



**FOR INFORMATION**

**PUBLIC**

**CLOSED SESSION**

**TO:** Executive Committee

**SPONSOR:** Sioban Nelson, Vice-Provost, Academic Programs  
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**PRESENTER:** See above.  
**CONTACT INFO:**

**DATE:** October 7, 2014 for December 1, 2014

**AGENDA ITEM:** 9 (a.) (i.)

**ITEM IDENTIFICATION:**

Semi-Annual Report on the Reviews of Academic Units and Programs, April – September, 2014

**JURISDICTIONAL INFORMATION:**

The compendium of review summaries is forwarded, together with the record of the Committee's discussion, to the Agenda Committee of the Academic Board, which determines whether there are any issues warranting discussion at the Board level. The same documentation is sent to the Executive Committee and the Governing Council for information.

**GOVERNANCE PATH:**

1. Committee on Academic Policy and Programs [for information] (October 28, 2014)
2. Agenda Committee [for information] (November 4, 2014)
3. Academic Board [for information] (November 13, 2014)
4. **Executive Committee [for information] (December 1, 2014)**
5. Governing Council [for information] (December 11, 2014)

**PREVIOUS ACTION TAKEN:**

Governing Council approved the *Policy for Approval and Review of Academic Programs and Units* in 2010. The *Policy* outlines University-wide principles for the approval of proposed new academic programs and review of existing programs and units. Its purpose is to align the University's quality assurance processes with the Province's Quality Assurance Framework through establishing the authority of the University of Toronto's Quality Assurance Process (UTQAP).

The Semi-Annual Report on the Reviews of Academic Units and Programs (October 2013 – March, 2014) was previously submitted to the Committee on Academic Policy and Programs on April 1, 2014.

## **HIGHLIGHTS:**

External reviews of academic programs and units are important mechanisms of accountability for the University and a vital part of the academic planning process. Academic reviews are critical to ensuring the quality of our programs through vigorous and consistent processes that assess the quality of new and existing programs and units against our international peers.

Summaries of the external review reports and the complete decanal responses of 11 external reviews of units and their programs are being submitted to the AP&P for information and discussion. Of these, two were commissioned by the Vice-President and Provost and nine were commissioned by the Deans. The signed administrative responses from each Dean highlight action plans in response to reviewer recommendations. One of the Provostial reviews, that of the University of Toronto Scarborough, is a non-UTQAP review of the division's administrative functions; no programs were reviewed.

In general, the themes raised in these reviews echoed those in previous compendia: the excellence of our research reputation, the outstanding quality of our programs, and in particular the breadth and depth of course offerings, and the strength of our faculty and students. The dedication of faculty and staff to providing students with an outstanding education and ensuring their success was also consistently identified. In addition, this set of reviews highlighted the University's strong relationships with external institutions, its support of alumni and other key stakeholders, and opportunities for program development.

As always, the reviews noted areas for development such as funding for international graduate students, undergraduate access to upper-level course offerings, and the tension between enrolment growth and quality. The reviews made important recommendations on how these matters could be improved. The administrative responses from the Deans address these issues and others.

Additional reviews of programs are conducted by organizations external to the University. 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. A summary listing of these reviews is presented in the Appendix.

## **FINANCIAL IMPLICATIONS:**

n/a

## **RECOMMENDATION:**

For information.

**DOCUMENTATION PROVIDED:**

Compendium of Reviews of Academic Programs and Units, April – September, 2014



UNIVERSITY OF  
TORONTO

OFFICE OF THE VICE-PROVOST,  
ACADEMIC PROGRAMS

# REVIEWS OF ACADEMIC PROGRAMS AND UNITS

**April – September 2014**

**Report to the Committee on Academic Policy and Programs  
October 28, 2014**

# REVIEWS OF ACADEMIC PROGRAMS AND UNITS

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## **Provostial Reviews**

Faculty of Information	4
• Graduate: Master of Information (M.I.); Master of Museum Studies (M.M.St.); Information Studies, Doctor of Philosophy (Ph.D.)	
University of Toronto Scarborough	22
• No programs, non- UTQAP review	

## **Decanal Reviews**

Faculty of Arts & Science	
• Department of Germanic Languages and Literatures and its programs	36
• Undergraduate: German Studies, B.A., Hons.: Specialist, Major, Minor; Business German B.A.: Minor; German Studies in English: Minor; Al and Malka Green Yiddish Program: Minor	
• Graduate: German Literature, Culture and Theory, Master of Arts (M.A.), Ph.D.	
Faculty of Medicine	
• Department of Laboratory Medicine and Pathobiology and its programs, with undergraduate Life Sciences program in Pathobiology	51
• Undergraduate: Pathobiology, B.Sc., Hons.: Specialist	
• Graduate: Laboratory Medicine and Pathobiology, Master of Science (M.Sc.), Ph.D.	
• Department of Nutritional Sciences and its programs	61
• Undergraduate: Nutritional Sciences, B.Sc., Hons.: Major	
• Graduate: Nutritional Sciences, M.Sc., Ph.D.	
• Department of Occupational Science and Occupational Therapy and its programs	72
• Graduate: Occupational Therapy, Master of Science in Occupational Therapy (M.Sc.O.T.)	
• Department of Physical Therapy and its program	83
• Graduate: Physical Therapy, Master of Science in Physical Therapy (M.Sc.P.T.)	

• Department of Physiology and its programs	92
• Undergraduate: Physiology, B.Sc., Hons.: Specialist, Major, Minor	
• Graduate: Physiology, M.Sc., Ph.D.	
University of Toronto Mississauga	
• Department of Economics and its programs	104
• Undergraduate: Economics, B.A., Hons.: Specialist, Major, Minor; Economics (Commerce and Finance), B.Com.: Specialist (offered with the UTM Department of Management); Financial Economics, B.A., Hons.: Specialist; International Affairs, B.A., Hons.: Specialist; Human Resources and Industrial Relations, B.A., Hons.: Major (admissions to this program was suspended September 25, 2013); and Economics and Political Science, B.A., Hons.: Specialist (offered with the UTM Department of Political Science	
• Department of Sociology and its programs	117
• Undergraduate: Sociology, B.A., Hons.: Specialist, Major, Minor; and Criminology and Socio-Legal Studies, B.A., Hons.: Specialist, Major	
University of Toronto Scarborough	
• Programs in Centre for Critical Development Studies	126
• Undergraduate: International Development Studies, B.Sc., Hons.: Specialist, Specialist (Co-op); B.A., Hons.: Specialist, Specialist (Co-op), Major	
Appendix: Externally-commissioned reviews of academic programs, April – September 2014	137

## Review Summary

<b>Program(s):</b>	Master of Information, MI Master of Museum Studies, MMSt Doctor of Philosophy in Information Studies, PhD
<b>Division/Unit:</b>	Faculty of Information (iSchool at U of T)
<b>Commissioning Officer:</b>	Vice-President and Provost, University of Toronto
<b>Reviewers (Name, Affiliation):</b>	1. Dr. France Bouthillier, Director, School of Information Studies, McGill University 2. Dr. Ronald Larsen, Dean and Professor, School of Information Studies, University of Pittsburgh 3. Dr. Claire Warwick, Professor, Digital Humanities; Head, Department of Information Studies; Vice-Dean for Research, Faculty of Arts and Humanities, University College London
<b>Date of review visit:</b>	January 15 - 17, 2014

## Previous Review

**Date:** December 13 - 14, 2007

### Summary of Findings and Recommendations:

#### 1. Undergraduate Programs (n/a)

#### 2. Graduate Programs (Master of Information, MI; Master of Museum Studies, MMSt; Doctor of Philosophy in Information Studies, PhD)

The reviewers observed the following strengths:

- High quality faculty members and students
- Planned revision of the master's curriculum is appropriate

The reviewers identified the following areas of concern:

- Challenge of balancing students' professional skills and intellectual development (common to i-Schools)

The reviewers made the following recommendations:

- Consult widely among faculty when revising master's curriculum
- Address issue of balancing development of students' professional and intellectual skills when revising master's program curriculum

### 3. Faculty/Research

The reviewers observed the following strengths:

- Faculty members are renowned within their fields both nationally and internationally

The reviewers identified the following areas of concern:

- Senior faculty have focused primarily on scholarly activities, placing less emphasis on growth of the Faculty

The reviewers made the following recommendations:

- Encourage senior faculty to lead in achieving Faculty vision through greater cooperation with each other and with stakeholders

### 4. Administration

The reviewers observed the following strengths:

- Faculty has developed greatly in recent years, under the leadership of the Dean, maintaining its role as a longstanding contributor to the field of information
- Faculty on track to realizing its ambitious vision
- Institutional innovation and successful development of collaborations with units across the University
- Recruitment of faculty and students facilitated by position in the University and in Toronto

The reviewers identified the following areas of concern:

- Vision needs to be adopted more broadly by faculty members
- Will take longer than planned for the Faculty to realize its vision
- Increased funding needed to achieve its vision over the long term
- Inadequate space to support Faculty growth

The reviewers made the following recommendations:

- Ensure that new Dean is skilled in management and engaging stakeholders
- Explore use of technology as one means of addressing lack of space

**Last OCGS Review(s)**            2009 (MI, PhD, Diploma in Advanced Studies in Information  
**Date(s):**                                Studies); 2011 (MMSt)

## Current Review: Documentation & Consultation

### Documentation Provided to Reviewers:

- iSchool Self Study, November 2013
- Towards 2030: The View from 2012
- UTQAP Template for the Cyclical Review: Terms of Reference
- CVs of all Faculty
- OCGS Review of the MMSt program in 2008
- OCGS letter granting the MMSt “...good quality...” status (29 November 2011)
- OCGS review of MI and Ph.D. programs, 2009
- OCGS letter granting MI and Ph.D. programs “...good quality...” status (11 October 2011)
- ALA - COA External Review Panel Report, 2010
- ALA - COA Confirmation of “continued accreditation status”, (27 June 2010) and letter of 17 November 2012 stating that we had responded satisfactorily to “...previous concerns regarding standards Standard 1.2 and Standard IV.6...”



- *iSchool at University of Toronto Strategic Plan 2012 - 2017: Pathways to Our Future*
- *iSchool Advancement Priorities*
- Acceptable English language proficiency tests and score threshold
- *Faculty Advising at the iSchool—A brief guide for faculty*
- Graduate degree level expectations (University of Toronto)
- MI theses completed between 2007 - 2013
- MI Student Learning Outcomes (SLOs) Report of Subcommittee of the MI Programs Committee (2012)
- List of Master's of Information (MI) courses, with brief descriptions
- iSchool Grade Interpretation Guidelines
- iSchool MI funding and awards 2007 - 08 to 2012 - 13
- *iSchool Student Recruitment Strategic Plan, 2013 - 2017*
- Master's of Museum Studies (MMSt) Internship Placements 2005 through 2013
- Master's of Museum Studies 2013 Interns' Experiences
- List of MMSt Student Exhibitions 2007-2013, Exhibition Flyers for 2011-12 and 2012-13 Academic Years
- List of Master's of Museum Studies (MMSt) courses, with brief descriptions
- iSchool Ph.D. Qualifying Examination Procedure
- iSchool Procedure for Oral Defense of Doctoral Thesis Proposals
- List of iSchool Ph.D. courses, with brief descriptions
- Publications and Employment Data for iSchool Ph.D. graduates, 2007 - 2013
- Publications and Research Interests of Current Ph.D. students who entered the program before 2013 - 14 Academic Year (i.e., excluding first-year doctoral students)
- Research Areas, Grants and Publications of UofT iSchool Faculty between 2007 - 2013
- Faculty research @ Toronto's iSchool
- Ph.D. Dissertations Completed in the iSchool between 2007 - 2013 (up to 1 August 2013)
- Strategic Directions for Research at the iSchool
- Faculty of Information Council Constitution
- Faculty of Information Council Bylaws
- iSchool Workload Policy (Revised April 2013)
- iSchool Colloquia 2013 - 14 (example of annual colloquia program)
- iTeas 2012 - 2013 (example of annual iTea program)
- University of Toronto Library Report for The Faculty of Information 2013
- Information Services to iSchool Faculty
- Task Force on Strategic Directions for Information Services: final report
- Major conferences and events hosted between 2010 - 13
- UTAC - Museum Studies (MMSt) Program Working Group report April 2013
- University of Toronto School of Graduate Studies (SGS), Graduate Supervision: Guidelines for Students, Faculty, and Administrators
- Example Donor Proposal, "Centre for Museology Information and Culture"
- iSchool Admissions Viewbook 2014 - 15
- Junior Professors Research Day 2013
- 2013 informed, Faculty of Information Alumni Magazine (Autumn 2013)
- Citation and Publication Data from Thompson Reuters, US and Canadian University Science Indicators (2011)

### **Consultation Process:**

The external reviewers consulted with, as they noted in their review over 160 individuals during their visit, including the Vice-President and Provost, Vice-Provost Academic, Vice-President for Finance, Dean of the School of Graduate Studies, the University's Chief Librarian, Cognate Deans/Principals/Directors/Chairs (Principal University College, Principal St Michael's College Dean of Music, Director of IPHME, Chair of Computer Science), iSchool Program Directors (Phd, MI, and MMSt), all tenured and untenured iSchool faculty except those on leave, the iSchool Librarians, the Faculty's Chief Administrative Officer, the Faculty's Senior Development Officer, a representative of the iSchool Technical staff, the iSchool's Careers Officer, Communication Officer, Recruitment Officer and Registrar, doctoral students, MI students, MMSt students, (seven) sessional instructors, representatives of the Alumni, and representatives of external organisations including employers. They also had a tour of the iSchool home (the Bissell Building) and the Semaphore laboratory facilities in Robarts.

## **Current Review: Findings & Recommendations**

### **1 Programs (Item 1 from Terms of Reference)**

#### **Undergraduate Program**

The Interactive Digital Media (IDM) (B.A.) program is a very recently established program which was not included in the scope of the review. The reviewers did note, however, that the Program's admission requirements, objectives and learning outcomes are consistent with the University's mission and the Faculty's plans and the Program shows promise for the future.

#### **Graduate Program**

Master of Information, MI; Master of Museum Studies, MMSt; Information Studies, Doctor of Philosophy, PhD

#### **The reviewers observed the following strengths:**

- Overall quality
  - Strong, well-designed programs with good reputations
  - Objectives are consistent with both the Faculty's plans and the University's mission
- Curriculum and program delivery
  - Student and external stakeholders satisfied with the recently revised curriculum
  - Increased quality of students and graduates since program revisions recognized by external stakeholders
  - Curriculum is directly relevant to the profession in the view of alumni and professionals
  - Combined MI and MMSt program option appreciated by students

- Quality indicators
  - Strengthened monitoring of student progress and supervision praised by students
  - High employment rates of MI and MMSt graduates
- Enrolment
  - Annual enrolment reasonable in comparison with peers
  - Favourable student-faculty ratio
- Faculty resources
  - PhD program director praised by students
- Physical resources
  - Impressive facilities and proximity to top North American academic library greatly contribute to student learning experience

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

- Curriculum and program delivery
  - New MI concentrations require too many distinct courses to be taught, sometimes to relatively small groups of students
- Quality indicators
  - Decrease in the number of newly registered MI students, particularly in 2013-14; decrease in applications from prospective doctoral students
  - Doctoral time to completion rates are longer than in other disciplines; guaranteed student funding does not seem an aid in shortening completion rates
  - Student and faculty perception that longer time to completion rates are necessary to develop strong publication records
- Outreach / Promotion
  - University undergraduate students unaware of Faculty programs
  - Alumni concern that purpose of new MI concentrations might be unclear to prospective employers

**The reviewers made the following recommendations:**

- Curriculum and program delivery
  - Share more courses between concentrations or reduce the number of MI concentrations
  - Strengthen research component in the MMSt program through recently-added concentrations and the planned research centre
  - Monitor impact of MI concentrations on teaching workload and curriculum
- Quality indicators
  - Refine newly-developed processes for monitoring student progress
  - Identify and share best practices regarding supervision
  - Increase number of joint publications between faculty and doctoral students to assist students in developing their publication record in shorter timeframe
  - Encourage PhD students to focus more on primary dissertation topic and less on diverse research interests

- Outreach / Promotion
  - Develop and launch recruitment strategies for attracting excellent master's and PhD students
  - Continue to monitor impact of recruitment strategies on program enrolment
  - Feature doctoral students' accomplishments in Faculty recruitment material
  - Promote program values among non-traditional employers

## 2 Faculty/Research (Item 2 from Terms of Reference)

### The reviewers observed the following strengths:

- Overall quality
  - Deep expertise and broad interests of faculty
- Research
  - Faculty can make substantial intellectual contributions in important and transformative research areas
  - Faculty research level meets expectations for a major research university
  - Tri-Council funded faculty research has grown over the past five years, following a period of decline during the preceding three years
  - Level of Tri-Council funded research participation rates are greater than comparative groups within the University; further opportunities exist for growth with Natural Sciences and Engineering Research Council of Canada (NSERC) and Canadian Institutes for Health Research (CIHR)
  - Great potential to increase externally funded research
  - Appropriate level of faculty administrative responsibilities
  - PhD students have strong publication records with papers in respected journals
- Faculty
  - Faculty are well-known and in demand, as demonstrated by the number of invited talks (114) worldwide over a six-year period
  - Faculty are contributing to the development of national and international standards; their outreach activities surpass that of many comparable iSchools
  - Significant addition to faculty complement over past seven years
  - Number of tenure stream faculty is near the mean for comparative US Schools
  - Good gender balance among faculty and among research areas

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

- Research
  - Decreased global research funding
  - Guaranteed funding for number of doctoral students is provided from the Faculty's operating budget, rather than from external sources
  - Faculty members' desire to increase research productivity at expense of participation in administrative duties

- Undergraduate students in the Interactive Digital Media program are not yet engaged in faculty research activities
- Faculty
  - Absence of research administrator to guide strategic direction and advise peers of funding opportunities

**The reviewers made the following recommendations:**

- Research
  - Appoint a senior faculty member as a Director or Associate Dean for Research to provide leadership and strengthen the Faculty's research strategic direction
  - Encourage faculty members to seek further Tri-Council funding (especially through NSERC and CIHR) on a regular basis and collaborate with corporations, as these are potential growth opportunities
  - Increase research grants and research assistants, thereby providing additional training to PhD students and perhaps contributing to decreased time to completion rates
  - Monitor the relationship between guaranteed student funding and time to completion to faculty members' research productivity and success rate in obtaining grants

### **3 Relationships, Organization and Financial Structure (Items 3 and 4 from Terms of Reference)**

**The reviewers observed the following strengths:**

- Relationships
  - Good collaboration with University of Toronto Mississauga in development of the undergraduate IDM program
  - Faculty members value working with peers and administrative staff; they are proud to work for the University and for the Faculty
  - Relationships between faculty and students are positive
  - Strong relationships and collaborations with cognate units; potential for further collaboration
  - Impressive support of the Faculty by alumni and professionals from external bodies
- Organizational and financial structure
  - Appropriate resource allocation to support teaching, research and other academic activities
  - The review team did not find that the current faculty administrative responsibilities were onerous
  - The Inforum is supported by a relatively large number of professional staff

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

- Relationships
  - Need for improved communication between faculty members and the Dean regarding the Faculty's strategic directions, governance structures, and the tenure and promotion processes
  - Lack of consensus between faculty members and the Dean with respect to the best approach to take the Faculty forward
  - Faculty members uncertain who to approach for guidance since the removal of Vice/Associate Dean positions
  - Faculty members serving in program director positions believe that greater incentives are needed for assuming such responsibility
  - Lack of formal faculty mentorship program
  - University divisions not sufficiently aware of the Faculty and its strengths
- Organizational and financial structure
  - Lack of a middle management structure places burden on the Dean and detracts from his ability to provide strategic direction
  - Absence of succession plans for program directors contributes to atmosphere of uncertainty among faculty members
  - Low ratio of support staff to faculty members
  - Diminished leadership role of Inforum
  - Revenue generation challenge due to small size of the Faculty
  - Unclear that increased enrolment could generate additional revenue without increased class sizes at the master's level
  - High costs of the Faculty's continuing education programs
  - Separate cataloguing systems used by the Inforum and the Robarts Library is not cost-effective

**The reviewers made the following recommendations:**

- Relationships
  - Provide greater guidance and information to junior faculty in order to address their uncertainties about tenure and merit; develop mentorship practices/program
  - Continue to develop fruitful collaborations with other academic units, alumni and doctoral students
  - Make greater use of alumni and professionals from external bodies in the future to advocate on behalf of the Faculty and to contribute to the life of the Faculty
- Organizational and financial structure
  - Re-examine governance and administrative structures
  - Create a middle management layer following consultation with faculty
  - Obtain support from the Office of the Vice-President and Provost in facilitating organizational changes
  - Consider reallocation of staff for technological support
  - Support student funding with research grants rather than from the operating budget

- Commission an external study of the Robarts/Bissell complex and Inforum in order to create a more integrated facility leveraging linkages between Robarts library and the Faculty
- Re-examine the way in which the Inforum can contribute to the Faculty's strategic needs
- Assess the allocation of human resources and potential partnerships with other Faculties for delivering services such as professional development workshops

## **4 Long-range Planning Challenges (Item 5 from Terms of Reference)**

### **The reviewers observed the following strengths:**

- Planning / Vision
  - Strategic plans are consistent with those of the University
  - Faculty's decision to suspend the faculty/staff complement plan is reasonable in light of recent hires, who are making a positive contribution
  - New recruitment strategies appear to have had a positive impact on enrolment in the graduate programs
  - Very supportive alumni group welcome making contributions to the Faculty

### **The reviewers made the following recommendations:**

- Planning / Vision
  - Communicate strategic plans and evaluate their success after implementation
  - Strengthen and communicate Faculty image
  - Increase outreach to and engagement of doctoral-level alumni
  - Develop fundraising plans and implement together with the branding exercise for the Faculty
  - Support the Dean in his fundraising initiatives and his attempts to change/improve the governance structures
- Department/unit/programs relative to the best in Canada/North America and internationally
  - Share the comparative data on international indicators among faculty members
  - Continue to monitor the comparative data to inform the strategic planning process

### **ADMINISTRATIVE RESPONSE – Appended**



UNIVERSITY OF TORONTO  
FACULTY OF INFORMATION

Dr Seamus Ross  
Dean and Professor

17 October 2014

Professor Sioban Nelson  
Vice-Provost, Academic Programs  
University of Toronto  
Simcoe Hall  
Toronto, ON M5S 1A1

Dear Professor Nelson,

*Sioban,*

**Re: Administrative Response to the External Review Report for the Faculty of Information (iSchool)**

Thank you for inviting our administrative response to the recent external review of the Faculty of Information, commonly known as the UofT iSchool. The external review report delivers an attentive analysis of our Faculty and our graduate programs; it identifies many of our strengths, as well as areas where we can do better. We welcome the reviewers' recommendations and recognize that they provide us with helpful guidance as we address the challenges we face. We anticipate that with the continued commitment of our faculty, staff, students, alumni and external stakeholders, and with the support of the University itself, our Faculty will benefit from reflecting on and implementing the recommendations arising from this external review. We are pleased with the many points of praise which the reviewers had for the Faculty, including their recognition of our "[s]trong, well-designed programs," and the "[d]eep expertise and broad interests of faculty."

The external review report was shared with our faculty and librarians and was the subject of discussion at our June 11, 2014 Strategic Retreat. The report was also made available to others, including members of iSchool Advisory Board and to the Faculty of Information Alumni Association Executive. Faculty and librarians were specifically invited to provide written input to support the drafting of this response.

While this administrative response focuses on the topics that you indicated in your letter of May 14, 2014 you would wish us to address, let me assure you that we take *all* the observations and the recommendations of the reviewers seriously. Our Faculty is reflecting on them and will act (if we are not already acting) to respond to them in effective ways. As we make progress on assessing and implementing their recommendations, we do so with re-invigorated confidence in our Strategic Plan<sup>1</sup>, *Pathways to Our Future, 2012-2017*, as many of the reviewers' recommendations for action are indeed priorities or goals in our current plan.

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<sup>1</sup> [http://current.ischool.utoronto.ca/system/files/user/108/ischool\\_strategicplan2012-17.pdf](http://current.ischool.utoronto.ca/system/files/user/108/ischool_strategicplan2012-17.pdf)



### **Curriculum and Program Delivery**

- *The reviewers noted that the new MI concentrations allowed more flexibility in course selection. However, they found that, in support of the concentrations, many different courses had to be taught, sometimes to small groups of students. The reviewers suggested that the Faculty consider offering more common courses between concentrations, or alternately reduce the number of concentrations.*

#### Immediate-term action

We acknowledge there may be significant merits to this observation, and in response the Faculty agreed at its June 11, 2014 retreat to establish a *MI Concentrations and Required Courses Working Group* to:

- ❖ review our current portfolio of concentrations and required courses;
- ❖ compare and contrast the Faculty's program offerings and structure to that of our competitors;
- ❖ consider whether some concentrations should be merged and, if the Work Group concludes mergers would make sense, to offer recommendations for mergers and the process for making them happen; and,
- ❖ assess whether there are possibilities for reducing our array of required courses and whether it would be possible to offer "more common courses between concentrations" without jeopardizing our ability to enable our students to attain the learning outcomes of the individual concentrations and the program as a whole.

#### Medium-term action

In the medium-term, the *MI Concentrations and Required Courses Working Group* will present its conclusions and recommendations to the Faculty's statutory decision making bodies (e.g., Programs Committee and Faculty Council) for discussion (and if considered necessary further consultation) and approval. This Working Group should finish its work by early January 2015 and then Faculty Committees will take its recommendations forward in January and February of the 2014-15 academic year.

#### Long-term action

We will continue to monitor and assess our portfolio of concentrations and required courses to confirm that our offerings facilitate our continued delivery of a first-class educational program, make effective use of the resources available to our Faculty, and will continue to respond through modifications of our programs to changes in the Information landscape.

- *The reviewers expressed surprise that the enrollment target for the MI program had not been met, suggesting a lack of awareness of the Faculty's programs could be an issue.*

The fact that the reviewers argued that perhaps we have not met our enrollment target because there is a "lack of awareness of the Faculty's programs" displays confidence in the quality of our programs and our capacity to develop professionals who will be (and are) competitive in the employment marketplace and who have the ability to contribute to our socio-cultural and economic future regionally, nationally, and internationally. Moreover, it suggests that we have a branding and marketing problem rather than a problem of relevance or quality.

