student body from 5,000 to 10,000 since 2002, it is important to see that the new vision of UTSC is not to just be bulkier but to define a distinctive and leading role for its programs and campus. At present primarily an undergraduate institution, UTSC has ambitions to be a mid-sized comprehensive research university, with a distinctive identity within the University system, as can be seen in the recent growth of student population, distinctive academic structures, and degree programs, as well as the recent hiring of outstanding researchers. Among the key features of this new identity is “an environment to house and support the growth of new and emerging fields of scholarship”, including additional resources for these new areas and “creation of viable academic homes for these new programs.” Moreover, there is provision for “the creation of extra-departmental units to support PhD level programs in emerging new disciplines.”

The department’s own self-study affirmed these goals, but noted the resistance of some faculty members who questioned the creation of new programs and opposed the strategies that seem to be affirmed in the other documents. The reviewers believe that it is crucial for the new initiatives and the new hires to be supported in relation to the goals both of “Toward 2030” and the UTSC Strategic Plan. Measured against those goals, there has been a truly impressive string of bold and important innovations in the last few years.

It is obvious that there are varying levels of faculty enthusiasm for UTSC’s growing differentiation, autonomy and ambition. The reviewers’ attempts to engage faculty about their dreams for this important long-range institutional vision were not productive: the department is simply too faction-driven and divided to articulate a coherent long-term prospectus. Today’s problems must be addressed in incremental steps in order to realize tomorrow’s vision.

### Strengths

#### *a) Quality of the intersections of teaching and research:*

Students and faculty were articulate about the work of education in the humanities, identifying the classroom as the research laboratory for the humanities, a testing ground for new ideas that modeled humanistic scholarship. This kind of synergy is a clear area of distinction for UTSC: it derives partly from the relatively manageable size of UTSC, and partly from a historic and ongoing commitment to undergraduate education. Even though the undergraduate population has increased, students seem aware of faculty research and enjoy the personal interactions. Faculty commented that they got to know students. Faculty and students both were eager to have new classes driven by faculty research interests.

*b) Quality of the student body:*

The students showed an energetic and authentic engagement with the humanities curriculum, and a lively interest in their own academic progress both in and out of the classroom. They were critical in a thoughtful way about things that could be improved.

*c) Very high quality cohort of recent hires:*

The reviewers found the faculty hired in the past five years, 18 in all, an impressive group. As a group they seemed academically ambitious and adventurous, trying to navigate between disciplinary and interdisciplinary interests. Many reported that they see UTSC as a particularly appealing community precisely because of its combination of interdisciplinary humanities teaching coupled with deep engagement in the tri-campus graduate enterprise.

*d) Successful new administrative ventures:*

The creation of the new office Arts and Events Programming was a remarkably successful and economical way of developing co-curricular events and opportunities and fostering a vital community of faculty, students and community members. This initiative has created a greater sense of belonging and ownership for students, and provided appropriate staff support to enable faculty initiatives such as performances, lectures, and conferences. Bringing the Doris McCarthy Gallery under the purview of the Department of Humanities and changing the curator's responsibilities to include teaching was an inspired decision that solves the typical problem of galleries in an academic setting, namely, that they are not sufficiently imbedded in the curriculum. The renovation and better integration of the theatre is another positive example of administrative change.

*e) New academic ventures:*

The Chair led the development of several new initiatives, including Global Asian Studies, Media Studies, as well as the Intersections, Exchanges and Encounters program as a bridge for advanced undergraduates for research. Other developments were faculty-led, for example, African Studies. Though there is resistance to these initiatives from some quarters, they seem to the reviewers to reflect important new areas of growth and potential ways of creating synergies across disciplinary boundaries. In some cases they respond to the particular interests of the UTSC student population. These ventures reflect the Chair's ability to communicate a vision for the Department of Humanities as well as his willingness to grow new infrastructure around faculty-generated initiatives.