### Short-term action

Many iSchools in North America, including the iSchool at the University of Toronto, have experienced enrollment challenges for some years now—and these challenges are broadly felt. No single factor alone provides an adequate explanation of this phenomenon. Among the elements that contributed to creating our less than satisfactory enrollment results are increased competition and differentiation in the professional graduate program marketplace, the lingering popular perception that the Toronto iSchool is primarily a library school at a time when library science is perceived in the public imagination as in a state of persistent decline and the relevance of librarianship is (erroneously, I would argue) questioned, and the inability of the new breed of Information Schools (see <http://www.ischools.org>) to construct and communicate a “message” that resonates with the public imagination and the potential student base. Our Faculty was so concerned about these issues that we explored those challenges at international, national, and local levels as we prepared the *UofT iSchool Recruitment Strategy* in August 2013<sup>2</sup>. This strategy shaped our recruitment activities in 2013-14 and will continue to drive forward our recruitment planning in the coming years.

To date, many iSchools have been unable to develop the right combination of compelling programming, program positioning, and graduate placement programs that would entice potential students away from other competing professional graduate programs to an MI Program. In our Recruitment Strategy we have taken a holistic approach which responds to the possibility that “lack of awareness” is a cause for the softness in our applications and enrollments, and also enables us to convince prospective applicants that *Information* is a highly relevant and trend-setting area of study and professional practice. We have also sought, in the short-term, to mitigate this lack of visibility by targeting our message to particular communities by foregrounding the specialization possibilities afforded by concentrations and by projecting a consistent message and stepping up recruitment activity (e.g., more information days for potential applicants with stronger faculty participation, brochures/leaflets, extensive outreach).

### Medium-term action

We will continue to work to refine our messaging; we will collaborate with other Information Schools to improve our communication of the benefits of the information field. iSchool faculty have indicated again this year through their commitment to the plans of our Recruitment and Admissions Committee that they are committed to the level of intense recruitment activities in which they engaged in 2013-14, which resulted in a year-over-year improvement in offers and acceptances for the MI program. Our Alumni Association is also working on mechanisms to enhance their already significant participation in our recruitment activities as are our students, many of whom already participate in our student ambassadors program.

We have taken steps to strengthen our partnerships with employers in a way that seeks to reinforce and also communicate more effectively a praxis-oriented pedagogical approach. We have expanded our program of practice. UTL has partnered with the iSchool to launch the Toronto Academic Libraries Internship, or TALiNT Program, to prepare high performing students for leadership roles in the library field. The program is designed to provide participants opportunities not only to enhance the quality of

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<sup>2</sup> <https://files.ischool.utoronto.ca/message/M8uhYCabulPr5MBkbiHN73>

their learning, but also to strengthen the profession by creating future leaders who will appreciate the complexities inherent in the libraries, archives and records management fields. Students will work in a variety of UTL departments, such as the University Archives, Media Commons, Engineering Library, Outreach and Student Engagement, and OISE. We anticipate that TALiNT will appeal to potential applicants and contribute to enhancing our recruitment process.

In addition, the Faculty is developing and introducing for the start of the 2015-16 academic year a co-op program that will strengthen relations between students and prospective employers. This is a key development that will lead to an improved enrollment situation over time by making us more competitive with other schools in our field that offer similar programs.

#### Long-term action

We recognise that we need to escalate the visibility of our programs among undergraduates and in particular UofT undergraduates. We have increased in recent years our undergraduate teaching with support from the *Interdivisional Teaching program* (UCDF), and we will do more. These courses expose undergraduates to the iSchool, our faculty and make them aware of the research and educational opportunities at the iSchool.. We will continue to develop our shared undergraduate program with UTM and grow the range of undergraduate offerings we run under UCDF (subject to Provostial approval), so that it can include certificates and minors. To take these ideas forward and to investigate others, we have established a Working Group on *Undergraduate Programming*, which will report early in 2015.

Furthermore, we will develop additional combined graduate-undergraduate programs, similar to the one we established in 2013-14 with the ICCIT program at UTM, which enables exceptional students to accelerate their completion of the BA and MI degrees. The collaborations and strong linkages these programs create between our Faculty and other units in the University provide an additional way for us to improve awareness of our programs among UofT students and faculty.

Through the work of our *Masters Recruitment and Admissions Committee* and our Student Services Team the Faculty will keep its *UofT iSchool Recruitment Strategy* under review.

- *The reviewers emphasized the need for strengthened administration of the graduate program, including further development of a plan to support Ph.D. students without recourse to the operating budget*

#### Short-term action

We appointed a Director of Doctoral Studies in September 2013-14 and the external reviewers noted the success of this decision. This appointment has strengthened the administration of our PhD program. Moreover, the effectiveness of this decision is evident in the fact that this Fall 13 out of 32 doctoral students in years 1 through 4 have received for the 2014-15 academic year an external funding award (e.g. SSHRC, OGS, or MITACS). Part of the scope of the *Governance and Organization Structure* Working Group (see below) will be to assess what might be the most effective ways to provide administrative and academic support for the Faculty's Ph.D. program going forward.

Medium- to Long-term action

*PhD Support without Recourse to Operating Budget:* Funding a reasonable portion of our doctoral cohort without recourse to the operating budget depends upon our faculty increasing our level of research income and securing research funding of a kind that can be used to support Research Assistantships. This requires a culture change and we are working on fostering this.

**Research**

- *The reviewers noted the potential for increased faculty research funding and made suggestions for approaches to improve access to external funding.*

Immediate action

While recognising the increasing levels of success that our faculty have had over the past five years (2009-2014) after several years of declining research funding, the Reviewers quite correctly noted that our faculty members are doing the kind of innovative, or perhaps more precisely, prescient research, which will shape the future research directions of other scholars and which merits funding. The competition for funding in Canada has become increasingly fierce in recent years, and this is especially true for the areas in which our faculty conduct research. Their increasing success in gaining external funding is all the more impressive when considered in this context. The reviewers are correct, though, when they say that we could do better. In discussions with the Provost, following our receipt of the external review report with the Provost, she encouraged the Faculty to appoint a Research Funding Coordinator, which we have done. The new Research Funding Coordinator started work in late September 2014, initially for a term of 18 months. Her objective is to work closely with our faculty to identify funding opportunities and to assist faculty in developing robust grant applications for submission to a wider variety of funding agencies.

Medium-term action

We will, if the Working Group on *Governance and Organization Structure* recommends that we should, appoint an Associate Dean for Research, who can further develop our research strategy and act as a champion for our researchers. We hope to have a faculty member in this post by 1 July 2015 (see below our response to the Reviewers recommendation that the Faculty establish "... *associate dean level leadership roles.*").

The Faculty's 2014-15 PTR Advisory Committee and the Dean will review whether we are effectively using the PTR process to acknowledge success in obtaining external research funding in time for the 2014-15 PTR review process in May and June 2015.

Long-term action

There is an increasing emphasis on experimental research in some areas of our discipline. We are less than competitive in obtaining funding to support this approach (although there are notable exceptions such as the research led by our Semaphore laboratory) because we lack the research infrastructure to underpin grant applications based on this paradigm. Two members of our faculty have submitted proposals to support the development of research laboratories (one in Digital Curation and another in the area of Electronic Patient Records). The Dean's Office is championing plans to

build new laboratories to enable our faculty to be positioned more competitively when seeking funding for laboratory based research. With adequate infrastructure in place, we will also improve our ability to seek further funding to support research.

### **Relationships and Organizational and Financial Structure**

- *The reviewers identified issues of communication between faculty members and the Dean regarding the Faculty's strategic direction, governance structures, and promotion processes.*

It is true that as a Faculty we need to promote a culture of “listening and understanding,” and the Dean must lead the way in this.

#### Immediate action

*Strategic Direction:* The Faculty's Strategic Plan, *Pathways to Our Future 2012-2017*, which most of the current faculty helped to define through extensive discussion at Faculty meetings and retreats, and engaging in an approval process that involved broad consultation with staff, students, alumni, and professionals, was less than a year old at the time of the external review. On the first anniversary (April 2014) of our current Strategic Plan, a report was presented to Faculty Council outlining the progress made on each priority, goal, and objective.<sup>3</sup> This report demonstrated that the Faculty had made reasonable progress towards delivering its goals and achieving its objectives.

*Governance Structures:* At the June 11, 2014 retreat, which was attended by 90% of the iSchool faculty and librarians, attention was drawn to Faculty governance structures and mechanisms for decision making defined in the Faculty's Constitution and By-laws. These documents are highlighted on the Faculty's website. At the same retreat, it was agreed to establish a Working Group on *Governance and Organization Structure* (see below) and to consider re-establishing the positions of Associate Dean for Research and Associate Dean Academic.

*Promotion Processes:* The external reviewers noted that some faculty felt inadequately informed about tenure and promotion processes. Faculty with questions about the policy and procedures governing tenure and promotion have been encouraged to discuss the policies and procedures with the Dean. They have also been encouraged to review the *UofT Policy and Procedures Governing Promotions* and the *Memorandum of Agreement between the University and the University of Toronto Faculty Association*, both of which are available on the UofT Governing Council website. The mentors of untenured faculty were encouraged to offer guidance on the tenure process to their mentees, and to review with mentees the eloquent guidance on the tenure process available on the Office of Vice-Provost, Faculty and Academic Life (<http://www.faculty.utoronto.ca/academic-life/tenure/>) website if they had not done so already. Untenured faculty were also encouraged to take part in guidance sessions run by the Centre for Teaching Support & Innovation (CTSI), University of Toronto Faculty Association (UTFA) and the Office of the Vice-Provost Faculty and Academic Life. Associate Professors were also reminded to supplement their review of the policies on promotion by turning to guidance on the Office of the Vice-Provost Faculty and Academic Life website

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<sup>3</sup> [http://current.ischool.utoronto.ca/system/files/pages/uoft\\_ischool\\_strategic\\_plan\\_progress\\_april2013toapril2014.pdf](http://current.ischool.utoronto.ca/system/files/pages/uoft_ischool_strategic_plan_progress_april2013toapril2014.pdf)

(<http://www.faculty.utoronto.ca/academic-life/full-professor/>) and attending events concerned with promotion as they felt necessary.

#### Medium-term action

*Strategic Direction:* The Office of the Dean will ensure that the *Strategic Plan Implementation Working Group*, which was established at the time the plan was adopted by the Faculty's Council, meets going forward on at least a termly basis and that it is actively engaged in enabling and monitoring the progress on the delivery of the plan.

*Promotion Processes:* We will invite staff from the Vice-Provost Faculty and Academic Life to host a *Question and Answer* session with our assistant and associate professors before the end of the 2014-15 academic year to make sure that questions about Tenure and Promotion are addressed.

#### Long-term action

*Strategic Direction:* Efforts will be made to facilitate the engagement of faculty, staff, alumni, students, and our stakeholder community in the ongoing effort to deliver our strategic plan. Mechanisms will be put in place to keep stakeholders up-to-date on progress.

*Governance Structures:* At the September 2015 Faculty Retreat, we will have a session on Governance Structures to give faculty an opportunity to reflect on them and to suggest further improvements.

- *[The reviewers] recommended the creation of associate dean level leadership roles.*

#### Immediate action

The Faculty agreed at its 11 June 2014 retreat to establish a Working Group on *Governance and Organization Structure*. The Working Group, which should report in February 2015, will:

- ❖ review the Faculty's existing governance structure;
- ❖ think through how best to re-establish the Associate Dean–Research and Associate Dean–Academic positions;
- ❖ consider whether there will be a need for the Faculty's three Program Directors if Associate Deans are established. If the Working Group concludes there will be a need, it will be asked to establish guidelines on working practices;
- ❖ make recommendations as to how succession planning for Associate Deans and (if they continue to have a role) Program Directors might most effectively be handled in the Faculty;
- ❖ investigate what changes the Faculty might make to Governance and Organizational structures to improve clarity on decision making and communications within the Faculty; and,
- ❖ make proposals on compensation/consideration levels for Associate Deans/Program Directors following consultation with other Single Department Faculties and the Office of the Provost.

#### Medium-term action

Recommendations of the *Governance and Organization Structure Working Group* will be presented, as noted in earlier instances, to the Faculty's statutory decision making bodies for discussion and (we would hope) approval. In this context, if the Working Group concludes that the Associate Deans for Research and Academic Programs positions make sense, the Office of the Dean will ensure that

University policy on their appointment is followed in a timely fashion so that they are in post by 1 July 2015.

- *The reviewers noted the potential synergies between the Robarts Library, the Bissell Building, and the Inforum, and recommended re-visioning of this relationship*

#### Immediate to medium-term action

We agree that there are potential synergies between Robarts Library and the iSchool and recognize the rich array of benefits which would result from a “re-visioning of this relationship”. In response to the reviewers finding, the Faculty, in association with UTL, have established the *New Partnerships with the Central Library* Working Group. The mandate of this Working Group, which began its work in September 2014, is to:

- ❖ review the strategic plans of UTL and the iSchool, examine the recommendations contained in the “Report of the iSchool Task Force on Strategic Directions for Information Services”, and identify which recommendations in these three documents should be accomplished through a new iSchool/UTL Partnership Agreement over the short/medium/long terms;
- ❖ explore opportunities for collaboration between UTL and the iSchool;
- ❖ consider the iSchool’s ongoing relationship with the collection in the Inforum; and,
- ❖ review the allocation of human resources, facilities, and services in the Inforum.

The goal of the Working Group is to establish a UTL-iSchool partnership agreement, which will result in transformations of our Inforum and enhancements to our relationship with UTL in order to facilitate a better educational experience for our students. We aim to have this agreement in place by the end of this calendar year.

#### Long-term action

On a longer term basis, we will implement the UTL-iSchool partnership agreement, monitor it, and enhance it where new opportunities for synergies arise.

### **Planning Challenges and Vision**

- *The reviewers emphasized the importance of the Dean’s efforts in fundraising initiatives.*

#### Short-term action

The Faculty and the Dean fully appreciate the importance of fundraising and the essential role the Dean plays in this process. The Faculty’s “Advancement Priorities Plan<sup>4</sup>” outlines key priorities for fundraising in such areas as student experience, program support, faculty support, and capital projects. The Dean, with the support of the Faculty’s Senior Development Officer and faculty, is pushing forward with implementing it. As we reported in our recent 2015-16 Annual Budget Review Report, during the 2013-14 academic year we stepped up significantly our efforts to attract Major Gifts and Planned Giving. We are in the process of establishing a volunteer leadership program to support our advancement effort in such areas as the McLuhan Program in Culture and Technology

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<sup>4</sup> <https://ifiles.ischool.utoronto.ca/message/248GOR7fKfZnnhSJ3C6ttx>

and Museum Studies, we have improved our alumni relationship activities, and we have put in place an active community engagement program.

Medium-term action

We require more backing from the University's core Advancement team to support our fund-raising efforts.

We will continue to enhance our volunteer leadership program and to engage our alumni more actively in our fund-raising initiatives. Most importantly, we will increase our pace of major gift and planned giving solicitations. We will regularly monitor our progress and continually look for ways to improve our performance.

- *In light of the extent to which the Faculty's activities and curriculum have evolved, the reviewers recommended steps to increase awareness of the Faculty among the rest of the University to enhance student recruitment and cross-divisional collaborations. They also recommended that the Faculty conduct a re-branding exercise of the Faculty and its programs, communicating its strengths to prospective students and employers.*

Short-term action

As we noted above, we are continuing to step-up the awareness raising activities we started five years ago, and we will build more cross-divisional collaborations.

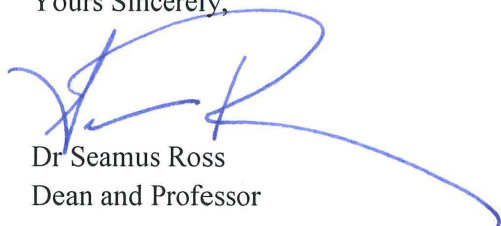
Medium-term action

We will engage in a re-branding exercise beginning in the early 2015. Our view is that we need to engage the services of an outside consultant who can help us: (a) craft the messaging for our Faculty's distinct value proposition, and (b) develop a branding / positioning campaign that will attract students to our Faculty, and offer students the sense of the possibilities and opportunities that can arise after graduating from the UofT iSchool with an MI degree. This should result in an effective mechanism to support more engaging communications about our programs to prospective students and employers. Our aim is to complete this work by June 2015.

**Concluding Thoughts**

We appreciate the thoughtfulness and diligence with which the external reviewers conducted this external review and welcome their guidance and recommendations.

Yours Sincerely,



Dr Seamus Ross  
Dean and Professor



## Review Summary

<b>Program(s):</b>	<i>n/a</i>
<b>Division/Unit:</b>	University of Toronto Scarborough (UTSC) Academic Portfolio
<b>Commissioning Officer:</b>	Vice-President and Provost, University of Toronto
<b>Reviewers (Name, Affiliation):</b>	<ol style="list-style-type: none"> <li>1. Dr. Steven N. Liss, Vice-Principal (Research), Queen's University</li> <li>2. Dr. Anthony C. Masi, Provost, McGill University</li> <li>3. Dr. Louise Richardson, Principal and Vice-Chancellor, University of St Andrews</li> </ol>
<b>Date of review visit:</b>	December 18–20, 2013

### Previous Review

*n/a*

### Current Review: Documentation & Consultation

#### Documentation Provided to Reviewers:

Terms of Reference; Self-Study; Site Visit Itinerary; Towards 2030: The View from 2012; UTSC Quick Links, Campus Org Chart, Deans Org Chart, Framework for a New Structure of Academic Administration for the Three Campuses (2002); UTSC Strategic Plan; UTSC Academic Plan; Sample SEM Plan; and Student Life @UTSC (video).

#### Consultation Process:

The reviewers met with the Vice-President and Provost; Vice-Provost, Academic Programs; Vice-Provost, Faculty and Academic Life; Dean of the School of Graduate Studies and Vice-Provost, Graduate Education. They met with the UTSC Dean at the start and conclusion of the visit. The reviewers spoke with a representation of cognate deans, including the Vice-Dean, Undergraduate of the Faculty of Applied Science & Engineering, Dean of the Factor-Inwentash Faculty of Social Work, Vice-Principal Academic and Dean of the University of Toronto Mississauga, Dean of the Ontario Institute for Studies in Education, and Vice-Dean, Graduate Education & Program Reviews of the Faculty of Arts & Science. From UTSC reviewers met with individuals who could speak on undergraduate and graduate education, including the Vice-Dean, Undergraduate, Vice-Dean, Graduate Education and Program Development, Director of Clinical Training, Graduate Department of Psychological Clinical Science, and Registrar & Assistant Dean (Enrolment Management). They also met with members of the UTSC Executive,

Chairs and Directors of the academic units, faculty, and librarians, as well as with undergraduate and graduate students.

## **Current Review: Findings & Recommendations**

### **1 Teaching and Research (Items 1, 2, 3, 4 from Terms of Reference)**

**The reviewers observed the following strengths:**

- Overall
  - High quality undergraduate and graduate programs
  - Programs held to system-wide quality assurance standards and review procedures
- Undergraduate education
  - Unique undergraduate course and program options not offered elsewhere at the UofT, including UTSC's signature co-op programs
  - Successful Management programs
  - Students hungry for pragmatic knowledge, interested in co-op learning, and management oriented
- Graduate education
  - Graduate education and research are firmly a part of the campus culture
  - Growing sense of community strengthened by the unique graduate programs
  - Freestanding programs in environmental science and clinical psychology further areas that the rest of the University was not actively pursuing while leveraging tri-campus strengths
- Faculty
  - Faculty are committed to UTSC students and programs
  - Impressive recent hires, reflecting well on the campus' commitment to research excellence
- Planning/Vision
  - Significant and very positive developments during past the last five years of a ten-year period of growth
  - Success in attracting and retaining strong cohorts of students, providing a solid base for moving forward

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

- Overall
  - Lack of community support networks and campus-based social services for students; insufficient spaces for students to study and socialize
  - Tri-campus affiliation of faculty and high proportion of commuter students add difficulty to creating vibrant student life and culture
- Undergraduate education

- Several departments have a model of undergraduate education that emphasizes “coverage” rather than focuses on a defined niche
- Capacity problems in the management programs and in co-op placements
- Unacceptably low levels of English competence in the context of increasing numbers of international students
- Program development
  - Management at UTSC aspires to have Faculty status
  - Lack of resources to support the fine arts program at a level that is satisfactory to faculty members
- Planning/Vision
  - Tri-campus model will be subject to continuous stresses and strains as the UTSC and UTM campuses grow

**The reviewers made the following recommendations:**

- Overall
  - Ensure that student concerns about space and quality of courses are addressed
  - Embrace student efforts to create extra- and co-curricular opportunities
  - Ensure that all students can complete their degree requirements at UTSC in a timely fashion
  - Assess the appropriateness of in-house English language exam; offer additional remediation for students as required
- Undergraduate education
  - In reviewing undergraduate programs, focus on distinctive areas of strength rather than coverage
  - Address capacity issues with Management programs and co-op programs
  - Give careful consideration to the appropriate use of undergraduate TAs for facilitating problem set groups or discussion sections, but not grading
  - Conduct an internal review of fine arts
- Graduate education
  - Provide special training for TAs at UTSC
- Faculty
  - Continue to ensure that new faculty hires are strategic, and link undergraduate teaching needs with research priorities
  - Ensuring the continued full participation of UTSC faculty with graduate departments housed on the St. George campus plays a significant role as a quality assurance practice
  - Invest in tenure-track positions and focus on strategic redeployment of resources
  - Ensure that the use of teaching stream faculty at UTSC aligns with campus strategic goals and UofT norms
  - Encourage chairs and directors to submit faculty names for prizes and awards
  - Examine the impact that spousal hires have on strategic planning and hiring efforts
- Research
  - Consider whether or not more CRCs should be assigned to UTSC
  - Create a strategic research plan for UTSC

- Planning/Vision
  - Continue to ensure and enhance quality of undergraduate students, despite the inherent tension between growth and quality
  - Reconsider the branding of UTSC as the “co-op campus”; select description that better captures full range of strengths
  - Grow analytical capacity so that the Principal and the Dean and Vice-Principal (Academic) have the information necessary to make management decisions and shape future strategic directions
  - Find and exploit new ideas in entrepreneurship and innovation

## 2 Organizational Structure & Resources

### The reviewers observed the following strengths:

- Morale
  - Considerable pride and enthusiasm in UTSC
  - High morale and enthusiasm for local autonomy
  - Strong, collegial sense of working together to build an even brighter future
- Organizational structure
  - Departmentalization is a strong operational decision
  - Enthusiastic and supportive senior team, including the Vice-Principal Research
  - Organizational model works well in practice (if not in theory)
- Financial resources
  - Departmental budgets adequate to support the new units’ academic and infrastructure goals
  - Adequate funding of support services and teaching assistants
  - Resources well aligned with areas of current and future priorities
  - Dean has put a stop to inefficient practice of “one-time-only” allocations

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

- Morale
  - Risk of frustrating rising expectations
- Space and infrastructure
  - Only 800 beds available in housing for students who are not commuters, 85% of which are immigrants, or the children of immigrants, to Canada
  - Some library spaces used inefficiently
- Organizational structure
  - Too early to tell if departmentalization will have the anticipated positive effects
- Financial resources
  - In some cases, growth in student numbers has not been supported by increases in revenue

**The reviewers made the following recommendations:**

- Space and infrastructure
  - Include space in strategic planning processes and allocate it with academic priorities in mind
  - Ensure that librarians are partners in the development of digital education, and repurpose inefficiently used library space to create learning areas
  - Create appropriate campus spaces for both students and faculty to encourage social cohesion
  - Address community relations issues surrounding the Pan Am athletic facilities; plan for future use of these facilities
- Organizational structure
  - UTSC Vice-Principal, Research should work closely with the Dean in advocating for the campus to ensure ongoing support of academic goals and faculty recruitment
    - Create a dotted line report from the UTSC Vice-Principal, Research to the UofT Vice-President, Research
    - Consider whether there should be a direct report of the UTSC Vice-Principal, Research to the Dean and Vice-Principal (Academic), instead of the Principal
  - Place academic advising within the portfolio of the Dean and Vice-Principal (Academic)
  - Provide ongoing orientation for the campus councils to ensure their proper use
  - Develop a culture that more actively engages academic leaders in fundraising
  - Provide leadership training and talent management for chair and directors
  - Conduct a review of Development & Alumni Relations operations, to recommend the most appropriate structure and operations, including reporting lines and fundraising priorities
  - Undertake a review of the entire student life area
  - Conduct an external review of the structure and functioning of the Centre for Teaching and Learning, so that the undergraduate experience at UTSC reaches its potential
  - Encourage creative thinking about structures for Management
- Financial resources
  - Ensure that the budget and other resource allocation processes are transparent and accountable, with significant participation by stakeholders

### **3 Internal & External Relationships (Items 6, 7 from Terms of Reference)**

**The reviewers observed the following strengths:**

- Internal relationships
  - Faculty value their affiliation with the University of Toronto understood as a single entity for purposes of their research identity

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

- Internal relationships
  - Mixed levels of engagement between UTSC departments, St. George, and UTM
    - Ties to UTM departments less well-developed, with the exception of Philosophy
  - Management would like more autonomy to offer programs locally that are offered by Rotman; management program development between Rotman and UTSC is not always in synch
- External relationships
  - Green Path program is a strong draw, but some students wish to transfer to St. George after first year

**The reviewers made the following recommendations:**

- Internal relationships
  - To build on recent successes and solidify them, ensure that faculty and staff appreciate that the whole of the tri-campus system is greater than the sum of its parts
  - Ensure close, collaborative, and collegial relationships with cognate units on the St. George campus
  - Attend to the relationship between UTSC and Rotman Management program development
- External relationships
  - Reassess the Green Path recruitment program with the help of the newly established China advisory group

**ADMINISTRATIVE RESPONSE – Appended**



24 September 2014

Professor Sioban Nelson  
Vice-Provost, Academic Programs  
Office of the Vice-President and Provost  
Simcoe Hall  
University of Toronto

**Administrative Response, External Review of the UTSC Academic Portfolio**

Dear Sioban,

Thank you for your letter of 27 February 2014 requesting my administrative response to the recent external review of the University of Toronto Scarborough (UTSC) Academic Portfolio. I note the seriousness with which the external assessors approached the review process, and appreciate the careful and thorough consideration they gave to the academic portfolio at UTSC. I am pleased to provide you with my administrative response to this review.