## **Structure and Governance**

Despite these positive developments, it is clear that there is significant conflict about the basic functioning of the department. There is sharp disagreement about the ability of the current chair to manage the business of the department, with many faculty feeling that the job itself is now too large. The size of the department makes transparent and timely communication difficult or impossible. Even the new structure instituted by Bowen of monthly meetings of program directors and supervisors was not entirely successful. The expansion of the staff and the creation of two associate chairs has come more recently and has not yet resolved the work and reporting overload. Some faculty conclude that it is not possible to construct a vision across such a broad spectrum of disciplines. Few peer institutions retain a construct such as "Department of Humanities," regarded now by some as an artifact of UTSC's early years. Morale has suffered for some of the faculty.

The reviewers propose that the Dean institute a new structure as quickly as possible. They propose several possible models, including the creation of

- 1) Five new departments,
- 2) Five Departments and the New Humanities Institute,
- 3) Five Departments and the New Humanities Institute under the umbrella of the School of Humanities,
- 4) Five Departments and the New Humanities Institute under the umbrella of the School of Humanities, but with the director of the school functioning as the director of the institute.

The reviewers endorsed either model 3 or 4 because both streamline reporting to the Dean while creating a clear umbrella for critical new initiatives in the humanities and can overcome the potential problems of departmentalization. Models 3 and 4 more closely resemble the divisional or school structures found at universities, in which chairs report to a “director” (or dean of a school or division), who in turn reports to the chief academic officer (provost). The reviewers recognize that the leadership will need to assess whether UTSC is ready, in terms of size and complexity, for the structure implied by models 3 and 4.

In Models 2, 3 and 4, the reviewers suggest that space be created in a new building for the New Humanities Institute, and that faculty appointed to it be able to locate their offices in that space. In these models the reviewers also recommend that the complement planning match departmental appointments with Institute appointments: two cross-appointed positions being equivalent to one appointment restricted to a single department. While it may be important for a given department to hire on an exclusive line from time-to-time, the interest of the UTSC is to encourage cross-appointments. Departments will need to balance the incentives to recruit and build in collaboration with the Institute against the exclusive link to a single discipline and traditional graduate program.

## **Curriculum**

Students were upset that the calendar did not match reality. Offerings were intermittent and unpredictable, creating significant difficulties in achieving timely graduation. Students repeatedly commented on the need to do coursework at the downtown campus in order to finish degree requirements in four years. They also commented on the difficulty in creating coherent intellectual tracks through their chosen discipline given this unpredictability. Some areas have been quite strategic in structuring their curricula, such as history, English, and women and gender studies. There are still far too many course offerings on the books and far too great a use of sessional teaching staff. The first task of the newly-formed departments should be to reduce the total number of courses from the current over 500 courses offered, while recognizing the unique teaching contexts and needs of humanities classes. Courses with smaller enrollments (such as in Visual and Performing Arts or language classes) should be protected from any blanket minimal registration rule. A better control of the curriculum will create resources crucial for helping departments achieve their academic vision. A carefully designed and efficient curriculum should be a prerequisite for any future growth in the complement.

Particularly in Visual and Performing Arts, the space needed for studio instruction, appropriately equipped, is as essential as a proper lab in the sciences. Therefore space is an urgent issue for successful instruction in the arts. Without rectifying the space issue, the arts program will not be able to recruit students effectively.

The reviewers are concerned at the proliferation of course offerings that are designed to be taught by teaching stream faculty. The faculty should pay careful attention to where teaching stream faculty can best contribute. Reluctance to cross-number and cross-register courses needs to be addressed and resolved to ensure better use of faculty resources and to reduce the costs of implementing new interdisciplinary programs.

## **Workforce**

The reviewers are concerned that such a high proportion of the workforce consists of faculty in the teaching stream and sessional appointments. This reality runs counter to the stated aspirations of UTSC undergraduate education and will make more difficult any potential expansion of the graduate mission. It will be important for research faculty to follow a reasonable workload comprised of a large lecture course as well as a medium sized course and two smaller courses during a typical academic year.

The reviewers recognize the significant benefits of UTSC faculty teaching in graduate programs; however, this represents a significant redirection of UTSC research faculty teaching resources to the St

George campus. Exploring the housing of some graduate programs on the east and west campuses or finding ways to expand the presence of graduate students on the UTSC campus is desirable.