The reviewers visited UTSC from 18-20 December 2013. During this time the reviewers met with a wide array of stakeholders, including multiple senior administrative officers of the University of Toronto, such as the Vice-President and Provost; the Vice-Provost, Academic Programs; the Vice-Provost, Faculty and Academic Life; and the Dean of the School of Graduate Studies and Vice-Provost, Graduate Education. The reviewers also met with the UTSC Dean at both the start and conclusion of their visit, and spoke with a representative group of cognate deans, including the Vice-Dean, Undergraduate of the Faculty of Applied Science and Engineering; the Dean of the Factor-Inwentash Faculty of Social Work; the Vice-Principal Academic and Dean of the University of Toronto Mississauga; the Dean of the Ontario Institute for Studies in Education; and the Vice-Dean, Graduate Education and Program Reviews from the Faculty of Arts and Science. At UTSC these reviewers also met with the senior administrative officers, including the UTSC Executive; Vice-Dean, Undergraduate; Vice-Dean, Graduate Education and Program Development; Associate Dean Teaching and Learning; Registrar; and Assistant Dean. Finally, the reviewers met with a wide range of Chairs and Directors of academic units, faculty, and librarians, as well as with both undergraduate and graduate students.

In preparation for the site visit, the reviewers were provided with substantial written material, including detailed Terms of Reference; the University of Toronto planning documents “Towards 2030: A Third Century of Excellence at the University of Toronto” and “Towards 2030: The View from 2012”; the UTSC Academic plan; the “Academic Portfolio Self-Study 2008-2009 to 2012-2013”; the “Framework for a New Structure of Academic Administration for the Three Campuses”; and a campus organization chart and

the organization chart of the Office of the Dean. The reviewers explicitly commented that this material greatly facilitated their work by providing empirical data as to how the Scarborough campus is moving towards achieving its goals vis à vis the strategic vision of the University of Toronto as a whole.

The external review was received on 3 February 2014, and upon its receipt was circulated among the senior administration of the University and UTSC, including the Vice-President and Principal, the Dean and Vice-Principal Academic, the Vice-Principal Research (VPR), the Chief Administrative Officer (CAO), the Dean of Student Affairs, and the Chairs and Directors of the 15 departments and centres on the Scarborough campus. Subsequent to circulating this material the Dean and his staff met with the Chairs and Directors on 21 February 2014 to discuss the external review, the recommendations made within this review, and responses and reactions inspired by this review. On 19 September 2014, he and his staff again met with the Chairs and Directors to discuss the final version of this administrative response. In addition, the Dean has met and discussed this review and administrative response with the UTSC Executive on two occasions, and has had several one-on-one discussions with key members of the executive team.

I am grateful to the reviewers for the time, energy, and care with which they approached their job of reviewing the academic portfolio, and am very pleased that the reviewers had much praise for the way in which the Scarborough campus academic enterprise has been conducted in recent years. I am particularly gratified that the reviewers noted that our faculty were “convinced . . . of the significant and very positive developments at UTSC over the last five years,” and that there was “considerable pride and enthusiasm, and a strong collegial sense of working together to build an even brighter future.”

In addition to this very positive assessment, and strong affirmation of the course UTSC has taken over recent years, the reviewers also identified a number of areas that they felt could and should be addressed, and made a series of recommendations regarding these concerns. In your request for an administrative response you highlighted those areas you deem to be the most significant. Accordingly, it is to these issues that I now turn.

#### Curriculum and Program Delivery

- *The reviewers raised the issue of depth versus breadth in curricula. They suggested a review of programmatic offerings on campus, with a focus on excellence and deeper disciplinary emphasis rather than coverage. This review could then inform future planning and faculty hiring decisions.*

The issue of depth versus breadth is one with which all of the departments at UTSC have continually struggled over the years, particularly given that the solution impacts significantly on complement planning and hiring. As UTSC has grown, departments have grappled with the real problem of whether to provide comprehensive coverage of the various specialties within their field, or rather to focus on specific specialties at the expense of other subfields within their discipline. Not surprisingly, different departments have resolved this tension in different ways. For instance, in a recent program review of the Department of Anthropology, the reviewers highlighted that this department offered



programs in only two of the four subdisciplines in the field, a practice not uncommon in contemporary anthropology departments. In contrast, the Department of Psychology, although not offering separate programs in the various fields of psychology, provides a full suite of courses across all of the major subdisciplines within the field and mandates a selection of courses from each of these in its program requirements. And finally, still other departments have recently undergone the process of “repatriating” important disciplines, making courses that have only been available at the St. George campus now available at the UTSC campus. The programs in physics in the Department of Physical and Environmental Sciences are an example of this last approach.

All of this is to say that the Dean’s office is well aware of the tensions raised by attempting to offer depth versus breadth in curricula, and has been supportive of the variety of solutions to this issue initiated by each of the individual departments. In this regard, I note that we are undertaking a planning exercise for all of the departments and academic units this year. This planning exercise will enable many of our newly formed independent social science and humanities departments to produce their own, individual plans, while at the same time allowing our “older” departments to update and revisit their own priorities, taking into account the dramatic changes that have occurred over the past five years. One of the charges to the departments for this planning exercise is to grapple explicitly with the issue of breadth versus depth in curricula, and to provide both a rationale and a plan for achieving their respective approaches.

- *The reviewers noted specific curricular areas that require attention and resources, including additional capacity for co-op placements and the integration of librarians into educational development.*

The issue of building additional capacity in our co-operative operations is one that was highlighted not only in the current review of the academic portfolio, but also was raised in several of our recent program reviews in the social sciences. The review of the Centre for Critical Development Studies (CCDS), for instance, explicitly discussed the importance of both strengthening and growing the possibilities for co-op in this area, and praised the Centre for providing a co-op experience that was unique among North American institutions, and the envy of many graduate programs. One consequence of this concern is that, over the next year, the CCDS will begin taking on a more active role in managing their co-op program, including oversight of both the financial aspects and the co-operative placements of this program. In addition, the UTSC Executive recently authorized significant changes to the campus budget model for co-op, which include “forgiving” a debt that had accumulated during the earlier developmental stages of co-op, and separating the budget into its constituent parts – the Management and the Arts & Science Co-ops. This has freed up resources that have been used to augment staff and increase capacity; equally as important, the new structure provides each office with greater autonomy over its own budget that, in turn, will facilitate improvements to its operations.

The integration of the librarians into educational development is an on-going process at UTSC, and represents what we believe is one of our most significant success stories. Over the past four years we have developed the UTSC liaison librarian system, in which specific librarians become specialists in one or more academic disciplines, and thus are

able to foster two-way communication and collaboration between the UTSC library and academic departments. Although this program has only been in effect for two years, it has already proven successful in providing faculty and students within academic departments with increased awareness of, and use of library resources and services. Moreover, this program has provided important support for faculty in both their pedagogic and research enterprises, and to students in developing their research skills and information literacy. Faculty and students alike have responded extremely positively to the liaison system and we foresee continued strong development and progress in this area.

### Students

- *The reviewers noted the critical need to improve support networks and campus-based services for students, including spaces for students to study and socialize.*

Providing appropriate and sufficient support services for students is a recurrent challenge that universities face, and especially for a university campus such as ours, that has grown, and is continuing to grow in its student population. As is common in universities and colleges, issues relating to student support services cut across student affairs and academic portfolios thus, not surprisingly, on our campus they are the joint responsibility of the Office of Student Affairs and Services and the Office of the Dean. These two areas have a long history of working closely together to address issues related to student support services, and will continue to collaborate closely on a number of fronts. One issue that has been foremost for both groups, as well as for the Chief Administrative Officer, involves the establishment of additional space for students to study and socialize. As a means of addressing this concern explicitly, I note that one of our current capital development projects, the Highland Hall project, contains plans for the UTSC Commons, an area that has space for facilitated study groups, a café with soft seating, solo study space and an area for experiential learning collaborations (the HUB). This learning space will be strategically located near an enhanced space for front line registrarial services making it convenient for students to access these services. It also should be noted that we are in the development stage for a new residence and student life centre that will facilitate the creation of strong learning communities within the residence. The plan also entails enhancing the student life component through the co-location of the wider student support services run by the Office of Student Affairs and Services, including the Health and Wellness Centre, Accessibility services, Academic Advising and Career Centre, and the International Student Services Centre.

- *The reviewers observed challenges associated with ensuring and enhancing the quality of the student body, including levels of English language competency, within the context of increasing enrolment.*

The issue of the quality of the student body, and particularly the level of English language competency, is one that remains at the forefront of the minds of academic leaders, faculty, and staff tasked with meeting our recruitment goals in the context of ambitious growth targets and increasing university competition. For the faculty, it is interesting to note that in the five social science program reviews conducted in 2013-2014, one of the two issues to arise in every single review was a concern regarding the English language competency of our student population. Accordingly, the Dean's office,

in meetings with these departments, engaged in wide ranging discussions of how such competency might be addressed. The departments are undertaking a number of initiatives to redress this concern (including introducing more writing and feedback on writing into first and second year courses). As well, in Fall 2013, the Dean's office provided funds to purchase a site license for the DELNA test, which is an anonymously taken diagnostic check on academic English proficiency that is administered by the Centre for Teaching and Learning (CTL). This test is voluntary but promoted at UTSC's Get Started programming offered each summer to incoming students, and also encouraged via first year courses. All students who take the test get a computerized report and those needing help receive a link to the campus programming most appropriate for them. As well the English Language programming offered by CTL is promoted in the large first year courses. More generally, we expect that a common theme among departments in the current planning exercise will be finding ways to address the problem of increasing English language competency within their own programs. I might add here, that this is a challenge faced by many institutions of higher education across North America, particularly ones, like the University of Toronto, that service recent immigrants and engage in robust international recruiting.

In terms of enhancing the overall quality of the student body, we currently are addressing this issue via a multi-pronged approach involving our recruitment efforts as well as enhanced student support and development initiatives within both the Dean's portfolio and that of Student Affairs. First, and most directly, we are in the process of raising our admission standards, relative to previous years. Since 2011 we have raised our admission cut-off average by over 3 per cent in the programs that enjoy the highest demand, such as management, computer science, and the life sciences, particularly in co-op. Even though, province-wide, the arts and social sciences do not have the same market demand, we have been able to raise the admission cut-off in these programs by 1-2 percentage points during the same period. The result has been an overall increase in the admission average of our student body, from 82.2 per cent in 2011 to 82.7 per cent in 2014. This has been possible because of a significant increase in the volume of applications received, brought about by substantial enhancements in staff and financial resources directed to student recruitment. We also have had success in student retention, improving the basic first to second year retention rate of 82.7 per cent for the 2009 entry cohort to 84.8 per cent for the 2012 cohort.

We have managed to achieve these improvements in quality while still meeting our aggressive growth targets that have increased our incoming class size from below 2,600 in 2009 to almost 3,400 in 2014. While we are pleased with these measurable gains, we acknowledge that there is much more we need to do. Consequently we are considering a number of initiatives, some in partnership with Student Affairs, aimed at providing special support to students who are either at the borderline for acceptance to UTSC (but whom we feel we can help with the proper support services in place), or who are at academic risk within their programs. We are particularly keen to work with the University's Enrolment Services to develop programs for east end schools in priority neighborhoods where equity concerns can complement an emphasis on simple academic quality. As well we are working to help students match their talents to the appropriate disciplines and career goals with extensive information events in the program selection period and one-on-one counseling sessions within Academic Advising. There also is a

strong first generation mentorship and academic support program run by the Office of Student Affairs and Services that is achieving positive results with increased academic engagement and improved grades. Finally, our international students benefit from a mentorship program run as part of our First Year Experience Program.

### Relationships

- *The reviewers noted that there are differing levels of engagement and affiliation between UTSC units and those at the St. George and UTM campuses. Not all UTSC units have close, collaborative relationships to their cognate units at St. George. They encouraged reflection on the role of UTSC and its faculty within the tri-campus system.*

With this comment, the reviewers put their collective fingers squarely on an issue that is paradoxically one of the University of Toronto's greatest strengths, and the source of one of U of T's most fraught tensions. The reviewers are quite correct to note that the UTSC departments have varying degrees of affiliation with their tri-campus colleagues, and that the relationship with their St. George and UTM cognate units is one that requires continuous reflection by all parties. The Dean's Office is extremely reticent to impose any form of "one size fits all" model for inter-relationships between UTSC faculty and their colleagues at other campuses. One possible means of encouraging the reflection called for by the reviewers, makes itself available in the upcoming academic planning exercise. The UTSC Executive has decided that the academic planning exercise will not be limited to discussions centering on undergraduate programs, but will be expanded to include both graduate programs and the research enterprise within the departments. Adopting such a wider focus means that these planning documents will have to adopt a more tri-campus perspective, at least within the research and graduate contexts. As such, it is expected that further reflection on the role of UTSC faculty within the tri-campus system will arise organically out of the upcoming planning exercise. It is worth noting that the relatively recent development of UTSC-based tri-campus graduate programs has brought tri-campus issues to the fore and fostered important discussion about the evolving relationship with St. George and UTM.

### Resources and planning

- *The reviewers made several recommendations relative to the portfolio of the Vice-Principal, Research, including changing reporting relationships, and how the portfolio could better support UTSC's academic goals and faculty recruitment.*
- *The reviewers recommended a review of the structure and functioning of the Centre for Teaching and Learning in order to ensure that the undergraduate experience at UTSC reaches its potential.*
- *The reviewers also recommend reviews of Student Affairs and Services and Development & Alumni relations so that they can better support students and the overall vision for UTSC. They further recommended repositioning the academic advising within the portfolio of the Dean and Vice-Principal (Academic).*

The final three comments and recommendations identified by the Vice-Provost all center on aspects of a systemic, organizational nature, having to do with how the Office of the Dean operates in relation to other executive portfolios at UTSC. In this regard, it is important to note that UTSC has a distinctive executive structure, as it is both a campus and an academic division. The Chief Executive Officer for the campus is the Principal, who also is a Vice President of the University of Toronto. The Dean and Vice Principal (Academic) is the Chief *Academic* Officer; he reports to the Principal but is one of several members of the campus Executive (each with a direct report to the Principal). Inter-portfolio collaboration and co-operation among members of the Executive are critical to the overall success and health of the campus. The two most important partnerships for the Dean are with the Vice-Principal (Research) and the Chief Administrative Officer, since research and budget are integral components in academic life. In addition, the Dean works closely with the Dean of Student Affairs, the Executive Director of Advancement and Alumni Affairs, and the Director of Human Resource Services. Given the complex and interconnected nature of these issues, I will address this set of reviewers' comments in a connected, albeit consecutive, manner.

The reviewers highlighted some critical issues involving the integration of the research enterprise with the teaching priorities of the campus, as well as the working and reporting relationships between the Offices of the Dean and Vice-Principal (Academic), and the Vice-Principal, Research, and suggested that a review be undertaken regarding the relationship of these two portfolios and the potential reporting structure. Although it would be inappropriate for the Dean to initiate a review of this relationship, I would certainly welcome a review that further opens a dialogue and improves collaboration between these two offices. I should note that there has been significant integration of the activities of the offices of the Dean and VPR, particularly on issues related to faculty recruitment (i.e., financing start-up costs for new hires) and on academic planning. There also has been constructive collaboration and partnership in a host of other areas.

With regard to the reviewers' recommendations concerning the Centre for Teaching and Learning (CTL), I should note first that CTL falls within the Dean's portfolio. As such, one goal over the coming year is to begin reviewing its operations, focusing primarily on finding the best way to integrate the efforts of CTL to support students (through its English Language Development Centre, Facilitated Study Groups, Mathematics and Statistics Learning Centre, Writing Centre and Presentation Skills) with those of Academic Advising and Career Centre (administratively housed in Student Affairs). Also, we will explore ways that CTL can contribute to departmental initiatives in writing, critical thinking, quantitative reasoning, presentation skills and team work. CTL also has a role in supporting our growing cohort of graduate students, particularly as they develop their own teaching skills. Since the external review of the UTSC academic portfolio, CTL has created additional programming for graduate students and TAs, and has created a part-time faculty position to oversee this programming and ensure it functions well within the tri-campus graduate environment. Ultimately, the review can inform decision making about the best means to meet these learning and professional development objectives.

The final area identified by the reviewers as benefitting from a review involves the interaction of the Office of the Dean with both the Department of Student Affairs and Services, and Development and Alumni relations. As with the Office of the VPR,

although it would be inappropriate for the Dean's office to commission such a review, again I would welcome a review that addressed how these portfolios might be integrated better into the operation of the Dean's portfolio, particularly with respect to planning and programming. In particular, the Dean's office would welcome a greater role in the collaborative oversight of academic advising provided at UTSC, as many aspects of advising, such as those that arise through program supervisors in individual departments and through services provided by CTL, already fall within the portfolio of the Dean. Similarly, greater involvement in advancement activities and alumni relations would allow for integration of academic priorities into these extremely important areas of operation.

Thank you for providing me with the opportunity to respond to the external review of the UTSC academic portfolio. I am delighted with the very strong endorsement from the reviewers and believe that their constructive recommendations will help us significantly improve our operations moving forward.

Sincerely yours,

A handwritten signature in black ink, appearing to read 'Rick Halpern', written in a cursive style.

Professor Rick Halpern  
Dean and Vice-Principal (Academic)

## Review Summary

<b>Program(s):</b>	German Studies B.A., Hons.: Specialist, Major, Minor Business German: Minor German Studies in English: Minor Al and Malka Green Yiddish Program: Minor German Literature, Culture and Theory, M.A., Ph.D.
<b>Division/Unit:</b>	Department of Germanic Languages and Literatures
<b>Commissioning Officer:</b>	Dean, Faculty of Arts & Science
<b>Reviewers (Name, Affiliation):</b>	<ol style="list-style-type: none"> <li>1. Professor Paul Lützeler, Department of Germanic Languages &amp; Literatures, Washington University</li> <li>2. Professor John Smith, Department of European Languages &amp; Studies, University of California, Irvine</li> <li>3. Professor David Wellbery, Department of Germanic Studies, University of Chicago</li> </ol>
<b>Date of review visit:</b>	February 6-7, 2014

## Previous Review

**Date:** December, 2006

### Summary of Findings and Recommendations:

**1. Undergraduate Programs (German Studies, B.A., Hons.: Specialist, Major, Minor; Business German: Minor; German & Linguistics, B.A., Hons.: Specialist; Modern Languages & Literatures, B.A., Hons.: Specialist; Yiddish: Minor)**

The reviewers observed the following strengths:

- Curriculum has been revised and brought up to present expectations
- Appropriate return to teaching in German rather than in English
- Appointment of second language acquisition specialist

The reviewers made the following recommendations:

- Consider offering more English cross-listed courses to students in other programs
- Review the roles of Medieval and Yiddish Studies in the curriculum

## **2. Graduate Programs (German Literature, Culture and Theory, M.A., Ph.D.)**

The reviewers observed the following strengths:

- Revised curriculum now meets expectations
- Quality of graduate students
- Generous guaranteed funding packages

The reviewers made the following recommendations:

- Offer range of courses in core areas
- Increase the number of courses taught in German
- Provide opportunities for discussion of student research

## **3. Faculty/Research**

The reviewers observed the following strengths:

- New faculty members' contributions to the discipline and University
- Impressive Departmental research record
- Planned faculty hires will add breadth to areas of expertise

The reviewers identified the following areas of concern:

- Gender imbalance among faculty members
- Limited scholarship in 18<sup>th</sup> and 19<sup>th</sup> centuries

## **4. Administration**

The reviewers observed the following strengths:

- Department is moving forward in positive direction
- Administrative structure provides sufficient support of faculty

The reviewers identified the following areas of concern:

- Dedicated staff are overworked

The reviewers made the following recommendations:

- Increase appointment of senior secretary to 60%
- Provide Departmental office for Financial Officer
- Strengthen communication within the Department

**Last OCGS Review(s)**      2004-05

**Date(s):**

# **Current Review: Documentation & Consultation**

## **Documentation Provided to Reviewers:**

Terms of Reference; Self-Study; Faculty CVs; Faculty of Arts and Science External Review; Overview of U of T Academic Appointments; FAS Organizational Chart; Site Visit Itinerary



### **Consultation Process:**

The reviewers met with the Dean of the Faculty of Arts and Science; the Vice Dean, Graduate Education and Programs Reviews Dean; Chair and Graduate Chair of the Dept.; Associate Chairs, Undergraduate and Graduate; junior and senior faculty members; administrative staff; undergraduate and graduate students; and Chairs and Directors of Cognate units.

## **Current Review: Findings & Recommendations**

The reviewers have provided a unanimously positive assessment of the Department, praising both its undergraduate and graduate programs, and recognizing it as an excellent center of scholarship. The reviewers also noted that, under the leadership of the previous Chair, the Department has addressed well matters raised in the 2006-2007 review.

### **1 Undergraduate Program**

German Studies B.A., Hons.: Specialist, Major, Minor  
Business German: Minor  
German Studies in English: Minor  
Al and Malka Green Yiddish Program: Minor

#### **The reviewers observed the following strengths:**

- Overall quality
  - Well-positioned programs with excellent academic quality of courses
  - Successful delivery of curriculum
  - Highly qualified and engaged students
- Objectives
  - Program is consistent with Faculty's academic plan
- Admissions requirements
  - Placement exams helpful in assessing language proficiency
- Curriculum and program delivery
  - Multi-faceted programs serve as a model for other undergraduate programs
  - Introduction of language bridging courses to facilitate students' transition to higher levels
  - Coherent curriculum structure
  - Variety of programs allows students flexibility in meeting degree requirements
  - Notable breadth of course offerings covering current topics
  - Good balance of literature and culture courses spanning Middle Ages to present
  - Good mix of courses taught in German and in English
  - Students are pleased with availability of courses both during the day and in the evening
  - Many opportunities for student learning beyond the classroom including a German student club, newspaper, journal, film nights, joint undergraduate colloquium with the University of Waterloo, and study-abroad programs through other universities
  - Very popular program in Yiddish Studies is likely to expand in the future
- Assessment of learning

- Appropriate final exam in German 100 course
- Opportunities for students to receive feedback on short research papers
- Quality indicators
  - Outstanding undergraduate student grade point average (GPA)
  - Enviably increasing student enrolment
  - Full-time students complete programs on time
- Enrolment
  - Impressive doubling of enrolment over past seven years
  - Appeal of English-language courses often leads to student enrolment in minor program
- Students
  - Diverse student backgrounds and interests
  - Strong student engagement evident in differing views on expansion of course offerings
- Faculty resources
  - Excellent director of Yiddish Studies program has increased interdisciplinary experiences for students
  - Departmental senior lecturer praised for introducing and overseeing successful German Play drama course

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

- Curriculum and program delivery
  - Poor training and support of teaching assistants (TAs) affects language instruction provided to undergraduate students
  - Minimal use of technology for language instruction
  - Existing summer study abroad programs are costly and students are seeking more cost-effective options
- Assessment of learning
  - Unable to comment on assessment method of upper-year language courses
- Quality indicators
  - Difficulty discerning completion rates of part-time students
- Outreach / Promotion
  - Desire within the Department for more accessible and comprehensive website
- Physical resources
  - Inadequate space and insufficient use of technology infrastructure; classrooms are too big or too small, equipment does not always work, and heating system is dysfunctional, impacting student learning

**The reviewers made the following recommendations:**

- Curriculum and program delivery
  - Strengthen training and support provided to TAs; to this end, hiring a full-time, permanent Language Program Coordinator would be very beneficial
  - Follow up on integration of business German minor with other professional programs
  - Consider offering more evening courses to accommodate working students
  - Support students in identifying suitable, cost-effective study abroad programs

- Assessment of learning
  - Examine assessment methods used by other University language programs
- Physical resources
  - Address problematic classroom space issues (inappropriate size), drawing on either St. Michael's College or University resources
  - Immediately repair heating systems in classrooms
  - Ensure more extensive use of technology within courses

## 2 Graduate Program

German Literature, Culture and Theory, M.A., Ph.D.

### **The reviewers observed the following strengths:**

- Overall quality
  - "Premier" Canadian program, among the best in North America
  - Outstanding breadth of subjects and "cutting-edge" topics
- Objectives
  - Objectives are consistent with Faculty goals
  - Exemplary educational targets for student breadth and depth of knowledge
  - Prudent goal of developing students' awareness of diverse methodologies
  - Important primary objective of enhancing students' expressive and critical abilities
- Admissions requirements
  - M.A. and Ph.D. admission standards meet Departmental academic goals
- Curriculum and program delivery
  - Successful German field in M.A. program
  - Establishment of new Yiddish field in German M.A.
  - Integration of medieval and Yiddish components into Department's role
  - Revised introductory course in literary-cultural studies
  - Development of innovative course offerings such as a student/faculty reading course in contemporary literature and paired student/faculty research presentations
  - Program has noteworthy interdisciplinary component and has maintained intradepartmental cohesion
  - Student appreciation of inclusion in departmental events
  - Establishment of professionalization workshops
  - Opportunities for advanced students to teach literature
  - Advanced graduate students have formulated innovative and interesting dissertation topics
- Assessment of learning
  - Constructive evaluation of seminar course work
- Quality indicators
  - Successful recruitment of Canadian students
  - Qualified applicants are attracted from Canada, the U.S. and Europe
  - Interest from students in other programs

- University objective of increased enrolment in both M.A. and Ph.D. programs has been met
- Top students obtain Connaught Scholarships
- Students' entry-level GPAs meet admission standards
- Student satisfaction with intellectual quality of graduate seminars
- Student dedication to new Yiddish field
- Opportunities for student participation in annual symposium, sometimes resulting in publications
- Good student employment rates (postdoctoral fellowships, temporary appointments) despite difficult economy
- Student funding
  - Department tries to provide student funding beyond their fifth year to facilitate doctoral degree completion
- Support
  - Formation of gender and diversity Departmental working group

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

- Curriculum and program delivery
  - Lack of funding to support student participation in conferences
  - Reviewers suggested that support for a possible Ph.D. in Yiddish will develop slowly
- Assessment of learning
  - Comprehensive exams are onerous and not in line with current norms
- Quality indicators
  - Department's poor funding packages risk negatively impacting the quality of applicants and admitted students
  - Completion of the M.A. program requirements may take longer than two semesters
  - Lack of supervision in language pedagogy affects students' time to completion
- Student funding
  - Time to completion is lengthened by insufficient funding for domestic doctoral students
  - Program's future international reputation may be impacted by irregular funding for recruitment of international students
- Support
  - Student desire for consistent mentoring earlier in the program
  - Perceived need among female students for interaction with female faculty
- Physical resources
  - Small TA room has outdated technology

**The reviewers made the following recommendations:**

- Curriculum and program delivery
  - Provide funding for student participation in national and international conferences
  - Consider inviting international scholar to Department in advance of the annual symposium for benefit of graduate students
- Assessment of learning

- Revise comprehensive exam structure
- Quality indicators
  - Consider whether the M.A. program requirements can be met within the two-semester timeframe
  - Recognize that a five-year doctoral completion rate is unrealistic and that current rates are respectable in comparison to international institutions
  - Implement regular dissertation-year fellowship and address TA training to facilitate shorter time to completion
  - Explore regular recruitment of German native-speakers students to strengthen graduate program
  - Regularly evaluate graduate student teaching
- Students
  - Facilitate informal student/faculty interaction (e.g. coffee hours)
- Physical resources
  - Seek solution to unsatisfactory TA room and available technology

### 3 Faculty/Research

#### The reviewers observed the following strengths:

- Overall quality
  - Impressive Departmental research, publication record, and citation frequency
- Research
  - International visibility of Departmental research contributes to University's reputation
  - Impressive research output since previous review
  - Faculty research productivity supports tier-one ranking
  - Department has one of highest Social Sciences and Humanities Research Council (SSHRC) Humanities application success rates (89% over seven years)
  - Despite small program, amount of research funding is comparable to other Humanities units in the Faculty of Arts and Science
  - Awards and nominations reflect stature of Departmental research
  - Graduate students receive support through research
- Faculty
  - Complement has expanded since previous review, resulting in breadth of faculty expertise
  - Appropriate faculty balance across appointment types, age, and seniority
  - Evidence of good integration of sole teaching-stream faculty member
  - Appointment of future female Associate Chair, Graduate Studies, will be especially welcome by female graduate students
  - Two-year visiting appointment in language pedagogy is a good but temporary solution
  - Faculty activities (editorial boards, invited lectures, guest positions) signify peer recognition
  - Doctoral supervision now distributed across faculty

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

- Faculty
  - Faculty complement can appear larger than it is, in part because of academic foci of cross-appointees

**The reviewers made the following recommendations:**

- Faculty
  - Recruit a faculty member (perhaps through a cross-appointment at the assistant professor level) if some members' interests continue to shift away from German

## **4 Administration**

**The reviewers observed the following strengths:**

- Relationships
  - Strong leadership provided by previous and current Chair
  - Faculty and staff support the Chair; his consultative nature will benefit work with cross-appointed faculty
  - Very good morale at all levels
  - Admirable staff dedication to the Department
  - Recently-developed activities will strengthen Departmental cohesion
  - Excellent interdepartmental communication evident in interdisciplinary programs
  - Highly praised cross-listed courses
  - Departmental integration in the Faculty confirmed by leaders of cognate units
  - Faculty broadly share research results as part of SSHRC application process
  - Strong Departmental presence in national and international forums
  - Significant ties have been built with units such as Comparative Literature, Philosophy, Jewish Studies, Medieval Studies, and Cinema Studies
- Organizational and financial structure
  - Tasks are well-distributed within the Department
- Planning / Vision
  - Many of the goals in the Department's academic plan (2009-2014) have been implemented
  - Department is well-positioned to maintain leadership role, with appropriate support
  - Young and dynamic faculty will contribute to Department's future growth
  - Department continues to seek ways to increase undergraduate and graduate student population; innovative courses have assisted in that goal
  - Fundraising efforts under way, with assistance from Division of University Advancement
- Department/unit/programs relative to the best in Canada/North America and internationally
  - Graduate program ranks among the top ten or twelve in North America

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

- Relationships
  - Graduate student morale may be negatively affected if concerns about appropriate TA supervision and training are not addressed
  - Focus of some cross-appointees may have shifted away from Department's mission
- Organizational and financial structure
  - Need for modest increase in administrative staff support (Undergraduate Administrator and Finance Officer)
  - Lack of permanent funding for undergraduate German language course sections
- Planning / Vision
  - Lack of clarity regarding desirability of Ph.D. program growth
  - Future faculty position in mediality and material culture may not be congruent with the Faculty's academic plan

**The reviewers made the following recommendations:**

- Relationships
  - Further develop partnerships with local German businesses in support of Departmental mission
  - Strive for increased transparency and non-differentiation of graduate student funding to avoid negatively affecting cohort cohesion
  - Hold a weekly departmental coffee hour to facilitate social interaction among faculty, undergraduate and graduate students
- Organizational and financial structure
  - Increase appointment of Undergraduate Administrator to 100% from 80%
  - Obtain permanent funding for German 100 sections
- Planning / Vision
  - Realize plans to collaborate with other units on graduate student teacher training

**ADMINISTRATIVE RESPONSE – Appended**



UNIVERSITY OF TORONTO  
FACULTY OF ARTS & SCIENCE

19 September 2014

Professor Sioban Nelson  
Vice-Provost Academic Programs  
University of Toronto

**Re: Review of the Department of Germanic Languages and Literatures and its undergraduate and graduate programs**

Dear Sioban,

Along with the faculty, staff and students of the Department of Germanic Languages and Literatures, I am very pleased with the external reviewers' positive assessment of the Department and the undergraduate and graduate programs programs: German Studies, B.A. (Hons.): Spec, Maj, Min; Business German: Min; German Studies in English: Min; Al and Malka Green Yiddish Program: Min; German Literature, Culture and Theory, M.A., Ph.D. The reviewers praised the excellent academic quality of the Department's students, courses, programs, faculty, and research. The notable research produced by the Department has allowed it to maintain its trajectory as one of the leading German Departments in North America; and continue its contribution to the intellectual life of the University of Toronto community.

As per your letter of 9 July 2014, I am writing to address the areas of the review report that you identify as key. The response to these items is separated into short-(current-3 months)/intermediate- (3-12 months)/long-(12+months) term action items for the Department, where appropriate. Through various group meetings, the Department has discussed the reviewers' comments. A number of changes have been instituted over the past few months to respond to their suggestions.

***Curriculum & Program Delivery***

• *The reviewers identified concerns over the current state of teaching assistants' training. They highly recommended that the Department consider ways of strengthening graduate student training as future language teachers.*

The reviewers were impressed with the "intellectually compelling quality" of the program and its students and considered it the premier of such programs in Canada.

The Department has been actively working to strengthen the training of its graduate students, in particular, the training of language teachers. In October 2013, the Department formed an ad hoc departmental language coordination committee to address the strengthening of TA training.

**Short-term response:**

- A recommendation from the ad-hoc committee was the creation of a new Visiting Assistant Professor position whose sole task would be to coordinate the Department's Language Program and professional training in German as a Second Language Teaching (SLT). In July 2014, a CLTA was hired to increase activity in this area for the 2014-15



and 2015-16 academic years. This has already resulted in the introduction of new initiatives: a thoroughly re-organized pre-term SLT training week; renewed collaboration with various organizations throughout the GTA (Goethe Institut Toronto; University of Waterloo German Department). The language coordinator has also ensured that the Second Language Training by graduate students are more routinely assessed.

Intermediate-term response:

- The Department is also interested in converting the two-year limited-term Assistant Professorship into a permanent professorial/teaching-stream position and plans to submit a request to the FAS Faculty Appointments Committee in spring 2015 with this request. The Faculty of Arts & Science Faculty Appointment Committee (FAC) meets annually to review requests for teaching staff from Arts & Science units. Requests are reviewed on the basis of criteria that are announced in advance through an annual memorandum to unit heads. These criteria include: the unit's Academic Plan and the Faculty's response; subsequent external review reports; subsequent discussion and developments that have led to changes in direction; new information and changes to circumstances facing the unit, as well as new academic priorities, challenges, and/or opportunities that have arisen; enrolment pressures at the undergraduate and graduate levels; and the integrity of the unit's programs of teaching and research, given the projected impact of any retirements or resignations. Given the challenging state of the Faculty's financial position, including the serious impact of recent Provincial changes to the Faculty's program fee funding, recent budget planning has proceeded cautiously with respect to the number of appointments available across the entire Faculty.

- *The reviewers identified issues such as the availability and cost of study abroad programs and the availability of evening courses.*

The reviewers noted that the academic quality of the courses and the student experience is excellent. As part of the study abroad experience, the Department has a designated Study Abroad Officer and organizes an annual *Study in Germany Day* in close cooperation with the Centre for International Experience (CIE).

The Department also is mindful of its diverse student body, which includes students who rely on evening courses in order to complete their degrees. Although the size of the Department puts some constraints on the number of evening offerings, the Department currently provides 25-33% of the language sections as evening classes and provides a satisfactory amount of evening courses to enable students to complete a Minor in German Studies. The Department also provides several 300/400 level courses in the evening on a regular basis which count towards major and specialist degrees.

Short-term response:

- To support study abroad opportunities, the Department has renewed the Visiting Professorship agreement co-funded with the German Academic Exchange Service (DAAD) for an additional two years (2014-16) with the option of renewal for an additional three years (2016-19). This renewal will further enhance advisory capacity regarding opportunities for study abroad for all students.
- In order to ensure the appropriate balance between day and evening courses, the departmental Undergraduate Curriculum Committee plans to examine the feasibility of increasing the number of language course sections offered in the evenings during the 2014-15 academic year.

Intermediate-term response:

- To enhance the international experiences available to graduate students, the Department has strengthened existing ties with the University of Freiburg's German Department. The Chair and Associate Chair-Graduate, with the support of the Vice-Dean, Graduate Education & Program Reviews, are exploring the possibility of developing a standing M.A. exchange program within the existing agreement between Freiburg and UofT.
- *The reviewers recommended that the Department review the structure of its graduate comprehensive examinations.*

Overall, the reviewers found that the Department's graduate programs are responsive to developments and current issues in the field. The Department has been considering the revision of its Comprehensive Exam structure for PhD students and welcomes the reviewers' recommendation that the current list of canonical works no longer represents the state of the discipline. The Department has taken the reviewers' recommendation seriously and has recently reformed the comprehensive exams by introducing individual specialized reading lists, which will ease the transition to thesis research, and writing.

Short-term response:

- The Graduate Program Committee has begun to deliberate and will work on streamlining the exam content and the examinations. A proposal outlining these changes will be submitted to the Vice-Dean, Graduate Education & Program Reviews this December, followed by the appropriate governance committees for approval and to enable implementation in the 2015-16 academic year

***Quality Indicators***

- *The reviewers noted that, in both the M.A. and Ph.D. programs, time to completion compares well with international peers. The reviewers did highlight the fact, however, that many students' time to completion exceeded the funding commitment.*

As noted by the reviewers, the Department has worked to resolve this issue over the past 5 years. Like many recently reviewed FAS/tri-campus graduate humanities programs, the German Language & Literature graduate programs currently have completion rates that are comparable to international peers. At the same time, the time to completion does extend beyond the minimum funding commitment.

Short-term response:

- In order to support students in the post-funded cohort, the Department will continue to make use of the Doctoral Completion Award and, when possible, enhance the TA, RA and research stipend opportunities for students in the post-funded cohort.
- *The reviewers contemplated ways in which both the undergraduate and graduate programs might be enhanced and suggested that the Department explore the provision of increased support for conference participation and additional mentoring for graduate students.*

The reviewers lauded the fact that the Department involves itself in both national and international forums, thereby affording their undergraduate and graduate students opportunities to interact with students and faculty from Canadian and international institutions. The Department offers a competitive departmental conference grant (matching departmental and

A&S funds) and encourages students to apply for the School of Graduate Studies conference grants and various other grants (DAAD; A&S Germany-Europe Fund) and to make full use of the bursaries provided to graduate students by international conferences. The Department also works with the Canadian Association of University Teachers of German to fund graduate student travel to the annual meeting.

The Department agrees with the reviewers as to the need to enhance the mentoring of graduate students. Since 2009, the Department has had a graduate student mentorship program, in which each first-year Ph.D. student is matched with one of the Department's professors for guidance and counselling.

Short-term response:

- In order to enhance the mentoring of graduate students, the Department is renewing its commitment to this existing program by expanding it to include M.A. students as well as Ph.D. students in year 2 of the program.

The Department also welcomes the reviewers' comments concerning the value in creating opportunities for informal meetings and exchanges between faculty and students. These types of opportunities have the potential to augment the formal advising and mentoring available for students within the department and provide important socialization experiences for undergraduate and graduate students.

Short-term response:

- Starting September 2014, the Department will offer a regular refreshment hour in the Department Lounge to facilitate the informal interaction of faculty, staff and students.

Intermediate-term response:

- The Chair plans to meet with the FAS Advancement Office to explore options for fundraising for student travel funds.

***Resources and Planning***

*• The reviewers were of the view that unsuitable facilities were inhibiting program quality, and they expressed very serious concerns about students' learning environment, stating that "The catastrophic classroom space and technology situation needs to be addressed." They emphasized the critical need for the Department's use of smart classrooms to increase use of technology for language instruction and they referred to reports of poor classroom size (too big or too small for the student enrolment) and inadequate heating systems.*

The reviewers raise serious issues concerning the some of the teaching & learning space used by the Department of German for the undergraduate and graduate programs. The Dean's Office has taken a proactive and constructive approach to these issues and is currently working with Central Services and our Federated University partners to address issues as they arise. In addition, under the leadership of the Vice-Provost, Academic, the FAS Dean's Office has met with the Federated Universities and relevant Central Services to discuss both short-term and longer-term issues of as it relates to UTQAP reviews of academic programs. FAS programs and departments have

valuable and longstanding relationships with the Federated Universities; it is in this spirit that these problems around space and IT are addressed.

The Department and the Dean's Office wholeheartedly agree with the reviewers positive words for the faculty and administrative offices. To enhance this space further, the Department has turned its Department Library, which is used for graduate teaching and guest lectures, into an audio-visual classroom over the course of this summer (2014).

Short-term response:

- To address the specific space and IT issues, the Department will look for alternative classroom options that may be outside of the space/classrooms currently used at St. Michael's College.

Intermediate-to-long term response:

- The Dean's office will work with Central Services (Infrastructure, IT) and St. Michael's College to assess the feasibility of enhancing current classroom space to meet the teaching & learning needs of the programs in the Department.
- *The reviewers noted pressures on administrative staff and made a number of suggestions in this regard.*

The Department is a relatively small unit, which depends greatly on their administrative and financial staff and the staff enjoy the interaction with faculty, students and their fellow colleagues. The reviewers noted that morale in the Department and staff is extremely positive.

Short-term response:

- To address the concerns raised in relation to administrative staff, the FAS HR Office will consult with the Chair on an assessment of the staffing levels in the Department. This assessment will inform the Chair's discussions with the Dean's Office concerning the recommendation concerning the Undergraduate Administrative Assistant position.

In addition to the matters that were highlighted as key for our response, the review report also notes one additional matter we would like to address:

*The reviewers highlighted that there exists a departmental website that must be more easily accessible, and that it should include the Departmental calendar listing all the semester's events, such as guest lectures.*

The Department had already begun to develop a completely new website which has since been activated (May 2014); it provides better functionality and greater accessibility of relevant information.

To conclude, we appreciate that the external reviewers identified the Department's strengths and noted a few areas of development. The Department has already begun to move forward with plans to address the recommendations as presented by the reviewers.

Sincerely,

A handwritten signature in black ink that reads "David Cameron". The signature is written in a cursive style with a clear, legible font.

David Cameron,  
Dean and Professor of Political Science

cc. Markus Stock, Chair and Graduate Chair, Department of Germanic Languages and Literatures  
Robert Reisz, Vice-Dean Graduate, UTM  
William Gough, Vice-Dean Graduate Education and Program Development, UTSC

## Review Summary

<b>Program(s):</b>	Pathobiology, B.Sc. (Hons.): Spec Laboratory Medicine and Pathobiology, M.Sc., Ph.D.
<b>Division/Unit:</b>	Department of Laboratory Medicine and Pathobiology (LMP)
<b>Commissioning Officer:</b>	Dean, Faculty of Medicine
<b>Reviewers (Name, Affiliation):</b>	1. Dr. Victor A. Tron, Professor and head, Pathology and Molecular Medicine, Queens University 2. Dr. Subrata Chakrabarti, Professor and Chair, Pathology, Western University 3. Dr. Jonathan Braun, Professor and Chair, Pathology and Laboratory Medicine, University of California Los Angeles
<b>Date of review visit:</b>	September 16 – 17, 2013

## Previous Review

**Date:** December 10 – 11, 2007

### Summary of Findings and Recommendations:

#### 1. Undergraduate Programs [Pathobiology, B.Sc. (Hons.): Spec; support for Undergraduate Medical Education (UME)]

The reviewers observed the following strengths:

- Highly competitive, impressive undergraduate program
- Well-received and organized UME training

The reviewers made the following recommendations:

- Ensure broader faculty involvement in the program
- Develop educational opportunities that bring UME students into contact with practicing academic pathologists

#### 2. Graduate Programs [Laboratory Medicine and Pathobiology, M.Sc., Ph.D.; support for Postgraduate Medical Education (PGME) and Continuing Education]

The reviewers observed the following strengths:

- Graduate students are resourceful and have developed cohesion amongst themselves
- Good mentoring of PGME residents

The reviewers made the following recommendations:

- Develop conflict resolution process for graduate students and their mentors

- Create a system for tracking graduate students after graduation
- Examine sufficiency of hematopathology training for PGME students
- Consider adding a more formal mentoring program, more management instruction, and more funded fellow positions for PGME residents
- Explore the use of more electronic media and tools for Continuing Education
- Give graduate students more access to teaching assistant positions

### **3. Faculty/Research**

The reviewers observed the following strengths:

- Departmental researchers enjoy high-quality graduate students and good facilities
- Research funding from a wide range of sources

The reviewers identified the following areas of concern:

- Tension regarding UME teaching commitments for faculty based at affiliated hospitals
- Room for improvement in relationship between University faculty and those based at hospitals/research institutes

The reviewers made the following recommendations:

- Ensure faculty are engaged in graduate students' Research Progress sessions
- Recruit faculty in biocomputational/bioinformatics areas
- Establish more Canada Research Chairs
- Take a lead role in the Faculty's emerging translational research agenda

### **4. Administration**

The reviewers observed the following strengths:

- Preeminent department on the Canadian and international scenes
- Positive morale
- Distinguished leadership

The reviewers identified the following areas of concern:

- Challenges regarding University/hospital relations
- Complex departmental structure

The reviewers made the following recommendations:

- Give the Education Committee a broader mandate in terms of academic program quality
- Create a new designation for hospital chiefs to ensure shared responsibility for departmental mission
- Grow endowments to ensure stability
- Take steps to better leverage relationships with hospitals and research institutions

**Last OCGS Review(s)**      2003/04

**Date(s):**

## **Current Review: Documentation & Consultation**

### **Documentation Provided to Reviewers:**

Terms of Reference; Self-Study Report; Schedule; Faculty of Medicine Strategic Academic and Research Plans; Previous External Review (2007), and Dean's and Chair's Response

## **Consultation Process:**

The reviewers met with the Dean and Deputy Dean, Faculty of Medicine; Chair, Department of Laboratory Medicine and Pathobiology; Administrative Staff, Department of Laboratory Medicine and Pathobiology; Executive and Clinical Chiefs Committee, Department of Laboratory Medicine and Pathobiology; Faculty Representatives, Department of Laboratory Medicine and Pathobiology; Interim Vice-Dean, Graduate and Life Sciences Education, Faculty of Medicine and Graduate Education Faculty, Department of Laboratory Medicine and Pathobiology; Graduate Students and Confederation of Students, Department of Laboratory Medicine and Pathobiology; Vice-Dean, Graduate Education and Program Reviews and Associate Dean, Undergraduate, Faculty of Arts & Science and Undergraduate Faculty, Department of Laboratory Medicine and Pathobiology; Undergraduate Students, Faculty of Arts & Science; Director, Curriculum, Office of the Vice-Dean, Undergraduate Medical Professions Education, Faculty of Medicine and Director, Undergraduate Medical Education, Department of Laboratory Medicine and Pathobiology; Vice-Dean, Continuing Education and Professional Development, Faculty of Medicine and Continuing Education Faculty, Department of Laboratory Medicine and Pathobiology; Cognate Chairs and Directors, Faculty of Medicine; Associate Dean, Research, Faculty of Medicine; Investigators, Department of Laboratory Medicine and Pathobiology; Vice-Dean, Postgraduate Medical Education, Faculty of Medicine and Postgraduate Faculty, Department of Laboratory Medicine and Pathobiology; Postgraduate Medical Trainees, Department of Laboratory Medicine and Pathobiology; Postgraduate Fellowship Committee, Department of Laboratory Medicine and Pathobiology; Diploma Program Trainees, Department of Laboratory Medicine and Pathobiology.

# **Current Review: Findings & Recommendations**

## **1 Undergraduate Program**

Pathobiology, B.Sc. (Hons.): Spec

[Department also supports Undergraduate Medical Education (UME)]

### **The reviewers observed the following strengths:**

- Objectives
  - Program is consistent with University's mission and the Faculty and unit's academic plans (undergraduate program, UME)
- Admissions requirements
  - Appropriate to the learning outcomes of the program (undergraduate program, UME)
- Curriculum and program delivery
  - Well-structured and appropriate (undergraduate program, UME)
  - Provides students with opportunities for learning beyond the classroom, including research engagement (undergraduate program)
- Assessment of learning
  - Well-structured and appropriate (undergraduate program, UME)



- Quality indicators
  - Program recruits high calibre students (undergraduate program)
  - Excellent placement records (UME)
- Students
  - Enthusiastic learners who receive a high level of education (undergraduate program)

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

- Curriculum and program delivery
  - Reduction in UME students' lecture hours means that they will have limited exposure to pathobiology, possibly leading to diminished recruitment to the pathobiology residency program (UME)
- Enrolment
  - Small enrolment target (30 students) has not been met (undergraduate program)
  - Some faculty concerned that raising the enrolment target would lead to a dilution of program quality (undergraduate program)

**The reviewers made the following recommendations:**

- Curriculum and program delivery
  - Consider increasing elective and selective offerings for UME students, as well as combining such offerings with other departments; this would also provide increased undergraduate teaching hours for hospital-based faculty (UME)
- Enrolment
  - Increase enrolment target to ensure program sustainability and department goal of recruitment of a larger number of high quality graduate students (undergraduate program)
  - Assess the impact of higher enrolment targets on curriculum, student quality, and salary revenue (undergraduate program)

## 2 Graduate Program

Laboratory Medicine and Pathobiology, M.Sc., Ph.D.

[Department also supports Continuing Education, Postgraduate Medical Education (PGME), and Postgraduate Diploma Program]

**The reviewers observed the following strengths:**

- Overall quality
  - Very well-run graduate program
- Objectives
  - Consistent with University's mission and the Faculty and unit's academic plans (all)
  - Excellent postgraduate diploma programs in Clinical Chemistry and Clinical Microbiology
- Admissions requirements

- Appropriate to program learning outcomes (graduate program, Continuing Education, PGME)
- Curriculum and program delivery
  - Well-structured and appropriate (all)
  - Designed to Royal College guidelines (PGME)
  - Provides students with opportunities for research engagement (graduate program)
- Assessment of learning
  - Well-structured and appropriate (all)
- Quality indicators
  - Excellent placement records (graduate program, PGME, Postgraduate Certificate)
- Enrolment
  - One of the largest such graduate programs in the country (graduate program)
  - Recruits high calibre students (graduate program)
- Students
  - Enthusiastic learners who receive a high level of education (graduate program)

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

- Curriculum and program delivery
  - Concerns about autopsy resources available to postgraduate medical trainees (residents) in anatomical pathology—especially important because of reductions in hospital autopsy resources (PGME)
- Student funding
  - International fee differential limits the number of international graduate program students

**The reviewers made the following recommendations:**

- Curriculum and program delivery
  - Consider using new technology to expand the Continuing Education program, which could reach international students
  - Address the issue of the autopsy resources for residents

### **3 Faculty/Research**

**The reviewers observed the following strengths:**

- Overall quality
  - Committed faculty conducting high calibre, internationally significant research
- Research
  - Strategic planning has focused departmental research directions, including translational research
  - Newly created position of research director stimulates interactions among researchers

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

- Research
  - Pressure on research funding, stemming in part from changes to CIHR funding model
  - Reduction in research grant funding may negatively impact graduate program
  - Potential competition in translational research from hospital-based pathologists

**The reviewers made the following recommendations:**

- Research
  - Explore the creation of contingency funds to support researchers if they lose their grants
  - Move forward translational research agenda through collaboration between UofT researchers, hospital-based researchers, and pathologists
  - Increase such collaboration with faculty and affiliated institutions through inter-institutional rounds, research seminars, and videoconferencing
- Faculty
  - Ensure that faculty are appraised of all departmental processes and procedures

## **4 Administration**

**The reviewers observed the following strengths:**

- Relationships
  - Faculty, students, and staff are very positive about their experiences in the department
  - Collegial, nurturing atmosphere
  - Majority of pathologists scientists are happy with their relationship to the department, as reflected in a recent survey
  - Excellent relationships with cognate units and hospital research institutes
- Organizational and financial structure
  - Well-organized department
  - Department and programs benefit from strong leadership
- Planning / Vision
  - Performing at a high level across its educational and research missions
  - Well-articulated strategic plans, leading to clear departmental goals and visions
  - Excellent leadership of strategic planning processes
  - Responsive to previous review recommendations
  - Department is moving in the right direction
- Department/unit/programs relative to the best in Canada/North America and internationally
  - Stands above departments at other Canadian universities
  - Major international player

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

- Organizational and financial structure
  - Inherent challenge of resource allocation due to the complex nature of the department and its relationship with large hospitals and research institutes
- Planning / Vision
  - Expanded space and research infrastructure may be issues that impede that the department's strategic agenda

**The reviewers made the following recommendations:**

- Relationships
  - Work with faculty to develop a unified approach to academic activities, such as through city-wide rounds and increased interaction with hospital-based pathologists and scientists
  - Continue to engage large hospitals and research institutes in open discussion
  - In line with other medical groups, such as surgery and medicine, work with hospitals to develop alternate payment plans for pathology medical groups
    - This approach could emphasize all of the required elements of an academic practice and give a sense of ownership professional to the faculty
    - Defined deliverables would provide needed accountability to government and hospital administrations
  - Ensure that leadership, faculty, and staff at all levels work together to address shared challenges
- Organizational and financial structure
  - Encourage more faculty to engage in the management of the graduate program
- Department/unit/programs relative to the best in Canada/North America and internationally
  - Consider departmental branding, which may entail better aligning departmental and research portfolios
    - This could serve to promote the department, hospital, and University profiles internationally

**ADMINISTRATIVE RESPONSE – Appended**



## **EXTERNAL REVIEW | DEPT. OF LABORATORY MEDICINE AND PATHOBIOLOGY Dean's Response**

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On behalf of the Faculty of Medicine, many thanks to the external reviewers—Prof. Jonathan Braun (Professor and Chair, Dept. of Pathology and Laboratory Medicine, University of California, Los Angeles), Prof. Subrata Chakrabarti (Professor and Chair, Dept. of Pathology, Western University), and Prof. Victor A. Tron (Professor and Head, Dept. of Pathology and Molecular Medicine, Queen's University). Their expert review and report are very much appreciated and serve to guide the future strategic directions of the Department of Laboratory Medicine and Pathobiology (LMP). May I also thank the administrative staff of LMP and all those who contributed to the preparation of the exemplary self-study report that provided a comprehensive and detailed analysis of the academic activities and contributions of LMP. Congratulations and thanks to the Chair, Professor Richard Hegele, for his visionary and strategic leadership. The following responses focus on the key issues raised by the reviewers. Professor Hegele has provided a detailed response and I am pleased to support his recommendations.