The reviewers are concerned that current University regulations may make it difficult for artist faculty with terminal degrees (for example, the MFA) to be counted as research faculty. It is common practice elsewhere in academe to recognize artistic practice as the equivalent of research.

It is crucial to develop better ways of informing faculty (and indeed, the entire workforce) about progress through the ranks. They should receive better mentoring as well as models for successful preparation of dossiers. In order to assure effective senior leadership in the coming years, faculty need opportunities to develop administrative experience.

The reviewers note with concern that many key academic administrative jobs are currently filled with teaching stream faculty, thereby reducing the number of research faculty in leadership positions within the department. They strongly recommend that research stream faculty assume all administrative positions and that teaching stream faculty be considered ineligible to take on administrative roles.

### **Experiential Learning**

UTSC prides itself on its co-op program, and indeed a significant number of the students the reviewers met identified it as a reason for choosing UTSC. Almost to a person, they reported that the program did not meet its promises. Attrition would appear to be high. The reviewers recommend that co-op be rethought, perhaps by exploring other forms of experiential learning such as internships. It may be that in the humanities, internships are a more appropriate model of pre-professional training. The Arts Management program seems worth refining and improving, although placements there were also less successful. In addition the journalism program with Centennial College is only marginally effective at this time. A new task force on experiential learning will need to re-examine all of these programs.

### **Recommendations and Implementation**

The reviewers found a community sharply divided and unable to engage in civil and productive discourse. The reviewers recommended that the Dean set forth a new governance plan at the earliest possible time for faculty consideration. The Dean may need to consider an interim Chair of Humanities to oversee the implementation, and possibly initiate external recruitment for one or two of the chairs. If possible, the new structure should be in place by the beginning of the next academic year. The reviewers feel strongly that dramatic and timely action as well as strong intervention by the Dean is needed. They encourage the Dean and the new leadership to find ways to provide incentives for collegial and constructive work on behalf of UTSC. In the interest of ensuring that greater professionalism and collegiality are built into the new governance structure, UTSC should create guidelines or best practices for civil debate. The reviewers encourage the new departments to have regular meetings, to institute clear governance structures, making the setting of priorities as transparent a process as possible within each department, and to create clear lines of two-way communication between the faculty members and the administration.

### **ADMINISTRATIVE RESPONSE**



5 February 2010

Professor Cheryl Regehr  
Vice-Provost, Academic Programs  
Office of the Vice-President and Provost  
Simcoe Hall  
University of Toronto

Dear Cheryl,

**Administrative Response: External Review of the Department of Humanities**

Thank you for your letter of 18 January 2010 requesting my administrative response to the external review of the Department of Humanities. Although the external reviewers had limited time to explore such a complex academic unit as the Department of Humanities, their observations point to several issues of great importance to the future of humanities at the University of Toronto Scarborough. I am very grateful for the reviewers' careful consideration of the Department and for their candid assessment of its strengths and challenges. I have taken their recommendations seriously and already have begun to act upon them.

I was very pleased with the reviewers' clear engagement with our campus trajectory and aspirations, their identification of some very creative accomplishments in the articulation of new interdisciplinary programs in the humanities, and with the strong case made for vibrant and self-confident disciplines as the necessary basis for new interdisciplinary initiatives. It was gratifying to see that the reviewers noted the many strengths of the Department. We are particularly proud of humanities faculty members' commitment to the integration of research into teaching, the excellent young faculty hired in recent years, and the successful new academic and administrative ventures (particularly the Arts and Events programming and the Doris McCarthy Gallery both of which serve the entire campus). Despite the Department's strengths, it was clear to the reviewers that there was significant conflict among the colleagues about the basic functioning of the department and about the ability of the current Chair to manage the business of the unit. Because of these sharp divisions and the breakdown of civil discourse and collegiality, the reviewers recommended that I begin working immediately to institute new structures for the department. The reviewers proposed four possible structural models, including dividing Humanities into separate departments.