### **1. EDUCATION**

The undergraduate (BSc) Life Sciences Program is outstanding and reflects the longstanding commitment of the Director, Professor Doug Templeton, to excellence and innovation. Expanding this program to enroll students will confer advantages and I am in agreement with the reviewers and Professor Hegele about this recommendation.

The high quality of graduate education in LMP is indisputable. The Department has made major effort to sustain and increase enrolments. The reviewers comment on, and Professor Hegele endorses, the opportunity to engage more directly graduate faculty members in academic processes, procedures and, I would add, the strategic directions of the graduate programs. Professor Hegele emphasizes the importance of assuming more leadership in translational research and graduate education. LMP is poised to lead in the translation of knowledge into clinical activities that will improve efficiency and cost effectiveness of laboratory and pathology data utilization in medical practice.

All of our Departments are struggling with the lack of government funding for international graduate students when research-intensive Canadian universities outside of Ontario are building their reputation by competitively attracting these students. Our Faculty would strongly support the University of Toronto advocating to change this position of the Ontario government on providing BIU funding for international graduate students.

The Faculty of Medicine strongly recommends that all Departments accumulate a moderate carry-forward contingency in operating revenues for strategic investments that could include bridge funding for stipends of graduate students whose supervisors experience a hiatus in research grant support. The approach outlined by Professor Hegele to form a committee of peers to assess bridge funding requests is strongly endorsed.

The Undergraduate Medical Education program is undergoing significant revision to the curriculum and LMP has the opportunity to contribute to new offerings as indicated by Professor Hegele. Increasing elective opportunities as recommended by the reviewers would be very welcome. The important role that laboratory medicine and pathology plays in developing relevant curricula in the era of personalized medicine cannot be overstated. Professor Hegele accurately states that the technological advances in precision diagnostics herald broadened disciplinary scope for LMP and it should be at the forefront of education innovation for new and practicing health professionals. The LMP Digital Laboratory Medicine Library represents a major step forward in this education mission.

Continuing education is a critical responsibility for LMP. Improved health-care outcomes and reduced laboratory diagnostic expense depends in part on the engagement of our Department of LMP in helping pathologists and laboratory medicine specialists to keep up to date and practicing at the highest standards.

Postgraduate training in LMP is recognized by the Royal College of Physicians and Surgeons of Canada to be exemplary. The availability of autopsy resources for education of residents in Anatomical Pathology should be addressed by the opening of the Ontario Forensic Services and Coroner's Complex as indicated by Professor Hegele.

## **2. RESEARCH**

Federal research funding is a source of concern across all of Canada, including the University of Toronto. Our Vice-Dean of Research, Professor Alison Buchan, is working diligently with all of our on-campus Department Chairs to strategize about how to approach the new CIHR grant application process and to prepare for bridge funding of investigators over the next few years.

The translational research agenda identified by LMP with the four areas of emphasis is strongly supported by the Faculty and aligns with the overall strategic directions we have articulated. Further, these approaches are complementary with other Department planning, including the Institute of Medical Sciences, as well as the affiliated hospital research institutes. The integration of hospital-based researchers, LMP physicians, and clinical laboratory scientists with campus-based tenured professors/faculty in rounds, seminars, and opportunities for supervision of graduate projects is critically important for enabling cohesion and strategic collaboration within the Department.

## **3. RELATIONSHIPS**

The reviewers comment that the faculty, students, and administrative staff are very positive about their experience in LMP. This is a credit to the academic and administrative leadership of the Department. They also comment about some of the challenges experienced by the clinical faculty and scientists in their hospitals and research institutes. Although the exact issues are not articulated by the reviewers, Professor Hegele has indicated that city-wide rounds and

seminars—including the opportunity for interactive videoconferencing—have been established to better network the academic activities of LMP faculty members among their many hospitals and research institutes. The role of the head of the division at each of the hospitals should include keeping the Department Chair up-to-date on hospital-based issues that involve LMP faculty so that Professor Hegele can assist in problem-solving to address challenges as they arise.

The development of a new academic alternative payment plan (APP) for pathology medical groups and laboratory specialties across the province of Ontario would be most welcome. Professor Hegele and the other department chairs of pathology in the province have the opportunity to establish a strategy for negotiation with the Ministry of Health and Long-Term Care (MOHLTC) and Ontario Medical Association. The current payment plan, negotiated many years ago and overdue for re-negotiation, applies to all pathologists across the province—in both academic and non-academic institutions. The Department of LMP at the University of Toronto, and other similar university departments in Ontario, require an alternative funding model with support from the MOHLTC that will enable academic pathologists and laboratory specialists to engage in teaching and research as part of their careers. Over the next year, Professor Hegele and the leaders of his Department will be working closely with our affiliated hospital leads to negotiate a specific academic APP for the faculty members in LMP who are appointed under the “University of Toronto Policy for Clinical Faculty.” This will go a long way to improving the status and remuneration of LMP faculty who are employed by the affiliated hospitals.

#### **4. LONG-RANGE PLANNING AND CHALLENGES**

Professor Hegele will be leading a renewal of the strategic plan for LMP early in his second term as Chair. He has correctly indicated that Canada looks to this Department to set the standard for education and research in this field. One opportunity for strategic clustering of LMP faculty engaged in complementary research both on and off campus will be identifying key themes complementary to those in other basic science and clinical Departments. This may give rise to opportunities for establishing innovative networks of interdisciplinary research led by LMP faculty. Translational research focused on new diagnostics using biomarkers may be an example. Benchmarking academic performance of the Department will be a key driver for future success. Fundraising, particularly for graduate studentships and salary support for faculty, should be a prominent goal for the department.

In summary, this is a very positive review and the Department of LMP has the opportunity to build on its success to achieve a more prominent international ranking over the next 5 years.



*Catharine Whiteside, MD PhD  
Dean, Faculty of Medicine  
Vice-Provost, Relations with Health Care Institutions, University of Toronto  
(January 2014)*

## Review Summary

<b>Program(s) Reviewed:</b>	Nutritional Sciences, B.Sc., Hons.: Major (offered through the Faculty of Arts and Science) Nutritional Sciences, M.Sc., Ph.D. [Note: the Master of Public Health in Community Nutrition is jointly administered with the Dalla Lana School of Public Health (DLSPH) and has been reviewed separately by the DLSPH.]
<b>Division/Unit Reviewed:</b>	Department of Nutritional Sciences
<b>Commissioning Officer:</b>	Dean, Faculty of Medicine
<b>Reviewers (Name, Affiliation):</b>	1. Professor Bruce German, Department of Food Science and Technology, University of California, Davis 2. Prof. Benoît Lamarche, Institute of Nutrition and Functional Foods (INAF), Université Laval 3. Prof. Rickey Yada, Department of Food Science, University of Guelph
<b>Date of review visit:</b>	February 26 - 27, 2014

## Previous Review

**Date:** April 14-15, 2008

### Summary of Findings and Recommendations:

**1. Undergraduate Programs: Nutritional Sciences, B.Sc., Hons.: Major** (offered through the Faculty of Arts and Science); **Undergraduate M.D. program**

The reviewers observed the following strengths:

- Major program attracts greatest number of students of all the basic science major programs
- Students evaluated courses as being of high quality
- Prioritization of undergraduate teaching for Departmental faculty

The reviewers identified the following areas of concern:

- Decrease in departmental faculty contributing to nutrition teaching

The reviewers made the following recommendations:

- Maintain and expand beneficial hospital-university relationships
- Promote graduate studies among students; provide more emphasis on laboratory and



fourth-year thesis courses

- Focus on provision of career information to students
- Consider adding a faculty member with expertise in clinical nutrition

## **2. Graduate Programs: Nutritional Sciences, Master of Science, Doctor of Philosophy; Community Nutrition, Master of Health Science in Community Nutrition; Public Health Nutrition, Master of Science in Community Health**

The reviewers observed the following strengths:

- Excellent program quality and productivity

The reviewers identified the following areas of concern:

- Lack of internal funds and space limit program expansion
- Limited interaction among on- and off-campus students

The reviewers made the following recommendations:

- Develop opportunities for graduate students to benefit from interactions across programs, between hospital-based and university-based peers, and with cross-appointed faculty

## **3. Faculty/Research**

The reviewers observed the following strengths:

- Within Canada, the Department's breadth of research is unique to the University of Toronto
- High quality, relevant research is being conducted

The reviewers identified the following areas of concern:

- Lack of strategic development of research theme; faculty work in isolation

The reviewers made the following recommendations:

- Encourage collaboration among researchers and greater cross-appointments with cognate departments

## **4. Administration**

The reviewers observed the following strengths:

- Strong morale among faculty, students, and staff

The reviewers identified the following areas of concern:

- Importance of preparing mid-career faculty members to assume leadership roles

The reviewers made the following recommendations:

- Develop Departmental strategic plan; consider influences on future directions
- Use departmental retreats to facilitate exchange of ideas and increased collaborations

**Last OCGS Review(s)**      2006-2007

**Date(s):**

# **Current Review: Documentation & Consultation**

## **Documentation Provided to Reviewers:**

Terms of Reference; Self-Study Report; Schedule; Faculty of Medicine Strategic Academic and Research Plans; Previous External Review (2008), and Dean's and Chair's Response.

## Consultation Process:

The reviewers met with the following:

1. Dean (Faculty of Medicine)
2. Chair
3. Senior Advisory Committee (Department)
4. Academic Administrators (Faculties of Medicine and Arts & Science) for Undergraduate Education
5. Academic Administrators for Graduate Education
6. Cognate Dean, Chairs, Director, and representatives
7. Vice-Dean, Research and International Relations, Faculty of Medicine
8. Faculty (across research themes)
9. Director, Program in Food Safety, Nutrition, and Regulatory Affairs and Industry Members/Collaborators
10. Students - MSc and PhD
11. Students - Master of Public Health in Community Nutrition (MPH)
12. Students - Undergraduate (Faculty of Arts & Science)
13. Administrative Staff
14. Alumni

# Current Review: Findings & Recommendations

## 1 Undergraduate Program

Nutritional Sciences, B.Sc., Hons.: Major (offered through the Faculty of Arts and Science)

### The reviewers observed the following strengths:

- Overall quality
  - One of the world's leading academic programs in basic nutrition sciences
  - Program has the potential to further strengthen its reputation over the next five years
- Objectives
  - Program's focus on basic nutrition sciences is consistent with Department's strategic plan and University's mission
- Curriculum and program delivery
  - Program has been strengthened since previous external review through the hiring of a full-time teaching faculty member and new courses
  - Research experience in laboratories is viewed as invaluable by students
- Quality indicators
  - Students are very well prepared to attend professional/graduate school
  - "The graduates of the program are highly successful in their chosen career paths..."

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

- Curriculum and program delivery
  - Very few students participate in internships
  - Limited opportunities for students to obtain research experience
- Quality indicators
  - Some students expressed concern about limited career preparation and employment opportunities
- Support
  - Provision of information on career path for dietitians remains unmet since previous review
- Faculty resources
  - Current faculty compliment unable to meet teaching demands across campus
  - Departmental resources are currently insufficient to meet future teaching needs that would be required to prepare students for dietetic certification should that direction be followed

**The reviewers made the following recommendations:**

- Curriculum and program delivery
  - Explore a broader mandate and more translational aspects of the program
  - Consider increasing the number of food-related courses and enabling students to take joint courses with other institutions through electronic means
  - Make explicit the relevance of course material
  - Restore previous levels of nutrition education provided to medical students
  - Increase number of opportunities for students to gain research experience in faculty labs
- Quality indicators
  - Increase student participation in internships and extracurricular learning opportunities through expansion of program breadth to food and/or dietetics
  - Address student concern about future career options
- Program Development
  - Establish formal relationship with a municipal or provincial dietetics program and develop a joint Registered Dietitian program

## **2 Graduate Program**

Nutritional Sciences, M.Sc., Ph.D.

**The reviewers observed the following strengths:**

- Overall quality
  - Program quality is world-class, "...with an enviable reputation and a bright future."
- Objectives
  - Appropriate scope of program (basic, mechanistic and clinically oriented)

- Admissions requirements
  - Appropriate admissions requirements
- Curriculum and program delivery
  - Excellent training for doctoral students in basic nutrition science
  - Clinical research students are exposed to the work of renowned researchers
- Assessment of learning
  - Department has no peers with respect to mechanistic research, based on publishing productivity and impact metrics
- Quality indicators
  - Program is among the top five programs of comparable size world-wide
  - Number of highly qualified applicants greatly exceeds enrolment targets
  - “Stunning” student scientific productivity combined with successful decrease in time to completion
  - Impressive quality of Master of Public Health program and students
  - Student enthusiasm about the program and their experience
  - Students are highly satisfied with mentorship and training provided by thesis committee members
  - Doctoral students are very well-positioned when seeking national faculty positions
  - Master’s students successfully gain admissions to doctoral programs

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

- Students
  - Hospital-based students lack sense of belonging to the Department
  - Limited interaction among Master of Public Health and Nutrition Sciences students
- Physical resources
  - Unacceptable state of Department’s facilities and infrastructure
  - Collegiality among members of the Department given unsatisfactory infrastructure may become matter of concern

**The reviewers made the following recommendations:**

- Curriculum and program delivery
  - Consider increased integration of Master of Public Health and Departmental programs
- Assessment of learning
  - Department will need to adopt metrics that reflect activity beyond publishing, should it decide to focus more on translational research in the future
- Students
  - Develop mentoring program for off-campus students with on-campus faculty to facilitate sense of belonging
- Physical resources
  - Consider creating a student space to encourage interaction among and within student cohorts

## 3 Faculty/Research

### **The reviewers observed the following strengths:**

- Overall quality
  - Departmental researchers are leaders in the nutrition field, defining future directions
  - Extensive research contributions by renowned faculty
- Research
  - Core research areas strengthened since previous review through recent hires, status-only and cross-appointments
  - Unifying research theme of nutrigenomics among faculty members
- Faculty
  - Junior faculty recruited over past years show great promise for successful careers
  - Many opportunities for joint appointments to aid in expanding Departmental mandate

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

- Research
  - Serious need for improved research facilities identified in previous review has not been met
  - Some Departmental members are concerned about the degree of support that exists for research on Child Nutrition, Health and Development
- Faculty
  - Succession plan addressing upcoming retirement of senior faculty greatly needed
  - Faculty recruitment will be negatively affected by Department's deteriorating infrastructure

### **The reviewers made the following recommendations:**

- Research
  - Increase the impact of core science through support of larger collaborative programs, focusing on nutrition
- Faculty
  - Engage senior faculty to serve as mentors to junior faculty
  - Increase number of core faculty, continuing to build critical mass in key areas
  - Hire faculty in the area of child development and health if Department maintains its focus in that area
  - Consider and discuss how to meet demands for teaching of nutrition across the University in a coordinated manner
  - Exploit opportunities for joint appointments

## 4 Administration

### The reviewers observed the following strengths:

- Relationships
  - Evidence of strong faculty, student and staff morale and dedication to departmental mission and success
  - Strengthened relationships with industry and government partners
  - Continued networking and collaboration
  - New collaborations for clinical investigation and research
- Planning / Vision
  - Chair's leadership has helped maintain the Department's reputation
  - Five-year strategic plan developed through the Chair's guidance
  - Nutrition, food and public policy component of the strategic plan key to successful knowledge translation research over the long term

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

- Organizational and financial structure
  - Current building "...should have been demolished decades ago..."
  - Functional infrastructure (laboratory space) greatly needed to support research mission
    - "Decrepitude of the physical infrastructure" is negatively impacting all aspects of the Department, including student recruitment and faculty retention
- Planning / Vision
  - Strategic plan is too ambitious
  - Focus on Department's core activity has been outweighed by other initiatives
  - Challenging need for expansion of the Department's science reach and broadening of its translational mandate
  - Unrealistic Departmental hopes for industry funding of basic research
- Department/unit/programs relative to the best in Canada/North America and internationally
  - Top ten in the world, based on scientific productivity and impact metrics

### The reviewers made the following recommendations:

- Relationships
  - Increase community consultation on select initiatives such as the Centre for Child Nutrition, Health and Development
  - Develop more dynamic relationships with cognate units to attain common goals related to nutrition
- Organizational and financial structure
  - Develop plan to manage relocation of the program into short-term locations while maintaining coherence of the Department in order to avoid risk to the program in the near future

- Planning / Vision
  - Prioritize objectives identified in strategic plan
  - Prioritize research activities in public health nutrition and policy
  - Maintain support for fundraising and development without impact on Department's base budget through the appointment of an experienced liaison officer
  - Develop fundraising strategy tied to relevance of research outputs to attract industry partners who can provide long-term funding

**ADMINISTRATIVE RESPONSE – Appended**



## **EXTERNAL REVIEW | DEPARTMENT OF NUTRITIONAL SCIENCES Dean's Response**

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### **OVERVIEW**

On behalf of the Faculty of Medicine, I wish to thank the external reviewers—Professor Bruce German (Department of Food Science and Technology, University of California, Davis), Professor Benoît Lamarche (Institute of Nutrition and Functional Foods, Université Laval), and Professor Rickey Yada (Department of Food Science, University of Guelph)—for their comprehensive and expert review of the Department of Nutritional Sciences. In addition, the Faculty is most grateful to the senior academic leadership and administrative staff of the Department who prepared an excellent self-study document for this academic review. Congratulations are very much in order to Professor Mary L'Abbé whose tireless efforts in leading the Department of Nutritional Sciences have sustained its world-ranking performance, despite suboptimal on-campus infrastructure and facilities in the Fitzgerald Building. The external reviewers have provided a comprehensive and helpful analysis of the education and research contributions of this Department. Overall, I am in agreement with their comments and recommendations that are also reflected in the Chair's response. The following highlights the key issues, from Faculty's perspective, and the steps that are underway to address the challenges outlined in this review.

### **ON-CAMPUS INFRASTRUCTURE – THE FITZGERALD BUILDING**

Over the past 5 years, following an extensive examination of possible relocation sites for the Department of Nutritional Sciences, the Faculty of Medicine committed to housing the entire on-campus Department on two floors of the MaRS1 building. Unfortunately, just as the sub-lease was to be signed with the University Health Network, the landlord withdrew the offer in order to locate Ontario Cancer Institute researchers at this location. This was a profound disappointment. We have now landed on an intermediate plan for the next 10-12 years that includes relocation of the Department of Nutritional Sciences on-campus wet lab researchers into the updated laboratory space in Tanz Building (recently vacated by the Tanz Centre for Neurodegenerative Disease) and renovation of the existing space in the Fitzgerald Building to house the remainder of the faculty who are engaged in human subject and policy research. This renovated space will also include the new interdisciplinary Centre for Child Nutrition, Health and Development. We are successfully raising funds for this renovation project through philanthropy, and a CFI application has been submitted for government support of this project. The detailed planning is underway for this project and the Faculty of Medicine is dedicating \$6 million toward the renovation for the combined space for the Centre for Child Nutrition, Health and Development and the Department of Nutritional Sciences. In the longer term, the Department of Nutritional Sciences will be relocated, with the rest of the Basic Science Departments (now in suboptimal space in the Medical Sciences Building), into a new building. This project planning is underway and is envisioned to be complete by 2022-24.



## **EDUCATION**

The success of the education programs provided by the Department of Nutritional Sciences is very gratifying and reflects the consistent commitment and dedication of the faculty to teaching at all levels. I am in full agreement that the undergraduate medical education curriculum should embrace the opportunity to provide more and improved teaching about nutrition as a key determinant of health. This message is being communicated to the Curriculum Committee of the medical school program. The Faculty of Medicine agrees that the MPH students and doctoral graduate students should have more opportunity to interact. The continuum of personalized nutrition related to improving health is a matter for both professional and more research-focused student learning.

Regarding the undergraduate life sciences program, refer to the joint decanal response by the Faculty of Arts & Science and the Faculty of Medicine on page 3.

## **RESEARCH**

The productivity and impact of the research programs of the faculty in the Department of Nutritional Sciences are truly outstanding. The Faculty of Medicine is extremely proud of this Department and its accomplishments. Further opportunities for collaboration for Nutritional Sciences faculty members with the Clinical Departments should be explored more extensively. The Centre for Child Nutrition, Health and Development presents this opportunity (with the Departments of Family and Community Medicine, and Pediatrics). The opportunity to integrate more fully with the research priorities of The Hospital for Sick Children, St. Michael's Hospital, and other fully-affiliated hospitals in the Toronto Academic Health Science Network should be considered in the next strategic plan for this Department. Joint recruitment and cross-appointment of new faculty will expand the ability of the Department to increase graduate enrolment with new revenues but, more importantly, expand the breadth and depth of research in nutritional and related sciences. I agree entirely with the reviewers about the overly ambitious current strategic plan—although this was the first formal strategic plan prepared by this Department. The key themes emerging in the Department are now more apparent, which will enable a more precisely focused strategic plan to emerge over the next 2 years.

## **SUMMARY**

The Department of Nutritional Sciences has continued to perform at an outstanding academic level despite the problem of suboptimal infrastructure and facilities. The external reviewers have highlighted the important global impact of this Department. This is a great credit to the faculty, staff, and, particularly, the leadership. Over the next 2 years, I am confident that the infrastructure will be significantly improved and this Department will continue to flourish through enhanced collaboration locally and internationally. I wish to heartily congratulate Professor Mary L'Abbé for her outstanding and creative leadership, and wish her continued success in a second term as Department Chair.



*Catharine Whiteside, MD, PhD*

*Dean, Faculty of Medicine*

*Vice-Provost, Relations with Health Care Institutions, University of Toronto*

*(September 8, 2014)*

## Joint Decanal Response | Faculty of Arts & Science and Faculty of Medicine

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### BACHELOR OF SCIENCE

The Faculty of Arts & Science undergraduate curriculum may require assessment. It should be noted, however, that this small Department has continually provided a very large amount of (Arts & Science) teaching with a high degree of success.

An option that the Department may wish to consider is the development of online e-education course delivery to enhance the breadth and depth of its programs. The program may consider online e-delivery courses and work with the Faculty of Arts & Science on the feasibility of this.



*David Cameron, PhD, FRSC  
Dean, Faculty of Arts & Science  
(September 22, 2014)*



*Catharine Whiteside, MD, PhD  
Dean, Faculty of Medicine  
Vice-Provost, Relations with Health Care Institutions  
(September 22, 2014)*

## Review Summary

<b>Program(s):</b>	Occupational Therapy, M.Sc.O.T.
<b>Division/Unit:</b>	Department of Occupational Science and Occupational Therapy
<b>Commissioning Officer:</b>	Dean, Faculty of Medicine
<b>Reviewers (Name, Affiliation):</b>	<ol style="list-style-type: none"> <li>1. Juliette Cooper, Ph.D., Professor Emerita, Dept. of Occupational Therapy and former Director, School of Medical Rehabilitation, University of Manitoba</li> <li>2. Mary Law, Ph.D., Professor and Associate Dean, School of Rehabilitation Science, McMaster University</li> <li>3. Yolanda Suarez-Balcazar, Ph.D., Professor and Head, Dept. of Occupational Therapy, University of Illinois at Chicago</li> </ol>
<b>Date of review visit:</b>	September 26–27, 2013

## Previous Review

**Date:** January 2008 (Reviewed with Graduate Department of Rehabilitation Sciences)

### Summary of Findings and Recommendations:

#### 1. Undergraduate Programs (n/a)

#### 2. Graduate Programs (Occupational Therapy, M.Sc.O.T.)

The reviewers observed the following strengths:

- Excellent education delivered to high quality students
- Mentoring and field work programs engage the community and provide students with strong theoretical and evidence based approach
- Students enjoy strong faculty, access to resources and interdisciplinary learning

The reviewers identified the following areas of concern:

- Lack of prerequisites results in differing levels of life sciences preparation
- Students would like more interaction with the Departments of Physical Therapy and Speech and Language Pathology

The reviewers made the following recommendations:

- Consider reinstating prerequisites as the applicant pool grows so that students are better prepared for science courses

#### 3. Faculty/Research

The reviewers observed the following strengths:

- High quality faculty producing high volume of research and making major contributions to

the development of the discipline

- Faculty committed to graduate education

#### **4. Administration**

The reviewers observed the following strengths:

- Top ranked program in Canada and North America
- Facilities are beautiful and functional
- Departmental plan is workable and aggressive
- Collaborative structure and open communication between committees and chair

The reviewers made the following recommendations:

- Continue to explore opportunities to collaborate with cognate units

**Last OCGS Review(s)**      2006/07

**Date(s):**

## **Current Review: Documentation & Consultation**

### **Documentation Provided to Reviewers:**

Terms of Reference; Self-Study Report; Schedule; Faculty of Medicine Strategic Academic and Research Plans; Previous External Review (2008), and Dean's and Chair's Response

### **Consultation Process:**

The reviewers met with the Dean and Deputy Dean, Faculty of Medicine; Chair, Department of Occupational Science and Occupational Therapy; Associate Dean, Research, Faculty of Medicine; Research Faculty and Research Committee, Department of Occupational Science and Occupational Therapy; Executive Committee, Department of Occupational Science and Occupational Therapy; Student Affairs Committee, Department of Occupational Science and Occupational Therapy; M.Sc.O.T. Students; Interim Vice-Dean, Graduate and Life Sciences Education, Faculty of Medicine; Professional Curriculum Committee, Department of Occupational Science and Occupational Therapy; Faculty, Department of Occupational Science and Occupational Therapy; Status-Only and Adjunct Professors and Status-Only and Adjunct Lecturers, Department of Occupational Science and Occupational Therapy; Administrative Staff, Department of Occupational Science and Occupational Therapy; Cognate Chairs/Directors, Faculty of Medicine; Community Relations Committee and Community Partners, Department of Occupational Science and Occupational Therapy; Alumni, Department of Occupational Science and Occupational Therapy; Director, Continuing Education and Professional Development and Chair, Continuing Education and Professional Development Committee, Department of Occupational Science and Occupational Therapy.

## **Current Review: Findings & Recommendations**

### **1 Undergraduate Program**

n/a

## 2 Graduate Program

Occupational Therapy, M.Sc.O.T.

### The reviewers observed the following strengths:

- Objectives
  - Specific, measurable objectives are consistent with the mission of the University of Toronto and the Faculty of Medicine
  - Department has developed and is implementing specific strategic goals focused on maintaining an excellent educational experience
  - Program mapped against professional competencies, which are incorporated into all course outlines
- Admissions requirements
  - Appropriate and consistent with the mission of the Department and the Faculty
  - Ensure an excellent and diverse student body
- Curriculum and program delivery
  - Very strong theoretically-based curriculum with a logical flow
  - Strong interdisciplinary rehabilitation science focus
  - Interprofessional education well integrated into the program
  - Prepares students to be skilled clinicians
  - Excellent availability and use of community resources; strong relationships with various community sites
  - Positive development and use of an educational-conceptual framework as the foundation for the curriculum
  - Students conducting research that advances knowledge about occupation and intervention
  - Curriculum Committee working to ensure that that curriculum meets emerging needs of practice
  - Students supportive of the combination of lecture and integrated lab sessions
- Assessment of learning
  - Laudable assessment of learning in fieldwork courses, which uses the Competency Base Fieldwork Evaluation for Occupational Therapy protocol
    - This assessment and the CAOT Certification exam data provide solid learning outcome data
  - Commendable research done by Department connecting students' undergraduate focus/degree to learning outcomes in the Occupational Therapy program
- Quality indicators
  - Attracts high quality applicants due in part to its national and international reputation and the quality of its faculty
  - Consistently high graduation rate (above 95% from 2007 to 2010)
  - Students rate quality of the program and the quality of the faculty as good
  - High percent of students would choose UofT again
- Students

- Highly committed and very involved in learning activities, as well as organizational and extracurricular activities
- Students find the workload demanding yet manageable
- Student funding
  - Fellowships, scholarships and awards have doubled in the past 8 years
- Support
  - Student Affairs Committee provides strong leadership for all student issues and includes an excellent level of student involvement
  - Department is student-centred; students enjoy the open, supportive environment
  - Each student has an academic advisor and a mentor
- Faculty resources
  - Students highly complimentary of faculty teaching, and find faculty to be accessible and supportive

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

- Curriculum and program delivery
  - Unclear how courses are integrated across terms and across the tiers of the program
  - Organization of the curriculum is not readily apparent to students
  - Students would like more lab-based practical work in the first term of the program
  - Students find some redundancy within the two first-year research courses
  - Fundamental structure of courses has not changed for the past 8 – 10 years
  - Unclear if emerging areas of practice are fully addressed in the curriculum
- Assessment of learning
  - Many different learning theories used in the assessment of student work, which can be confusing to junior faculty
- Student funding
  - Relatively few students benefit from scholarships, awards, and fellowships
- Support
  - Student Affairs Committee primarily consists of part-time faculty members

**The reviewers made the following recommendations:**

- Objectives
  - Identify curricular goals and priorities, and develop specific actions to implement changes in curricular objectives over the next three to five years
- Curriculum and program delivery
  - Develop a brief document on the curricular framework and share with partners in the clinical community
  - Provide more information to students about how each course fits into the whole curricular plan
  - Adopt one fundamental, overarching theory of learning for the curriculum, allowing faculty to personalize their own teaching philosophy and assessment strategies
    - Consider transformative learning theory, which appears to provide the foundation for the curriculum

- Examine the curriculum structure in detail to improve integration among courses
  - Students also need a better roadmap of the curriculum and competencies needed across courses
- Ensure that emerging areas of practice are covered in the curriculum
  - Students need to be prepared to address current and emerging societal needs
  - Faculty need to reflect on how to address and assess topics such as leadership and advocacy, social determinants of health, primary care, and expanding the roles of OTs in the community
- Quality indicators
  - Use an exit survey and a follow-up survey to gather student outcome data—including employment status and time to employment, employee satisfaction, and salary ranges—to better inform student preparation and curriculum development,
- Student funding
  - Expand opportunities for scholarships to recognize students' academic achievements, promoting their professional development
- Support
  - Add a full-time faculty member to the Student Affairs Committee

### 3 Faculty/Research

#### The reviewers observed the following strengths:

- Overall quality
  - Dedicated and productive scholars and teachers, committed to preparing highly skillful entry-level clinicians
- Research
  - Significant increases in research funding over the past decade
  - Several faculty members have large, successfully-funded research programs
  - Junior faculty are well-supported as they develop their research programs
  - Successful interprofessional collaborations for research facilitated by Departmental leadership
  - Number of research Chairs indicates successful partnership between research and education
- Faculty
  - Valuable involvement of clinical and adjunct instructors and partners, who are extremely dedicated to the academic program and student success
  - Newly appointed joint faculty members from partnerships with community organizations and hospitals
  - Faculty are collaborative

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

- Research
  - Challenging climate for continued research success due to developments within the Canadian Institutes of Health Research
  - Department is relatively small, and yet has six research themes
- Faculty
  - Ongoing challenge of finding the right balance of faculty appointments; potential for friction to develop between those with different appointment types

**The reviewers made the following recommendations:**

- Research
  - Develop a strategic research plan to identify about two integrated themes of research upon which new partnerships and funding opportunities can be developed
  - Explore opportunities for interprofessional research in other areas such as family medicine or health policy
  - Create joint clinician-scientist positions with institutes and hospitals to maximize scarce resources and promote relevant research
- Faculty
  - Develop stronger expectations and standards for tenure and non-tenure stream faculty
  - Explore mechanisms to add stability to faculty on year-to-year contracts
  - Consult with the Office of Human Resources and Equity as needed to ensure continued department cohesion

## **4 Administration**

**The reviewers observed the following strengths:**

- Relationships
  - Morale of faculty, students, and staff is high
  - Climate of trust and respect within department
  - Excellent relationships with community partners
    - Practice sites and agencies volunteer for field work placements; students can have a positive impact on clients and management of these agencies
    - Clinicians see themselves as valued partners in teaching and research
  - Many positive partnerships in areas such as continuing education, professional education, fieldwork education and academic teaching
  - Strong, valuable ties to national and international occupational therapy organizations
  - Positive relationships with cognate units, including the Departments of Physical Therapy (PT), Speech-Language Pathology (SLP), Family and Community Medicine, and the Institute for Biomaterials and Biomedical Engineering
    - Collaborations on clinical education placements with PT; interprofessional education with SLP and PT



- Good collaboration with P&OT Alumni Association, which is an important avenue for ‘friend-raising’
- Involved in international outreach initiatives with the other members of the Rehabilitation Sciences Sector
- Organizational and financial structure
  - Strong departmental leadership
  - Appropriate internal governance structure with effective standing committees
  - Commendable decision to create Executive Committee
  - Strong Student Affairs Committee with excellent student representation
  - Workload Policy has made allocation of tasks to faculty more transparent
  - Work of administrative staff is recognized and valued by faculty, students, and the community
  - Departmental funding is appropriate to ensure excellence
  - Continuing education group provides excellent leadership and is developing ideas to meet the needs of the clinical community
- Planning / Vision
  - Department is in a good position to realize its goals
  - Department is making considerable progress on its strategic plan
- Department/unit/programs relative to the best in Canada/North America and internationally
  - Among the top programs in North America

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

- Relationships
  - Lack of involvement with external governments at the provincial and national levels
  - Greater potential for research collaborations with cognate units
  - P&OT Alumni Association lacks comprehensive contact information for alumni
  - Alumni receive mailings from both the Faculty of Medicine and Department, which may be confusing or result in information overload
  - Alumni are an underutilized resource
- Organizational and financial structure
  - Lack of consensus about the best structure for the Rehabilitation Sciences Sector
  - TA funding is found within Departmental budget
  - Problematic space constraints impacting teaching and research
    - Lack of common gathering space in Rehabilitation Sciences Building limits informal interactions
    - Classroom space is limited

**The reviewers made the following recommendations:**

- Relationships
  - Engage in discussion with the UofT Alumni Association to determine the level of assistance that can be given to the P&OTAA in support of the goal of maintaining contact with all OT alumni

- Involve alumni in fundraising, advancement, promoting the department, and offering continuing education courses
  - Within the context of the strategic plan, develop specific strategies to identify and establish relevant external relationships
  - Within the context of the strategic plan, consider outreach opportunities that could contribute to the health and well-being of Canadians
- Organizational and financial structure
  - Add a full-time faculty member to the Student Affairs committee to make the load on faculty and staff more equitable
  - Strike a task force to study and recommend a governance structure for all Rehabilitation Sciences Sector units
  - Create an organizational chart that shows the formal reporting lines and relationships to the various levels of governance in the Faculty of Medicine
  - Develop a strategy to augment endowment funds, providing a stable source of income for items such as student scholarships and TA salaries
  - Develop a strategic plan for revenue generation, including continuing education, a capital campaign, bequests, etc.
    - Ensure that continuing education finds a niche and does not try to duplicate programs that already exist
  - Reconfigure single-purpose classrooms to make them more flexible and ensure that any additional space is designed to be multipurpose
- Planning / Vision
  - Better identify specific goals and priorities in the strategic plan
  - Link the strategic plan to emerging areas of practice/preparing clinicians for addressing societal needs
  - Develop a plan to share the Department's core vision and strategic priorities within and outside of UofT

**ADMINISTRATIVE RESPONSE – Appended**



## **EXTERNAL REVIEW | DEPARTMENT OF OCCUPATIONAL SCIENCE AND OCCUPATIONAL THERAPY Dean's Response**

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On behalf of the Faculty of Medicine, many thanks to the external reviewers—Professor Juliette Cooper (Professor Emerita, Dept. of Occupational Therapy and former Director, School of Medical Rehabilitation, University of Manitoba), Professor Mary Law (Professor and Associate Dean, School of Rehabilitation Science, McMaster University), and Prof. Yolanda Suarez-Balcazar (Professor and Head, Dept. of Occupational Therapy, University of Illinois at Chicago).

Their expert review and report are very much appreciated and serve to guide the future strategic directions of the Department of Occupational Science and Occupational Therapy (OS&OT). May I also thank the administrative staff of the Department and all those who contributed to the preparation of the exemplary self-study report that provided a comprehensive and detailed analysis of the academic activities and contributions of the Department. Congratulations and thanks to the Chair, Professor Susan Rappolt, for her visionary and strategic leadership. It is gratifying to know that the external reviewers identify this Department as among the top ranked in North America. The following responses focus on the key issues and recommendations raised by the reviewers. Professor Rappolt has provided a detailed response and I am pleased to support her recommendations.

### **1. EDUCATION**

Professor Rappolt indicates that in 2012 the Department provided a detailed Educational Conceptual Framework document that contains the specific academic and practical learning objectives within an overarching model of transformative learning. The document is now provided in a brief executive summary format with a link to the entire framework on the Department Web site for all clinical and community teachers in the MScOT program. This appears to fulfill the recommendation of the reviewers that the Department prepare a brief and easy-to-read document about the Educational Conceptual Framework for this program.

The Department has invested in software to track curriculum content as recommended by the reviewers. Professor Rappolt is committed to mapping the curriculum content of the MScOT program that is anticipated to improve the integration of curriculum content aligning with the expected acquisition of professional generic and specific competencies throughout the 2 years. Further, the curriculum renewal should take advantage of this process to address the concerns of the reviewers; specifically, how emerging areas of practice are being covered in the curriculum and how students are being prepared to address current and emerging societal needs. The reviewers remark several times about the need to align with primary care and family health team practice goals. In addition to the strategic directions outlined by Professor Rappolt for

curriculum renewal, the Department of OS&OT is well positioned and encouraged to collaborate with our Department of Family and Community Medicine that has established 15 academic Family Health Teams in the Greater Toronto Area.

I am pleased to learn that the Graduate Coordinator and Student Liaison Officer are developing surveys of recent graduates and their employers to evaluate the preparation of new graduates for current and emerging practices. This should include both an exit survey of the graduates, as well as a longer range follow-up survey as recommended by the external reviewers.

Student support is the top priority of all fundraising activities in the Faculty of Medicine and I agree that increased funding for student awards and bursaries should be targeted through fundraising. The reviewers also comment about TAs; however, this Department does not teach at the undergraduate level. Hence, I do not support the emphasis on developing TAships unless they are directed to doctoral graduate students in the Graduate Department of Rehabilitation Sciences (GDRS) who are teaching in the MScOT program.

## **2. RESEARCH**

The Department is on a positive trajectory for enhanced research performance both in terms of quality and quantity. I agree with Professor Rappolt that the Department has a number of faculty members who are recognized as international leaders in their field and, I would add, that the number and quality of doctoral students supervised by the graduate faculty in this Department has continually increased over the last 5 years. The Department has aligned its strategic research directions with the Faculty of Medicine research themes successfully. I do agree with the external reviewers that the strategic research goals should be revisited in the near future to identify more specifically and build on the collaborative networks that are emerging, particularly with our affiliated hospital research institute departments. Leadership in research should be a major focus for this Department over the next 5 years, developed through training goals for PhD students (in GDRS) and postdoctoral fellows.

## **3. RELATIONSHIPS**

Professor Rappolt in her response has committed to identifying and establishing relevant government relationships at a provincial and federal level. I strongly support this direction that will more strategically position OS&OT for recognition and funding. I also agree with the reviewers that the University of Toronto's Department of OS&OT should be positioned to influence health policy in Ontario and Canada, and that this important goal should appear in the revision of the academic strategic plan.

The recommendations of the reviewers about alumni relations are timely and most appropriate. The Departments of OS&OT and Physical Therapy could consider separating their alumni into two separate organizations. This will provide a more meaningful framework for positive relationship building between the OS&OT graduates and their home Department. This would not preclude combined alumni activities among the four departments in the Rehabilitation Sector. The Faculty of Medicine has invested significantly in the support for building improved alumni relations in our Office of Advancement. As indicated by Professor Rappolt, more formal and strategic links with both the Faculty of Medicine and the University Toronto alumni relations

offices are being developed by the Department to enhance alumni communication and effective interaction. As part of this plan, the Department could consider more formal offerings of continual professional development courses for alumni.

I strongly endorse Professor Rappolt's commitment to examine opportunities for the Department to advancing health and wellbeing through occupation among Canada's most vulnerable populations as a priority. This aligns with our Faculty's mission of fulfilling our social responsibility.

#### **4. ORGANIZATIONAL AND FINANCIAL STRUCTURES**

Professor Rappolt has addressed the concern raised by the reviewers with respect to the development of an organizational chart to demonstrate accountability and relationships within the Department and within the Faculty of Medicine. She has correctly indicated that the Department has established an approved teaching workload guideline according to policy as required by the University. Adjustment of the teaching workload terms may, however, be required and should be addressed as necessary. Representation of at least one full-time faculty member on the Student Affairs Committee will be undertaken as soon as possible.

For clarity, the Rehabilitation Sector did not give up space at 500 University Avenue to the Department of Family and Community Medicine. This space was never assigned to these Departments. The Faculty of Medicine complies with the University of Toronto/Council of Ontario Universities guidelines with respect to space occupancy and is responsive to the needs of all Departments. The plan for assessment of existing space, as recommended by the reviewers, to create a more flexible teaching environment is most welcome.

#### **5. LONG-RANGE PLANNING**

Professor Rappolt has outlined a cogent plan and is committed to refinement of the Academic Strategic Plan of the Department as recommended by the reviewers.

#### **6. CONCLUSIONS**

This is a very positive academic review and the recommendations have been addressed comprehensively by the Department Chair and strongly endorsed by the Faculty of Medicine. I am confident that the Department will continue on this positive trajectory.



*Catharine Whiteside, MD PhD  
Dean, Faculty of Medicine  
Vice-Provost, Relations with Health Care Institutions, University of Toronto  
(January 2014)*

## Review Summary

<b>Program(s):</b>	Physical Therapy, M.Sc.P.T.
<b>Division/Unit:</b>	Department of Physical Therapy
<b>Commissioning Officer:</b>	Dean, Faculty of Medicine
<b>Reviewers (Name, Affiliation):</b>	<p>1. Prof. Jayne Garland, Head, Dept. of Physical Therapy, University of British Columbia</p> <p>2. Prof. James Gordon, Associate Dean, Division of Biokinesiology and Physical Therapy, University of Southern California</p> <p>3. Prof. Elizabeth Harrison, Associate Dean, Physical Therapy and Rehabilitation Sciences, School of Physical Therapy, College of Medicine, University of Saskatchewan</p>
<b>Date of review visit:</b>	November 19–20, 2013

### Previous Review

**Date:** April 23–24, 2009

**Summary of Findings and Recommendations:**

**1. Undergraduate Programs (n/a)**

**2. Graduate Program (Physical Therapy, M.Sc.P.T.)**

The reviewers observed the following strengths:

- Program produces competent, committed, professional physical therapists
- Modular curriculum employs a variety of learning strategies with well-timed, sequenced clinical experiences
- Students hold faculty in high regard

The reviewers identified the following areas of concern:

- Recent curricular reform has brought efficiency but left little room for advanced topics

The reviewers made the following recommendations:

- Continue to monitor the quality of student learning/performance given the intensity of the 24-month program

**3. Faculty/Research**

The reviewers observed the following strengths:

- Impressive faculty scholarly productivity, growth in research funding, and faculty member awards

- Extensive research collaboration with cognate units, clinical communities, and national and international institutions/individuals
- Faculty provide strong role models for students and offer quality teaching

The reviewers identified the following areas of concern:

- Some new faculty are challenged by balancing teaching and students needs with research and productivity demands
- No clear departmental research agenda/vision

The reviewers made the following recommendations:

- Clinical faculty need a promotion system to recognize their accomplishments and experience

#### **4. Administration**

The reviewers observed the following strengths:

- Well-respected Department and faculty
- Continuing education programs well received by the clinical community
- On par with elite U.S. physical therapy programs

The reviewers identified the following areas of concern:

- Community partners would like more direct contact with Department leadership
- Academic plan created but not implemented
- Frequency of recent accreditation and OCGS reviews have left little time for internal communication
- Faculty morale is mixed
- Varying levels of support for the creation of a separate Faculty for the Rehabilitation Sector

The reviewers made the following recommendations:

- Give immediate attention to the issue of faculty morale
- Engaging in planning to create a collaborative vision

**Last OCGS Review(s)**            2006/07

**Date(s):**

## **Current Review: Documentation & Consultation**

### **Documentation Provided to Reviewers:**

Terms of Reference; Self-Study Report; Schedule; Faculty of Medicine Strategic Academic and Research Plans; Previous External Review (2009), and Dean's and Chair's Response

### **Consultation Process:**

The reviewers met with the Dean and Deputy Dean, Faculty of Medicine; Chair and Vice-Chairs, Department of Physical Therapy; Associate Dean, Research, Faculty of Medicine; Interim Vice-Dean, Graduate and Life Sciences Education, Faculty of Medicine, and Graduate Coordinators, Department of Physical Therapy and Graduate Department of Rehabilitation Sciences; Research Faculty and Scientists at Research Institutes; Chairs of Cognate Units; MSc (Physical Therapy) Students; Clinician and Leaders; Faculty Members, Department of Physical Therapy; Senior Education Leaders; Administrative Staff, Department of Physical Therapy.

# Current Review: Findings & Recommendations

## 1 Undergraduate Program

n/a

## 2 Graduate Program

Physical Therapy, M.Sc.

### The reviewers observed the following strengths:

- Overall quality
  - Exemplary professional education program that attracts bright, talented students
  - One of the leading physical therapy programs in North America and a strong contributor within the Faculty of Medicine
- Objectives
  - Program effectively meets and/or exceeds national and international standards
- Admissions requirements
  - Similar to other Canadian universities
  - Result in well qualified students entering the program
  - Requirement of a four-year degree provides students with an excellent academic background on which to build that professional entry to practice degree
- Curriculum and program delivery
  - Demanding two-year curriculum
  - Extensive network of clinical practice settings allows internships to be highly integrated in the curriculum
  - Impressive, high quality student research projects address questions of interest to the physical therapy community, contribute to changes in clinical practice, and frequently result in publications and presentations
  - Successful curricular innovations include the implementation of inter-professional education and social accountability content
  - Consistent assessment and revision of curriculum based on feedback
  - Strong use of integrated modules
- Assessment of learning
  - Consistent measurement of outcomes, which demonstrate the program's excellence
  - Comprehensive evaluation framework supports the Department's mission of Physical Therapy education, practice, and leadership through discovery, application and exchange of knowledge
  - Progressive learning outcomes are mapped to program-specific goals as well as national competencies
- Quality indicators
  - Employer surveys indicate that graduates are well-prepared to enter a variety of practice settings



- Post-graduation employability is excellent; need for highly qualified physical therapists is projected to increase
- Program meets or exceeds quality indicators, including graduation rates/time to completion, national exam success rates, highly qualified applicant pool, student publication record, and student evaluations of teaching
- Enrolment
  - Enrolment strategy is appropriate
  - Potential that with ongoing funding commitments, the Ontario Internationally Educated Physical Therapy Bridging Program (OEIPBP) could become a valuable resource for the Department
- Student funding
  - Financial aid is strong and appears better than other Canadian PT programs

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

- Curriculum and program delivery
  - Integrated module curriculum structure creates management challenges
- Quality indicators
  - Students find time spent on frequent program evaluation to be burdensome
- Enrolment
  - Funding for the OEIPBP ends in 2014

**The reviewers made the following recommendations:**

- Curriculum and program delivery
  - Organize curriculum in a form that allows it to be accountable and flexible to meet rapidly evolving trends in the professional in healthcare
  - New chair to ensure that both full-time faculty and part-time status faculty have a sense of ownership of the curriculum as it is renewed
- Quality indicators
  - Implement different evaluation procedures that reduce the burden on students while still eliciting quality input

### 3 Faculty/Research

**The reviewers observed the following strengths:**

- Research
  - Extraordinary research productivity that is comparable, if not better than, top ranked programs in Canada and the U.S.
  - Research activities are appropriate to the discipline and well-connected to the mission of the Faculty and the University
  - Several faculty are at the forefront of national and international research
  - Research funding has been rising steadily since 2005

- Department does a superb job of organizing students into productive groups to carry out clinically oriented research projects
- Faculty
  - Consistent drive to recruit excellent researchers and position them to succeed
  - Committed to high-quality teaching and keeping the curriculum up to date
  - Faculty have translated their teaching and research into practice innovations
  - Mix of tenure and non-tenure stream faculty seems appropriate

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

- *None*

**The reviewers made the following recommendations:**

- Research
  - Articulate a strategic research plan and a Rehabilitation Sector research plan to strengthen research capacity beyond the excellence of individual researchers
  - Manage strong research efforts to ensure continued development of its outstanding scholars as well as recruitment of promising new scholars
- Faculty
  - Consider ways to leverage research excellence to support funding raising, including Endowed Chairs

## 4 Administration

**The reviewers observed the following strengths:**

- Relationships
  - Impressive network of collaborative relationships within the University and across external organizations, especially within the clinical community
  - External relationships nurtured by Department's leadership and strengthened by faculty, staff, and students
  - New and existing opportunities for collaboration with hospital-based research institutes, and Departments of Occupational Science and Occupational Therapy and Speech Language Pathology
  - Unique International Centre for Disability and Rehabilitation exemplifies social responsibility and societal impact
  - Strong contributor within the Faculty of Medicine
  - Students, faculty, and staff have pride in the program, Department, and the University
- Organizational and financial structure
  - Department is in excellent overall condition
  - Departmental leadership has steadily advanced the influence and impact of the Department
  - Staff enjoy team atmosphere and feel that their expertise and contributions are respected by leadership

- Effective management structure
- Well managed budget and finances
- Current space and infrastructure meet the needs of the Department
- Planning / Vision
  - Program is well aligned with the missions of the University, Faculty and Department
- Department/unit/programs relative to the best in Canada/North America and internationally (reputation/profile)
  - One of the leading physical therapy programs in North America and internationally
  - Department's educational outcomes and research productivity are comparatively equal to or better than Canadian and international peers

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

- Organizational and financial structure
  - Challenge of recruiting a new chair who is simultaneously an established scholar, a visionary leader, and consensus builder
- Planning / Vision
  - Cohesive vision to guide the priorities of the Department not readily apparent; urgent need for a strategic plan

**The reviewers made the following recommendations:**

- Relationships
  - Examine whether the University Partnership for Academic Rehabilitation (UPAR) committee has the appropriate membership to effectively accomplish its mission
- Organizational and financial structure
  - Invest in the process of finding a new chair to optimally position the Department for the next decade
  - Identify new sources of revenue, such as continuing education and external fundraising
  - Attend to communication issues noted in previous review
  - Pay attention to ongoing maintenance and upgrades of facilities and technology
- Planning / Vision
  - Encourage new chair to engage in a strategic planning process that maps out objectives for the future while building a shared vision for the M.Sc. PT curriculum and the Department
  - Examine and consider the Faculty of Medicine's strategic plan in developing the departmental strategic plan
  - Involve the Rehabilitation Sector in the strategic planning process
  - Through the strategic planning process, consider alternative organizational structures for the Rehabilitation Sciences, such as the establishment of a new Faculty

**ADMINISTRATIVE RESPONSE – Appended**



## EXTERNAL REVIEW | DEPARTMENT OF PHYSICAL THERAPY Dean's Response

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On behalf of the Faculty of Medicine, many thanks to the external reviewers—Professor Jayne Garland (Head, Department of Physical Therapy, The University of British Columbia), Professor James Gordon (Associate Dean, Division of Biokinesiology and Physical Therapy, University of Southern California), and Professor Elizabeth Harrison (Associate Dean, Physical Therapy and Rehabilitation Sciences, School of Physical Therapy, University of Saskatchewan). Their comprehensive review and excellent report are very much appreciated and serve to guide the future strategic directions of the Department of Physical Therapy (PT) and the recruitment of the next Chair of Physical Therapy. May I also thank the administrative staff of the Department and all those who contributed to the preparation of the exemplary self-study report that provided a detailed analysis of the academic activities and contributions of the Department. Congratulations and thanks to the Chair, Professor Katherine Berg, for her very successful and exemplary leadership over the past decade. Much has been accomplished and the Department is strongly positioned for an accelerated pace of performance and international recognition in the future.

The following supports the comments and recommendations outlined by Professor Berg in her response. I have provided some additional thoughts with respect to future directions.

### 1. EDUCATION

The quality of the professional MScPT degree program is highlighted repeatedly throughout the external reviewers' report and contributes to the high academic ranking of the Department of Physical Therapy. By all measures, this program appears to be highly competitive and one of the best in North America. The Faculty of Medicine is extremely proud that the interprofessional education curriculum innovations and the social accountability content through initiatives such as the IMAGINE program were recognized by the reviewers. These elements underscore some of the value-add elements of our health professional education programs. The success of the Ontario Internationally Educated Physical Therapy Bridging Program and the reviewers' comment that this may become national in scope is reassuring. The investment by the Department and the MOHLTC in this program has been positive.

The recommendation that the Department should consider new program evaluation processes to reduce the burden of evaluation fatigue on the part of the PT professional students is important and should be addressed by the Department.