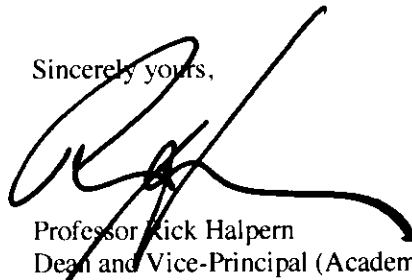
It is my belief that the future direction of the Department must be determined in a collaborative and consultative manner. The active participation of all members of the Department is crucial if we are to find solutions that are meaningful and inspire enthusiasm and commitment. Immediately following receipt of the external review, I consulted with the UTSC Senior Executive, the Provost's Office, my counterparts at St. George Arts and Science and UTM, and my team in the Dean's Office. The external review was also sent to all members of the Department. On 15 January I met with faculty, students, and staff of the Department to initiate a discussion about its future direction. This meeting was very well attended and feedback indicated that colleagues saw it as a constructive first step in the process of determining a future trajectory that most parties could buy into. I was very pleased to hear a commitment from all groups to work together to find meaningful solutions. Subsequently, my vice deans and I have been meeting individually with the disciplines and programs, with members of the Departmental Student Association (SHADO), and with the department's administrative staff. To date we have held some twenty meetings.

From the beginning, colleagues in both English and Philosophy stated their desire to become their own departments. My office, together with Financial Services and Human Resource Services, has begun to work with them to achieve this vision. Our aim is to prepare proposals for the establishment of both departments for consideration by UTSC and University Governance in the sixth cycle of governance this academic year. Many other colleagues in the Humanities Department have expressed a strong desire to remain in single unit multi-disciplinary department, but we still have to develop a clear way forward. Professor Wayne Dowler, a widely respected senior faculty member nearing retirement, has volunteered to moderate discussions with the remaining members of the department. It is my intention to attach a decanal assessor to this working group to facilitate discussion and act as a conduit of information to and from the Office of the Dean. It is possible that, as a transitional phase, these disciplines and programs will remain in the current Department of Humanities during the 2010-11 academic year, with an interim chair in place.

It is unfortunate that these complex matters prevented the reviewers from conducting a full review of the many programs offered in the Department of Humanities. We are committed to moving forward with these reviews as soon as possible. Our intention is to spend the coming months further refining the self-studies conducted by each program and to bring in external reviewers towards the end of the term. This process may have to continue into the 2010-11 academic year.

With regard to the statements made by the external reviewers about the workforce, I believe that that the reviewers do not have a full appreciation of the role and responsibilities of teaching stream faculty at the University as set out in the *Policy and Procedures on Academic Appointments* or the way in which administrative responsibilities in relation to programs are assigned within units. In addition, I point out that this section of the review contains factual inaccuracies – understandable given the size and complexity of the unit – and that much of our consultation with colleagues has involved reassuring teaching stream faculty that UTSC values their contributions to our academic mission. Indeed in most units at UTSC teaching-stream faculty and tenure-stream faculty are well integrated and work together in a collegial fashion. It is my firm belief that the crucial issue of complement planning, including the articulation of the optimal blend of tenure-stream and teaching-stream faculty in each program, is best considered after we complete the review of individual academic programs. Moreover, these sorts of calculations and strategic decision-making can progress in a meaningful way only after the outcome of the consultative process regarding structural change is known.

Sincerely yours,

A handwritten signature in black ink, appearing to read 'Rick Halpern', with a large, sweeping flourish extending to the right.

Professor Rick Halpern  
Dean and Vice-Principal (Academic)



## APPENDIX

### Externally commissioned reviews of academic programs, 2008-09

Reviews of academic programs by external bodies form part of collegial self-regulatory systems to ensure that mutually agreed-upon threshold standards of quality are maintained in new and existing programs. Such reviews may serve different purposes than those commissioned by the University. A summary listing of these reviews is presented below. These reports compliment the University's Performance Indicators and other institution-wide quantitative measures of our performance towards key goals<sup>1</sup>.

Program(s)	Accreditation period	Agency
<b>Applied Science and Engineering</b>		
Chemical Engineering BAsC	2007-13	Canadian Engineering Accreditation Board (CEAB)
Civil Engineering BAsC	2007-13	
Computer Engineering BAsC	2007-13	
Electrical Engineering BAsC	2007-13	
Engineering Science BAsC in EngSci	2009-12	
Industrial Engineering BAsC	2009-13	
Material Engineering BAsC	2007-13	
Mechanical Engineering BAsC	2009-13	
Mineral Engineering BAsC	2007-13	
<b>Architecture, Landscape and Design</b>		
Master of Architecture MArch	2007-12	Canadian Architecture Certification Board
Master of Landscape Architecture MLA	2007-12	Canadian Society of Landscape Architects
<b>Management</b>		
Commerce, MBA, EMBA, MMPA, PhD	2009-2015	The Association to Advance Collegiate Schools of Business (AACSB)
<b>Medicine</b>		
Postgraduate Medical Education (PGME) programs Residency programs	2007-2013	The Royal College of Physicians and Surgeons of Canada (RCPSC), and the College of Family Physicians of Canada
<b>Pharmacy</b>		
Baccalaureate of Science in Pharmacy, BScPhm Doctor of Pharmacy, PharmD	2007-13	Canadian Council for Accreditation of Pharmacy Programs (CCAPP)
<b>OISE</b>		
School and Clinical Child Psychology (SCCP) program PhD	2007-11	American (APA) and Canadian (CPA) Psychological Associations
	2007-11	

<sup>1</sup> <http://www.utoronto.ca/aboutuoft/accountabilityreports.htm>

### Ontario Council of Graduate Studies (OCGS) Appraisals

Anthropology MA/MSc/PhD	A&S	GOOD QUALITY
Chemical Engineering and Applied Chemistry MEng/MASc/PhD	APSE	GOOD QUALITY
Chemistry MSc/PhD	A&S	GOOD QUALITY
Community Health MHSc		GOOD QUALITY
Counselling Psychology MA/MEd/EdD/PhD	OISE	GOOD QUALITY AFTER REPORT
Financial Economics MFE	A&S/MGMT	GOOD QUALITY
Forestry MScF/PhD	FOR	GOOD QUALITY AFTER REPORT
French MA/PhD	A&S	GOOD QUALITY AFTER REPORT
Geography MA/MSc/PhD	A&S	GOOD QUALITY
Law LL.M./MSL/SJD	LAW	GOOD QUALITY
Materials Science and Engineering	APSE	GOOD QUALITY
Mathematical Finance MMF	A&S	GOOD QUALITY
Mathematics MSc/PhD	A&S	GOOD QUALITY
Planning MScPL/PhD	A&S	GOOD QUALITY

### Combined Programs

European Russian and Eurasian Studies and Law	APPROVED TO CONTINUE
Political Science (PhD) and Law	APPROVED TO CONTINUE

### Collaborative Programs

Aboriginal Health	Anthropology; Counselling Psychology; Geography; Medical Science; Nursing Science; Nutritional Sciences; Public Health Sciences; Sociology in Education	APPROVED TO CONTINUE
Diaspora and Transnational Studies	Anthropology; Cinema Studies; Comparative Literature; Drama; English; Geography; Germanic Languages and Literatures; History; Political Science; Religion; Sociology; Sociology and Equity Studies in Education, Spanish, Women and Gender Studies	APPROVED TO COMMENCE
Editing Medieval Texts	Classics; English; French Language and Literature; History; Italian Studies; Medieval Studies; Music; Philosophy; Religion; Spanish	APPROVED TO CONTINUE
Jewish Studies	Anthropology; English; Comparative Literature; German Literature, Culture, and Theory; History; History of Art; Medieval Studies; Near and Middle Eastern Civilizations; Philosophy; Political Science; Religion; Slavic Languages and Literatures; Sociology; Women and Gender Studies	APPROVED TO COMMENCE
South Asian Studies	Anthropology; English; Geography; History; Music; Political Science; Religion; Social Work; Sociology in Education; Women and Gender Studies	APPROVED TO CONTINUE