It is noted that accreditation by the Commission on Accreditation in Physical Therapy Education will no longer be available as the licensure program is now at the professional doctoral level in the USA. It is unlikely that any of the provinces in Canada will evolve their professional licensure programs to the professional doctoral level in the near or intermediate future. Therefore, the Canadian accreditation standards and review process will continue to serve the MScPT program well over the next few years. This is an issue that the University of Toronto should continue to monitor with the Department of Physical Therapy.

The role of rehabilitation will continue to escalate as core to health promotion and disease prevention, particularly in community-based care. Therefore, the reviewers' repeated recommendation that the next Chair engage in detailed strategic planning that will focus particularly on the physical therapy professional and societal needs to inform the next phase of MScPT curriculum renewal is very important. The reviewers imply that the demand for physical therapists may increase in the future, which may have implications for expanding the current enrolment in our MScPT program. Further, retraining of physical therapists in areas relevant to health-care demands should be considered by the Department in developing its continuing education professional development strategy.

## **2. RESEARCH**

It is very gratifying that the external reviewers state that the *“research productivity is extraordinary for a Department of Physical Therapy.”* The integration of clinical-oriented research projects into the professional training program with a resulting high publication rate demonstrates the commitment of the Department to promoting a research culture at every level with a particular focus on knowledge translation. It should be noted that the faculty members are very engaged in supervision of doctoral research students in the Graduate Department of Rehabilitation Sciences, which further underscores the Department's commitment to research training. I am in complete agreement with the reviewers who state that *“the research capacity and impact could be strengthened beyond the excellence of individual researchers through the articulation of a Departmental strategic research plan and a Rehabilitation Sector research plan.”* As Professor Berg indicates, the key research themes outlined in the Faculty of Medicine Research Strategic Plan are highly relevant to the Department and should serve as a guide for the incoming Chair's strategic planning.

Since global health is a key priority for the Faculty of Medicine's strategic directions, I was very pleased that the reviewers recognized the International Centre for Disability and Rehabilitation, a program that is unique to the Department of Physical Therapy and exemplifies social responsibility and societal impact. Building on this success should be considered in the strategic planning for the Department.

## **3. LONG-RANGE PLANNING CHALLENGES**

The reviewers recommend that the next Chair undertake a comprehensive strategic planning process, which is required in every Department in the Faculty of Medicine. I agree entirely that opportunities for new revenue through fundraising, expansion of continuing education and professional development programs, and strategic partnering with affiliated hospitals/research institutes should be featured in the new directions for this Department. I agree with Professor Berg that renewal of funding for the Bridging Program is both highly likely and desired.

#### **4. NATIONAL AND INTERNATIONAL COMPARATORS**

The Faculty is very pleased that the Department of Physical Therapy is counted among the top-ranked departments in North America. We aspired to improve our benchmarking and academic performance measures for all of our Departments, including Physical Therapy. The Department and Professor Berg should be praised for their achievements to date and the Faculty of Medicine will continue to support strongly this Department and its academic endeavours.

#### **5. CONCLUSIONS**

The Faculty of Medicine strongly endorses all of the recommendations of the external reviewers and recognizes their aspirational and inspirational direction. In particular, we are currently hiring a new senior development officer for the Rehabilitation Science Sector who should provide expert support for fundraising and alumni relations for the Department of Physical Therapy.



*Catharine Whiteside, MD PhD  
Dean, Faculty of Medicine  
Vice-Provost, Relations with Health Care Institutions, University of Toronto  
(January 2014)*

## Review Summary

<b>Program(s) Reviewed:</b>	Physiology, B. Sc., Hons.: Specialist, Major, Minor (offered through the Faculty of Arts and Science) Physiology, M.Sc., Ph.D.
<b>Division/Unit Reviewed:</b>	Department of Physiology
<b>Commissioning Officer:</b>	Dean, Faculty of Medicine, University of Toronto
<b>Reviewers (Name, Affiliation):</b>	<ol style="list-style-type: none"> <li>1. Professor Michèle Brochu – Chair, Department of Physiology, Université de Montréal</li> <li>2. Professor Nick Delamere – Head, Department of Physiology, University of Arizona</li> <li>3. Professor Geoffrey Hammond – Head, Department of Cellular and Physiological Sciences, The University of British Columbia</li> </ol>
<b>Date of review visit:</b>	April 3-4, 2014

## Previous Review

**Date:** March 9-10, 2006

### Summary of Findings and Recommendations:

#### 1. Undergraduate Programs: Undergraduate Arts and Science; Undergraduate Medical Education

The reviewers observed the following strengths:

- High quality education and training provided to Faculty of Arts and Science (FAS) students, despite fiscal constraints and dispersed nature of the Department
- Significant increase in FAS student enrolment (almost 50%) since 1999
- Creation of a Physiology Teaching Unit
- No concerns with the Undergraduate Medical Education curriculum

The reviewers identified the following areas of concern:

- Limited access to fourth-year courses

The reviewers made the following recommendations:

- Develop a plan for fourth-year courses, perhaps based on the four research “platform” areas

## **2. Graduate Programs : Physiology Master of Science, Doctor of Philosophy**

The reviewers observed the following strengths:

- Re-structuring of graduate program
- Proposal for all graduate students to take a general physiology course
- Ongoing efforts to bolster sense of belonging among members of the Department

The reviewers identified the following areas of concern:

- Disparity among graduate student stipends
- Need to nurture sense of community among members given Department's size and multiple geographic locations

The reviewers made the following recommendations:

- Continue to establish guidelines on student stipends; reward excellence by topping up competitive scholarships

## **3. Faculty/Research**

The reviewers observed the following strengths:

- "Outstanding" research activities
- Administrative structure of Research and Innovations committee and subcommittees provide valuable guidance to the Chair
- Well-managed and renovated research space

## **4. Administration**

The reviewers observed the following strengths:

- Excellent relations and collaborations with cognate units
- Successful Departmental reorganization into four platform areas
- Outstanding leadership and vision of the Chair

The reviewers identified the following areas of concern:

- Size and geographically separate nature of the Department poses communication and resource allocation challenges
- Need for long-range vision for the Department

The reviewers made the following recommendations:

- Develop strategic plan, incorporating new budget projections and means of communicating Department's successes

**Last OCGS Review(s)**      2004-2005

**Date(s):**

# **Current Review: Documentation & Consultation**

## **Documentation Provided to Reviewers:**

Terms of Reference; Self-Study Report; Schedule; Faculty of Medicine Strategic Academic and Research Plans; Previous External Review (2006), and Dean's and Chair's Response.



## **Consultation Process:**

The reviewers met with the following:

1. Dean (Faculty of Medicine)
2. Chair
3. Chair's Advisory Group
4. Research and Innovations Committee
5. Vice-Dean, Research and International Relations
6. Assistant/Associate Professors - Research Investigators
7. Professors - Research Investigators
8. Academic Administrators (Faculties of Medicine and Arts & Science) for Undergraduate Education
9. Undergraduate Specialist Students (Faculty of Arts & Science) + Undergraduate Physiology Students Association
10. Academic Administrators for Graduate Education
11. Graduate Association of Students in Physiology Executive
12. Graduate Students
13. Academic Administrators for Undergraduate Medical Education + Medical Trainees
14. Postdoctoral Fellows
15. Administrative Staff
16. Cognate Chairs/Directors + Heads of Hospital Research

## **Current Review: Findings & Recommendations**

The reviewers identified the Physiology Department as a top tier Department in North America and across the world.

### **1 Undergraduate Program**

Physiology, B. Sc., Hons.: Specialist, Major, Minor (offered through the Faculty of Arts and Science)

#### **The reviewers observed the following strengths:**

- Admissions requirements
  - Stringent admissions requirements are comparable to those of peer institutions
- Curriculum and program delivery
  - Comprehensive range of courses provided across all four years
  - Fourth-year courses in high demand by non-physiology students
  - Introduction of unique first-year course covering recent discoveries in physiology
- Quality indicators
  - Outstanding educational experience
  - Students possess excellent academic records upon graduation

- Most Specialist students plan to pursue academic medicine or biomedical research careers
- Enrolment
  - Stable undergraduate enrolment overall
  - Large numbers of students enrolled in physiology courses and Major and Minor programs
- Students
  - Cross-appointed faculty benefit from access to students
- Faculty resources
  - Remarkable commitment of primary status-only faculty to undergraduate teaching

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

- Curriculum and program delivery
  - Extent of contributions by core faculty to medical undergraduate curriculum is unclear
  - Some student dissatisfaction with fourth-year course content and organization
- Enrolment
  - Increasing number of top students enrolling in Major rather than Specialist program
- Support
  - Some students expressed wish for improved counselling from the Faculty of Arts and Science and the Department

**The reviewers made the following recommendations:**

- Curriculum and program delivery
  - Consider re-assessing fourth-year course content and structure to accommodate increased enrolment in Major program and lower enrolment in Specialist program
  - Encourage use of other new teaching methods
  - Include core physiology faculty in any revisions of the undergraduate medical curriculum; the online course model could be applied to the curriculum
- Assessment of learning
  - Consider expanding assessment of student learning outcomes, using varied tools
  - Link student learning outcome assessment results to program enhancements
- Support
  - Enhance services provided to students through strengthened communication between advisors in the Faculty of Arts and Science and the Department

## 2 Graduate Program

Physiology, M.Sc., Ph.D.

### **The reviewers observed the following strengths:**

- Overall quality
  - High quality program which is an asset to the University
- Curriculum and program delivery
  - Valuable interaction with collaborative graduate programs
  - Program provides important link between research and education
  - Research opportunities in hospitals and institutes
- Quality indicators
  - Graduates and postdoctoral trainees are highly sought after by other institutions
- Enrolment
  - Growth of enrolment in M.Sc. program
- Faculty resources
  - Strong core faculty serve as excellent resource to the program
- Program Development
  - Innovative plans for development of international graduate training partnerships

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

- Curriculum and program delivery
  - Students may not be exposed to breadth of physiology if they don't attend seminars outside their research platform
  - Not all students are in favour of required attendance at eight seminars
  - Four platform structure presents risk of division within the Department
- Quality indicators
  - Student anxiety about future career opportunities
- Enrolment
  - Decreased enrolment in Ph.D. program
  - Low enrolment of international students; high program costs may hinder future recruitment
  - Limited student funding might contribute to future decrease in enrolment
- Student funding
  - Increased costs of graduate student support poses concern for faculty

### **The reviewers made the following recommendations:**

- Curriculum and program delivery
  - Aid students in understanding value of seminars and encourage increased attendance
  - Increase student participation in organization of seminars
  - Encourage seminar speakers to make content more accessible to all members of the Department

- Increase participation in seminars by Departmental faculty and post-doctoral fellows
- Students
  - Strive to increase sense of community for students
- Support
  - Provide students with information on career opportunities
- Program Development
  - University could seek ways to enhance funding of graduate collaborative programs
  - Continue development of international graduate training and research partnerships; articulate mission of such initiatives to faculty

### 3 Faculty/Research

#### The reviewers observed the following strengths:

- Overall quality
  - “Top tier” research program
- Research
  - “Impressively broad range of physiology sub-disciplines”
  - Department is at the centre of a number of excellent research initiatives, including those in biomedical and translational research
  - Significant number of research publications within the Department’s four research platforms; output is comparable to other institutions
  - Post-doctoral fellows’ contribution to publications has increased over time
  - Very high level of research funding (third in North America) and external salary support
  - Excellent internal grant reading service
  - Renovated space in the Medical Sciences Building
- Faculty
  - Faculty are highly sought after by other institutions
  - Good faculty retention; few anticipated upcoming retirements
  - Mentoring provided to junior faculty
  - Cross-appointed faculty and hospital and institute scientists make important contributions to the Department

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

- Research
  - Faculty are dispersed across different locations; post-doctoral fellows may be susceptible to feelings of isolation
- Faculty
  - Small number of core faculty, given the Department’s significant teaching and research commitments
  - Need for modest investment to assist core faculty in maintaining their research stature
  - Weak representation of junior faculty members among primary faculty

**The reviewers made the following recommendations:**

- Research
  - Ensure that research breadth is maintained while specialization is developed
  - Continue to encourage collaboration among four research platforms
  - Capitalize on partnerships with hospitals and institutes for research funding
  - Identify new revenue streams and opportunities, compensating for loss of Canada Research Chairs
  - Identify commercialization opportunities and facilitate the patent process through support from Innovations Office
- Faculty
  - Continue to stabilize core faculty complement
  - Recruit a few junior faculty to increase primary faculty numbers
  - Explore recruitment opportunities, together with clinical departments and translational research units
  - Nurture valuable relationship with cross-appointed faculty, who serve vital role in Departmental research and teaching

## **4 Administration**

**The reviewers observed the following strengths:**

- Relationships
  - Excellent morale of faculty, students and staff
  - Chair's leadership has resulted in effective team work
  - Very good relationships with cognate units and research institutes
  - Strong faculty record of national and international invited lectures, seminars and presentations
  - Ongoing local and international research collaborations
  - Very good social impact with high-school students
- Organizational and financial structure
  - Organizational structure based on four clearly-defined platforms facilitates focus within the Department
  - Innovative development of online courses which have been well-received nationally and internationally serves as significant source of revenue and a model for other departments
  - Very capable administrative team
  - Well thought out Departmental committee structure; faculty fulfill responsibility of service on the committees
- Planning / Vision
  - Departmental leadership successfully balances research and teaching mandate
  - Strategic Plan was recently reviewed to assess Departmental progress

- Department/unit/programs relative to the best in Canada/North America and internationally
  - “Top tier” Department that brings great credit to the University

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

- Organizational and financial structure
  - Small number of administrative staff, given the magnitude of the Department’s responsibilities
  - Uncertainty regarding future number of Tier I and II Canada Research Chairs; additional salaries will have to be provided through the Departmental budget
  - Availability of revenue for faculty recruitment
  - Possible decreased research support due to changes in external agency programs
  - Limited access to matching funds by basic science units
- Planning / Vision
  - Need to align strategic plan of Department with those of hospital and institute partners
  - Difficulty in engaging alumni in fundraising initiatives

**The reviewers made the following recommendations:**

- Relationships
  - Increase community awareness of Departmental expertise through outreach activities
- Organizational and financial structure
  - Assume leadership role in development of online curricula, which may be a source of revenue
  - Address challenge of limited budget and the impact on long-term succession planning

**ADMINISTRATIVE RESPONSE – Appended**

## EXTERNAL REVIEW | DEPARTMENT OF PHYSIOLOGY

### Dean's Response

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#### OVERVIEW

On behalf of the Faculty of Medicine, I wish to thank the external reviewers—Professor Michèle Brochu (Directrice, Département de physiologie, Université de Montréal), Professor Nick Delamere (Head, Department of Physiology, University of Arizona), and Professor Geoffrey Hammond (Head, Department of Cellular and Physiological Sciences, The University of British Columbia)—for their comprehensive and expert review of the Department of Physiology. In addition, the Faculty is most grateful to the senior academic leadership and administrative staff of the Department who prepared an excellent self-study document for this academic review. Congratulations are very much in order to Professor Stephen Matthews and the whole Department whose academic performance, as indicated by this review, has been truly outstanding. The reviewers' report provides an extensive analysis of all aspects of the academic programs and function of this Department. Professor Matthews has written a fulsome response and I agree with his comments. The following provides some further explanation of risks and recommended future directions for this Department. It should be noted that a search for the new Chair of the Department of Physiology is now complete and negotiations are underway with the incumbent to be announced early in the fall of 2014. Professor Matthews will step down this fall and an Interim Chair has been recruited to provide leadership until the new Chair assumes the position.

#### EDUCATION

The reviewers have provided a cogent analysis of the education programs offered by this Department, and I agree with their recommendations and the responses of the Chair.

The Department is encouraged to continue tracking the outcomes of its graduate students. This is a key measure that will assist in designing new curricula and the experience for future students.

Continued development of online courses and e-learning innovation will enable the Department to continue to lead in this important new teaching and learning space in our Faculty.

The limited enrolment of international students in the MSc and PhD programs is a result of lack of BIU funding from the Ontario Government. This Department could attract outstanding international graduate students if the funding model supported their enrolment.

The concern about further growth in MSc/PhD enrolment is not limited to the Department of Physiology. The uncertainty about future CIHR funding for basic science research is causing faculty members to be more prudent about recruiting graduate students who require both stipend support and assurance that their research projects will be funded for the duration of their degree program. The Department is to be commended for its proactive role in recruiting new graduate students. It is likely that the Department will sustain its current level of graduate enrolment over the next 5 years but the Faculty of Medicine and the Department cannot count, realistically, on more than a modest increase in graduate enrolment growth over the next 5 years unless research funding increases significantly.

One point of clarification identified by Professor Matthews is that the Department of Physiology does engage in a significant amount of teaching in our undergraduate medical education curriculum. In fact, this Department has consistently provided leadership in course development and revision of content for medical student education in physiology-related topics for decades.

Regarding the undergraduate life sciences program, refer to the joint decanal response by the Faculty of Arts & Science and the Faculty of Medicine on page 4.

## **RESEARCH**

Professor Matthews has implemented an excellent strategic plan for research with clarity of focus on the four platform priorities. This approach has served to enhance collaboration with key external partners and enabled interdisciplinary strategies to emerge with leadership from members of the Department. This is a direction that should continue as part of the next strategic planning cycle for the Department. New opportunities to partner with our affiliated hospital research institutes and extra-departmental units in translational medicine are clearly emerging and this Department has the ability to facilitate and to lead in this development. Interdisciplinary innovation will be necessary for partnering with the private sector and new philanthropic donors.

The external reviewers expressed concern that the silo effect of the platforms may inhibit integration and collaboration among faculty members of the Department. However, these platforms have served to unify faculty and students who are dispersed among campus and hospital locations. More deliberate integration could occur at the level of graduate program advisory committees, workshops, and seminars.

## **DEPARTMENTAL FINANCES**

The Department of Physiology is a member of the Basic Sciences Sector of the Faculty of Medicine. From 2007 to 2011, cost containment in the Faculty of Medicine—by agreement of the Department Chairs—was undertaken as an across-the-board equal share assumed by every Department and program. During this time, the salary increase for faculty members and administrators was provided by the Faculty of Medicine (Dean's Office) and the net effect for most Departments was a break-even financial status (no net loss or gain). When a faculty member retired, the revenue for this academic salary was adjusted back to an Assistant Professor level. Since 2011, across-the-board cost containment measures have been discontinued. The Departments now cover all the salary increases and keep the full salary of faculty members who retire or leave the University. Further, over the last 2 years, no cost containment measures have



been applied to the Basic Sciences Sector, recognizing that the ability of these Departments to acquire new revenues is more difficult than the other sectors that have larger revenue lines associated with health professional education programs.

It is true that the Department of Physiology has benefited from the CRC program and must ensure salary support for those individuals who are completing their terms. For many years, I have stressed the importance of planning for this inevitable reduced external revenue for salary support. This Department has a healthy operating reserve for this purpose. We are working with the University to ensure that the CRC Tier I awards may be renewed.

The Department of Physiology is in the same position as the other Basic Science Departments with on-campus tenured and salaried faculty members. It is necessary for these Departments to continue to acquire new lines of revenue to keep pace with salary increases and Department operational expenses, including start-up packages for newly hired on-campus faculty members. As Professor Matthews has indicated, increased revenue from further graduate enrolment expansion will be limited due to the uncertainty of external research funding, particularly from CIHR. Professor Matthews has correctly outlined the strategies necessary to continue to acquire and to expand external revenues. It should be emphasized that building closer relationships with alumni that lead to increased annual giving is an important longer term strategy. In the Faculty of Medicine, all annual giving revenue is directed to the respective Departments.

## **SUMMARY**

It is gratifying to know that independent external review recognizes that this Department is one of the top three in North America and “punches above its weight” with respect to academic achievement. This performance is a credit to the leadership, excellent administrative support, and, importantly, the contribution of every faculty member. The Faculty of Medicine is extremely proud of the Department of Physiology. Congratulations to Professor Matthews for his outstanding contributions as Chair.



*Catharine Whiteside, MD, PhD  
Dean, Faculty of Medicine  
Vice-Provost, Relations with Health Care Institutions, University of Toronto  
(September 8, 2014)*

## Joint Decanal Response | Faculty of Arts & Science and Faculty of Medicine

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### BACHELOR OF SCIENCE

The Department of Physiology provides the most teaching of Faculty of Arts & Science undergraduate students of all the Basic Science Departments in the Faculty of Medicine, underscoring their commitment to this endeavour.

The Department is encouraged to track the graduates of the Faculty of Arts & Science undergraduate programs as closely as possible. This is a key measure that will assist in designing new curricula and the experience for future students.



*David Cameron, PhD, FRSC  
Dean, Faculty of Arts & Science  
(September 8, 2014)*



*Catharine Whiteside, MD, PhD  
Dean, Faculty of Medicine  
Vice-Provost, Relations with Health Care Institutions  
(September 8, 2014)*

## Review Summary

<b>Program(s):</b>	<p>Economics, B.A., Hons.: Specialist, Major, Minor</p> <p>Economics (Commerce and Finance), B.Com.: Specialist - Offered with University of Toronto Mississauga (UTM) Department of Management</p> <p>Financial Economics, B.A., Hons.: Specialist</p> <p>International Affairs, B.A., Hons.: Specialist</p> <p>Human Resources and Industrial Relations, B.A., Hons.: Major*</p> <p>Economics and Political Science, B.A., Hons.: Specialist - Offered with University of Toronto Mississauga (UTM) Department of Political Science</p> <p>*admissions to this program was suspended September 25, 2013</p>
<b>Division/Unit:</b>	Department of Economics, UTM
<b>Commissioning Officer:</b>	Vice-Principal Academic and Dean, Amy Mullin Office of the Dean, University of Toronto Mississauga
<b>Reviewers (Name, Affiliation):</b>	<ol style="list-style-type: none"> <li>1. Professor Audra Bowlus, Department of Economics, University of Western Ontario</li> <li>2. Professor Charles Clotfelter, Duke Sanford School of Public Policy, Duke University</li> </ol>
<b>Date of review visit:</b>	March 24 & 25, 2014

## Previous Review

**Date:** November 14-15, 2007

### Summary of Findings and Recommendations:

**1. Undergraduate Programs: Economics, B.A., Hons.: Specialist, Major, Minor; Economics (Commerce and Finance), B.Com.: Specialist; International Affairs, B.A., Hons.: Specialist; Industrial Relations, B.A., Hons.: Specialist; Economics and Political Science, B.A., Hons.: Specialist**

The reviewers observed the following strengths:

- Student satisfaction with program

The reviewers identified the following areas of concern:

- Insufficient number of upper-year courses
- 60% of courses taught by permanent teaching staff
- Limited academic advising available to students contemplating graduate studies

The reviewers made the following recommendations:

- Continue use of undergraduate students as tutorial leaders in first- and second-year courses

## **2. Graduate Programs: n/a**

## **3. Faculty/Research**

The reviewers observed the following strengths:

- One of top economics research departments in Canada
- Recruitment of high quality faculty due to arrangement with St. George campus (STG)

The reviewers identified the following areas of concern:

- Faculty prefer to teach on STG
- Any weakening in relationship with STG will result in retention challenges

The reviewers made the following recommendations:

- Hire faculty to maintain quality of student experience

## **4. Administration**

The reviewers identified the following areas of concern:

- Current resource levels insufficient to sustain Department in future
- Shortage of staff

The reviewers made the following recommendations:

- Postpone development of professional master's degree due to limited resources

**Last OCGS Review(s)**      n/a

**Date(s):**

# **Current Review: Documentation & Consultation**

## **Documentation Provided to Reviewers:**

Terms of Reference

Department of Economics Self Study, 2013

UTM Degree Level Expectation Guidelines

Tri-Campus Framework

UTM Academic Planning Process Document

U of T Facts & Figures, 2012

UTM Viewbook, 2013

U of T Domestic Viewbook, 2014-2015

UTM Academic Calendar, 2013-2014

### **Consultation Process:**

The reviewers met with the Vice-Principal Academic and Dean; the Vice-Dean Undergraduate; the Chair of the Department of Economics, UTM; junior and senior faculty members; graduate and undergraduate students; and administrative staff.

## **Current Review: Findings & Recommendations**

### **1 Undergraduate Program**

Economics, B.A., Hons.: Specialist, Major, Minor

Economics (Commerce and Finance), B.Com.: Specialist - Offered with University of Toronto Mississauga (UTM) Department of Management

Financial Economics, B.A., Hons.: Specialist

International Affairs, B.A., Hons.: Specialist

Human Resources and Industrial Relations, B.A., Hons.: Major (admissions to this program was suspended September 25, 2013)

Economics and Political Science, B.A., Hons.: (Specialist) - Offered with University of Toronto Mississauga (UTM) Department of Political Science

#### **The reviewers observed the following strengths:**

- Overall quality
  - Excellent calibre of faculty
  - Strong initiatives linking faculty research and student learning
- Objectives
  - Department's dedication to research and its translation in the classroom consistent with both University mission and goals of top North American economics departments
- Admissions requirements
  - Appropriate first-year economics and math course requirements
  - Recent increased enrolment has been accompanied by increased minimum requirements
- Curriculum and program delivery
  - Curriculum reflects current, global state of the discipline
  - Students provided with core courses, diverse field and specialized courses
  - Student and faculty satisfaction with streams for second-year required courses (specialist, commerce, and major)
  - Student exposure to writing development and small research projects
  - Strong proposal for new degree program in quantitative economics
- Assessment of learning
  - Appropriate, varied, and innovative assessment tools being used
  - Use of undergraduate teaching assistants (UTAs) facilitates use of flexible assessment tools graded by graduate students
- Quality indicators
  - Reviewers' impression of very high program quality

- Faculty dedication to making material meaningful for students
- Faculty creativity evident in teaching techniques and program design
- Record of high faculty teaching evaluations
- New initiatives designed to connect faculty research and experiential learning opportunities, including small internship program, reading courses, research opportunity programs, graduate help desk, graduate school information sessions, and experiential learning assessments
- Successful undergraduate teaching assistants program provides valuable experiences to both students and teaching assistants
- Students accepted to top graduate programs are source of pride for faculty
- Enrolment
  - Growing student enrolment in programs
- Support
  - Faculty strive to make themselves available to students
- Faculty resources
  - Extraordinary quality of faculty, especially given size of Department
  - Many faculty dedicated to undergraduate program
- Program Development
  - Strong proposal for new degree program in quantitative economics

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

- Admissions requirements
  - MAT133 provides less calculus preparation for advanced courses than higher-level MAT135
- Curriculum and program delivery
  - Second-year streams for specialists, majors, and commerce may contribute to differential student performance in third-year courses
  - Informal approach to oversight and coordination of streams
  - Slight concern that students should work with data at earlier stage in program
  - Limited opportunities for students to conduct large research projects
  - Suggestion that mainly top students avail themselves of research opportunity projects and other initiatives
  - Delayed credit transfer for students in study abroad program
- Assessment of learning
  - Unclear to reviewers that faculty have systematically reviewed curriculum for any overlap or gaps in learning outcomes across courses
  - Unclear that faculty have evaluated current teaching and assessment methods
- Quality indicators
  - Few existing metrics to demonstrate quality of programs
  - Lower Social Sciences admissions cut-off than St. George campus (STG) (80% vs. 84%)
  - Low response rate for recently implemented online course evaluations
  - Small number of students graduating from specialist program (less than 10)
  - Small number of UTM Economics students proceeding to graduate studies

- Time to completion data for UTM Economics unavailable
- Modal UTM Social Science time to completion is four years, but many students take five to six years
- No program-specific data on post-graduate employment available
- Undergraduate counsellor report of graduates from major programs having difficulty finding employment
- Program Administration
  - Perception of need for second program counsellor due to increased enrolments has been expressed
- Faculty resources
  - Many faculty appear to prioritize research and graduate supervision over undergraduate teaching
  - Faculty spend little time on the UTM campus (one day per week) in comparison with the St-George campus
  - Challenge to build cohesion among faculty with respect to the undergraduate program

**The reviewers made the following recommendations:**

- Admissions requirements
  - Advise students on benefits of taking MAT135 over MAT133 in preparation for economics programs
  - Review content of MAT133
  - Consider implementing a linear algebra course requirement
- Curriculum and program delivery
  - Formalize oversight and coordination of second-year streams to ensure student success in upper years
  - Develop capstone thesis course enabling students to conduct original research
  - Explore possible transfer agreements with select partners to facilitate student study-abroad experiences
  - Develop community-building events such as a Departmental student awards night
- Assessment of learning
  - Implement more formal course content evaluation and greater consistency of learning outcomes across courses
  - Conduct research on effective teaching techniques and student learning
- Quality indicators
  - Use incentives to increase student response rate of online evaluation forms
  - Use peer reviews, mentoring, and paper-based mid-term evaluations by students to provide feedback on the quality of faculty teaching
  - Survey recent graduates about post-graduate paths to strengthen the program and tailor to needs of students
- Faculty resources
  - Strengthen faculty members' identity with UTM undergraduate program as a means of improving student experience

## 2 Graduate Program

n/a

## 3 Faculty/Research

### **The reviewers observed the following strengths:**

- Overall quality
  - Very high scope, quality and relevance of faculty research activities in comparison to top North American departments
- Research
  - Faculty possess rich breadth and depth of economics expertise
  - Excellent quality of research publications in top general interest and field journals
  - Department of Economics (STG/UTM) consistently ranks first in Canada and among top 25 in North America
  - Faculty share their research in upper-year courses
  - UTM faculty supervise a number of high quality graduate students
- Faculty
  - Outstanding Departmental hires of engaged junior faculty
  - Effective formal faculty mentoring program
  - Valuable joint appointments with UTM Management Department
  - Faculty contribution to STG Master of Financial Economics (MFE) program
  - Appropriate complement plan to fill three tenure-track and one teaching-stream positions

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

- Research
  - Overall quality of Department would decrease if relationship between UTM and STG Departments deteriorated
  - Economics Department's top ranking may be challenged with expansion of other Canadian departments
- Faculty
  - Faculty reluctance to participate in additional professional master's programs given current involvement with MFE program
  - Market pressures will require Departmental action to retain junior faculty

### **The reviewers made the following recommendations:**

- Faculty
  - Use faculty mentoring program for both research and teaching
  - Encourage junior faculty to accept guidance from mentors
  - Examine strategic plan for UTM faculty retention and hiring
  - Develop creative recruitment strategies



- Hire some mid-career faculty to balance complement

## 4 Administration

### The reviewers observed the following strengths:

- Relationships
  - Very high faculty morale despite dual STG/UTM role
  - Engaged undergraduate and graduate students very satisfied with programs
  - Committed staff with high morale
  - Mutually beneficial relationship with STG Economics Department
  - Joint Commerce program benefits from good working relationship with UTM Management Department
  - Many faculty serve on editorial boards and other professional organizations and share their research knowledge with governmental bodies
  - Faculty members' provision of policy advice to organizations suggests impact on society through research
- Organizational and financial structure
  - Future hiring of financial staff member will be welcome addition
  - Construction of new building wing will provide much-needed space
  - Increased appeal of program due to campus enrolment growth will contribute to new revenue generation
- Planning / Vision
  - Consistency with UTM academic plan through Departmental focus on research and quality undergraduate and graduate programs
- Department/unit/programs relative to the best in Canada/North America and internationally
  - When combined with STG Economics Department, UTM Department is one of top 25 worldwide

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

- Relationships
  - Poor faculty identity with UTM contributes to less attention of UTM undergraduate program
  - Faculty apprehension that future responsibilities to the Institute for Management and Innovation might negatively impact their relationship with the STG Economics Department
- Organizational and financial structure
  - Chair's lack of financial autonomy hinders Departmental efficiency
  - Current structure not conducive to acquisition of budget management skills by faculty
  - Newly-constructed space may be filled quickly by new hires
  - STG offices for UTM faculty may be difficult to sustain with future space demands
  - Few ideas for revenue generation were presented to reviewers
  - Growth in international student enrolment tied to greater need for student services

- Planning / Vision
  - No information about Departmental fundraising initiatives was provided to the reviewers
  - Need for another Departmental leadership search from among a small pool of faculty in a few years

**The reviewers made the following recommendations:**

- Relationships
  - Institute formal mechanism to strengthen pride in program
  - Maintain strong economics component in joint Commerce program
  - Preserve positive relationships of the UTM Economics Department with the STG Economics Department and the UTM Management Department
- Organizational and financial structure
  - Keep dual offices (UTM and STG) for UTM faculty; serve as key recruitment tool
- Planning / Vision
  - Engage in Departmental fundraising initiatives to garner support for Departmental activities
  - Develop leadership succession plan

**ADMINISTRATIVE RESPONSE – Appended**



August 14, 2014

Professor Sioban Nelson  
Vice-Provost, Academic Programs  
Office of the Vice-President and Provost  
Simcoe Hall

Dear Professor Nelson:

### **Administrative Response to the Review of the UTM Department of Economics**

I am writing in response to your memorandum regarding the divisional response to the External Review of the Department of Economics. I share your positive views of the report: its commentary on the high quality of the educational experience offered by the Department, the quality and dedication of its faculty, the initiatives linking research and learning and the strong working relationship between the UTM department and the tri-campus graduate department. Nonetheless, the report also highlights some areas for possible change, as noted in your memorandum:

#### **Curriculum & Program Delivery**

- *The reviewers concurred with the importance of screening applicants in first-year economics and math courses, given the math-based nature of the program. They suggested that preparation provided by linear algebra and higher-level calculus courses would be beneficial for students admitted to the program.*

Given the quantitative orientation of modern economics, it is important that students wishing to pursue an economics degree receive a solid foundation in essential areas of mathematics. For Economics Specialists, the department would like to raise the requirements in preparation for some of the more technical courses they will encounter. Specifically, they want to make MAT135 and MAT223 (linear algebra) compulsory. For Economics Majors, the department would like to require either all majors to take MAT135 (and eliminate MAT133 as a requirement), or require that the MAT133 course content be strengthened to the same level as that of MAT135. As the proposed change regarding MAT133 will have an impact on Commerce and Management programs, the department will discuss this issue with the Department of Management and the Department of Mathematical and Computational Sciences (which offers the MAT courses).

- *The reviewers recommended that the Department consider ways to strengthen the student experience across all streams. Further enhancement of student research opportunities as a means of providing greater preparation for graduate studies and a thesis course for specialist students could be explored by the Department.*

With respect to the student experience, there has been a growing concern among faculty in the department about the quality of undergraduates entering the program, with a perception that the quality of students has been falling over time, impeding students' ability to succeed in the program. In order to address this issue, the department's Curriculum Committee, along with all of its first year

instructors, will meet to address the issue of whether program entrance requirements need to be strengthened.

Beyond first year, the department will also examine ways to improve the cohesion of our curriculum and program delivery in the upper years. For example, instructors of second year and third year core courses (Microeconomics, Macroeconomics and Econometrics) will be asked to coordinate their course content better so that students in both the specialist and major programs will have a smooth second year to third year transition.

As noted by the reviewers, the quality of the undergraduate program in Economics can be further strengthened is by offering more extensive research opportunities for undergraduates. This department has a tradition of participation in UTM's Research Opportunity programs and intends to continue to encourage faculty participation in this program. There are also important opportunities to conduct research as part of the existing course structure. All specialists must take ECO327, which already incorporates a data analysis and research component, as students are required to write a term paper. Many of the department's third and fourth year courses (ECO324, ECO323, ECO333, ECO336, ECO344, ECO358, ECO373, ECO433, and ECO463, for example) open to non-specialists also involve a writing component, especially valuable given that many students do not speak English as their native language. In moving forward, the department will place greater emphasis on writing in economics, strengthen writing requirements, and encourage instructors to utilize the funding for writing TAs and writing instruction support (through resources such as the Academic Skills Centre) and through funding available from the Dean's office. It plans to use these writing resources to improve the overall quality of their students but also to promote student and faculty cohesion in the form of a best policy paper award, a best econometrics paper award, and possibly a student awards night.

The reviewers raised the possibility of offering an undergraduate thesis course. While this is an attractive idea, the department believes that this would not be the best use of scarce resources. Existing course offerings allow for students to write research papers, and the more ambitious students can and do get involved in faculty research. To offer a dedicated thesis writing course would require at least one faculty member to devote a full course to that end, and significant TA support would also be needed.

- *The reviewers suggested that the Department would benefit from increased data enabling them to more easily track student performance, time-to-completion, and post-graduation pathways.*

We agree with the reviewers' emphasis on making better use of information already collected and to gather new information from students as part of a continued effort to improve course offerings in Economics. The Registrar's Office collects information on student course selections, student performance (including missed tests), and time to completion. Analysis of this information will help the department identify courses that need to be promoted better or altered. I would be glad to provide support from my office for such analysis.

A number of faculty members have a keen interest in pedagogy, and conduct quantitative research in the education field as part of their research interests. The department plans to draw on that expertise to evaluate different teaching methods, collecting data to help us understand which methods lead to better outcomes while students are still at UTM.

Members of the department have concerns about the ability of the new online course evaluation to provide meaningful feedback on course instruction, content, and structure, citing the low response rate.

In fact, the response rate is only slightly lower than it was under the non-automated system. We will encourage instructors who have obtained high participation rates to share their practices with others and will continue to share centrally prepared messages.

Students, especially those who have graduated, serve as an important potential asset to the institution. Currently, there are almost no systematic efforts to maintain links with those students. This is a situation that should be changed. The department plans to implement an exit survey of graduating students, combined with events to bring our alumni back to UTM to share their knowledge and experience with undergraduates. I have also encouraged the department to work closely with the new Director of Alumni Relations at UTM to explore opportunities for strengthening links with alumni and possibly tracking student outcomes after graduation.

### **Faculty**

- *The reviewers noted the challenges posed by the shifting North American market and recommended that the Department consider the hiring and retention of mid-career faculty and plans for ongoing Departmental leadership.*

The department strives to hire high-quality faculty and has recently been authorized to search for a mid-career candidate. Increasingly, Economics faces competition from business schools and well-endowed US institutions for new recruits. Over the past several years, members of the department have regularly been approached with offers from other institutions: more than any other department at UTM, retention of faculty has been a challenge, one which we have not always won. We will continue to explore ways of attracting and retaining top-quality faculty by offering competitive salaries, securing spousal employment, and other incentives.

- *The reviewers observed that the faculty greatly value their relationship with the St. George campus Department of Economics and benefit from it enormously. They emphasized the importance of strengthening faculty cohesion and identity with the UTM undergraduate program and building the Department's reputation.*

The reviewers raised a concern regarding the number of days that faculty members spend at the UTM but their statement that the majority of faculty spend only one day/week at our campus is incorrect. A minority follow this practice, with the majority spending 2 – 5 days/week on campus. I would note as well that, due to office shortages, some faculty have been obliged to share their office space, a situation that will be rectified when the department moves to new space in September 2014. The department is emphatic that its faculty are fully committed to undergraduate teaching at the UTM but note that members have to split their time between the UTM and the St. George campuses due to graduate teaching and supervision duties. As Dean, I am most concerned that faculty spend their time at UTM in a meaningful way, with a full commitment to teaching and our undergraduates – and that their schedules respond to students' needs as well as reflect their own. The department must remain attentive to this issue, ensuring that the desire to concentrate teaching days does not limit pedagogical choices or students' access to faculty. I am glad to see that the department is exploring options for enhanced faculty-student interactions outside the classroom. The presence of faculty at events such as 'meet-and-greet' functions, an awards night, alumni panels, and the annual Mary-Lynn Williamson Lecture series are important vehicles for promoting such interaction.

## Additional Remarks

There were concerns raised in the report that the top students were possibly receiving more attention than the less accomplished students. The department wished to emphasize that its faculty/initiatives are not tailored only to our top students. Nor are faculty members more interested in graduate teaching and research than undergraduate teaching. In this regard, the chair writes (and I would add that I agree with the sentiments expressed):

This was one small area of the report where we feel the reviewers may have received a misleading impression. Our faculty members are committed to providing a serious and rigorous economics education to all our undergraduate students. As many faculty members can attest, a considerable amount of time and energy goes into course preparation and delivery, and this is reflected in positive evaluations and a high level of student satisfaction.

There are some inherent challenges that we face. The student population is heterogeneous in its ability, and in some of the larger courses, the best students cannot be fully challenged without making the course content too difficult for the majority. This is a tension that many faculty members have to confront, but the typical resolution involves 'pitching' the course to the middle of the distribution, then providing more challenging parts to stimulate the very best students. In no sense is our program dedicated to those at the very top: we wish the students in the middle to 'move up' just as much as we want the best students to excel. That said, it might be the case that those who are keenest and show the greatest initiative are the ones who receive more attention. In a non-coercive system, it is hard to see how this could be otherwise. For example, some of the ROP courses that we offered were open to all economics students. However, as a matter of fact, the students who ended up taking the courses were generally highly motivated ones.

We should note that the internship course (ECO400) is now open to any economics student who wishes to apply, without a CGPA minimum requirement.

Please let me know if you have any questions about this response.

Sincerely,



Amy Mullin  
Vice-Principal, Academic and Dean  
University of Toronto Mississauga

## Review Summary

<b>Program(s):</b>	Sociology, B.A., Hons.: Specialist, Major, Minor Criminology and Socio-Legal Studies, B.A., Hons.: Specialist, Major
<b>Division/Unit:</b>	Department of Sociology, University of Toronto Mississauga
<b>Commissioning Officer:</b>	Vice-Principal Academic and Dean
<b>Reviewers (Name, Affiliation):</b>	<ol style="list-style-type: none"> <li>1. Dr. Carroll Seron, Department Chair and Professor of Criminology, Law &amp; Society and Sociology of Law, Department of Criminology, Law &amp; Society and Sociology of Law, University of California Irvine</li> <li>2. Dr. Michael Smith, James McGill Professor of Sociology, Department of Sociology, McGill University</li> </ol>
<b>Date of review visit:</b>	February 4-5, 2014

## Previous Review

**Date:** 2007

### Summary of Findings and Recommendations:

#### 1. Undergraduate Programs: Sociology, B.A.: Specialist, Major, Minor; Crime Law and Deviance, B.A.: Specialist, Major

The reviewers observed the following strengths:

- Students satisfied with the quality of teaching, library facilities, and program structure
- Curricular improvements streamlined programs
- Appropriate TA support

The reviewers identified the following areas of concern:

- Growing class sizes
- Lack of community or vibrant campus culture
- Students would like to form a sociology club and feel isolated from the other UofT student groups and activities

The reviewers made the following recommendations:

- Organize course schedules and office hours so that at least one faculty member is present in the department during regular business hours
- Involve undergraduates in research
- Assign a faculty member to sponsor the sociology club

## **2. Graduate Programs**

n/a

## **3. Faculty/Research**

The reviewers observed the following strengths:

- Highly productive intermediate and senior faculty; very promising junior faculty
- Recent hiring of talented, young researchers

The reviewers identified the following areas of concern:

- Narrow vision of scholarly excellence
- Lack of diversity in faculty complement

The reviewers made the following recommendations:

- Consider race/ethnic diversity in faculty hiring

## **4. Administration**

The reviewers observed the following strengths:

- Department undergoing expansion and improvement

The reviewers identified the following areas of concern:

- Morale weakened by tri-campus issues; inconsistent, contradictory expectations among faculty about their roles at UTM and St. George
- No permanent office space for UTM faculty at St. George
- Lack of transparency in decision-making processes

The reviewers made the following recommendations:

- Develop measures to better integrate UTM faculty in the St. George department
- Involve UTM faculty in selecting their teaching assistants
- Create greater transparency in the tenure process and conduct annual reviews of junior faculty
- Address departmental governance issues and processes
- Involve students in faculty meetings

**Last OCGS Review(s)**      n/a

**Date(s):**

# **Current Review: Documentation & Consultation**

## **Documentation Provided to Reviewers:**

Terms of Reference

Department of Sociology Self Study, 2013

UTM Degree Level Expectation Guidelines

Tri-Campus Framework

UTM Academic Planning Process Document

U of T Facts & Figures, 2012

UTM Viewbook, 2013

U of T Domestic Viewbook, 2014-2015

UTM Academic Calendar, 2013-2014



**Consultation Process:**

The reviewers met with the Vice-Principal Academic and Dean; the Vice-Dean Undergraduate; the Chair of the Department of Sociology, UTM; the Graduate Chair; junior and senior faculty members; graduate and undergraduate students; and administrative staff.

## **Current Review: Findings & Recommendations**

### **1 Undergraduate Program**

Sociology, B.A., Hons.: Specialist, Major, Minor

Criminology and Socio-Legal Studies, B.A., Hons.: Specialist, Major

**The reviewers observed the following strengths:**

- Admissions requirements
  - Recently increased admissions standards
- Curriculum and program delivery
  - Curriculum balances the department's two programs and reflects the current state of the discipline
  - Faculty are taking creative steps to improve programs
  - Many opportunities for students to improving written communication skills through class assignments
  - Current development of a third stream in social policy
  - Students have opportunities to work with faculty on research projects
- Enrolment
  - Department has effectively managed significant undergraduate enrolment growth
- Students
  - Positive about their experience
  - Appreciate the friendly, collegial environment
- Support
  - Impressive faculty commitment to student engagement
  - Academic Skills Center supports tangible improvements in student reading comprehension and writing skills
  - Excellent counselling given to students

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

- Admissions requirements
  - Increase in GPA minimum may not have anticipated impact on quality of students in the program
- Curriculum and program delivery
  - Redundancy in content across courses—particularly in the area of theory; may be linked to the proportion of courses taught by sessional faculty
  - Significant increase in enrolments has resulted in unusually long wait lists
  - Little opportunity for students to enhance oral presentation skills

- Undergraduate class sizes quite a bit larger than similar universities in Canada and abroad
- Assessment of learning
  - Reduced volume of work and fewer and shorter papers assigned to students in response to rising enrolments and lowered levels of student preparation
- Quality indicators
  - Some concern that the average quality of students admitted has fallen, though data show that the mean entering averages have not fallen
  - More than 40% of students enrolling in the social sciences at UTM do not graduate from these programs
  - 40% students who do graduate from social sciences programs take six or more years
  - No information available on the occupational outcomes of graduates
- Enrolment
  - Increases in enrolment may have a negative impact on program and teaching quality
- Support
  - Academic Skills Center could be better and more effectively resourced in light of the University's goal to reach a wider group of prospective students
  - Recent adjustments in TA assignments have added further challenges to teaching large courses; TAs are now much less likely to conduct tutorial sessions

**The reviewers made the following recommendations:**

- Curriculum and program delivery
  - Attend to the issue of redundant course content
  - In developing the proposed social policy stream, use it to bridge both course offerings in sociology and criminology and socio-legal studies
    - Include quantitative approaches, which will help students as they seek employment after graduation
    - Give careful consideration to the fields that might enhance the capacity of the program to bridge existing programs, such as immigration and criminology or organizational theory
  - Reconsider whether to offer a year-long course in sociological theory given inclusion of material in other courses
  - Include opportunities for students to enhance oral communication skills in the curriculum
- Quality indicators
  - Investigate why students are not graduating from social sciences programs; use that information to shape corrective policies at the departmental level and above
  - Investigate time-to-completion in social sciences programs
- Support
  - Allocate more resources to the Academic Skills Center in anticipation of increased demand for services
  - Consider the optimal deployment of available TA resources, including responsibility for grading and tutorials

## 2 Graduate Program

N/A

## 3 Faculty/Research

### The reviewers observed the following strengths:

- Overall quality
  - Energetic, productive, positive group of faculty
  - Impressive research profile; faculty publishing in top-tier generalist and specialist journals
- Research
  - Strong applied research emphasis, supported by a broad range of funding sources
  - Research programs are attractive to tri-campus graduate students
  - Success in research grant competitions, with a significant proportion of faculty holding an SSHRC grant
  - Considerable strength in crime and socio-legal studies
- Faculty
  - Collegial, respectful of each other's research and teaching
  - Deeply committed to delivering a first-rate educational experience for graduate and undergraduate students
  - Active hiring to meet demand from increasing enrolment, including two well-received and well-respected teaching stream faculty
  - Large group of new, untenured faculty supported by informal mentoring from colleagues at UTM and St. George
  - Plans to add 14 more positions over the next two years
  - Thoughtful supervision and mentoring given to graduate students, helping them compete in the job market

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

- Research
  - Average SSHRC awards are modest; SSHRC Insight grant success is historically low
- Faculty
  - Formal mentoring program not effectively supporting new faculty
  - Intellectual life of faculty closely associated with St. George campus, providing both challenges and opportunities as the complement expands
  - Pressure to meet undergraduate teaching needs may dominate hiring choices
  - Some disagreement between faculty about future directions, particularly how much of their future hiring should take into account Criminology and Socio-Legal Studies course demands

**The reviewers made the following recommendations:**

- Research
  - Encourage pursuit of larger average awards from the SSHRC
- Faculty
  - Consider adding two more teaching stream professors to the faculty complement
  - Allocate a portion of the projected hires to more senior faculty, insuring greater balance in the complement and reducing service demands on early career faculty
  - Ensure that the hiring plan balances the requirements of the undergraduate program the eight research foci of the Ph.D. program, the proposed program directions, and broader developments in sociology
  - Consult with tri-campus colleagues in developing a hiring plan so that priorities are coordinated

## 4 Administration

**The reviewers observed the following strengths:**

- Relationships
  - Impressive morale and collegiality between faculty, students, and staff
  - Very positive, improved relationship between St. George and UTM
  - Appropriate academic interconnections with other institutions
  - Potential for social impact of research to grow as young faculty advance their careers
- Organizational and financial structure
  - Organizational structure works well
  - Reasonable office space allocation
  - Impressive staff
  - Collegial, highly effective departmental leadership through a period of significant growth
- Planning / Vision
  - Programs and plans are consistent with the UofT mission and academic plan
- Department/unit/programs relative to the best in Canada/North America and internationally
  - Well-earned international reputation
  - Research activity compares very favourably to scholars in peer institutions both within Canada and beyond

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

- Organizational and financial structure
  - Little back up or cross-training amongst administrative staff
  - Mild concerns about transparency in leadership's decision-making
  - Some tension between the Dean's Office and the department associated with TA allocations
- Planning / Vision

- Continued growth at the undergraduate level without an adequate complement of faculty may compromise the reputation of the University

**The reviewers made the following recommendations:**

- Planning / Vision
  - When planning for future growth, be cognizant of the impact that rising enrolments have on reputation and quality

**ADMINISTRATIVE RESPONSE – Appended**



August 5, 2014

Professor Sioban Nelson  
Vice-Provost, Academic Programs  
Office of the Vice-President and Provost  
Simcoe Hall

Dear Professor Nelson:

**Administrative Response to the Review of the UTM Department of Sociology**

I am writing in response to your memorandum of March 20, 2014 regarding the divisional response to the External Review of the Department of Sociology. I share your positive views of the report: its commentary on the productive and collegial nature of the teaching staff, the department's strong research profile, the commitment of administrative and academic staff to the life of the department, the quality of the student experience, and its ability to respond to unprecedented growth. Nonetheless, the report also highlights some areas for possible change, as noted in your memorandum:

1) Curriculum and Program Delivery

- *"The reviewers encouraged the faculty to engage in critical evaluation of the curriculum to address redundancy in course content (particularly in theory) and the potential to bridge between existing and new programs".*

The department had started to address this concern prior to the reviewers' visit. The problem is specific to redundancy across a few of the required and elective courses within the Criminology and Socio-Legal Studies programs. A lecturer within the department has taken on the role of Faculty Advisor for these programs, with the mandate to coordinate course content across the courses involved. Faculty have signalled a willingness to work collectively to resolve this issue, which arose initially because of the rapid and dramatic growth of the program in the last 8 years.

- *"Given the reviewers' observations about retention and graduation rates in the Social Sciences, can the Faculty please examine this issue in order to develop a fulsome analysis of the factors behind the specific graduation and retention rates for the programs offered by the Department of Sociology."*

The department's self-study indicated that a substantial minority of students admitted to the Social Science subject post at UTM did not graduate from a social science program and the reviewers expressed concern about timely progress towards graduation. Just under 70% of the students admitted to the subject post Social Science graduate from UTM, over a long time horizon. The graduation rate does not capture students who transfer to another campus of the University of Toronto or another university. Many of the students admitted to the Social Science subject post received alternate offers, in other words, they did not apply to Social Science at UTM but instead applied to UTM for Commerce or Management or Psychology or other programs for which they were not qualified in terms of the

prerequisite courses and grades in those courses. In 2013, approximately 30% of registered students admitted to the Social Science post at UTM did not apply to the Social Sciences but instead were given alternate offers. These students may never enrol in a program in the social sciences but instead may meet the requirements of their desired program after their first year of study or transfer elsewhere. This high percentage of alternate offers is true of no other subject post and we aim in our ongoing recruitment efforts to decrease the number of alternate offers we make in Social Science. We are also committed to efforts more broadly to improve retention and graduation rates by investments we are making in transition programs and in changes in our course registration practices that now allow 4th and 3rd year students to select their courses far earlier than happened in past years and receive academic advising and support to ensure they have access to the courses they need to graduate in a timely manner. We do not at this time have access to data that reports graduation rates that are specific to a department but have noted that waitlists for courses in Sociology programs are very high (as discussed below). The department has increased the number of spaces available in their courses and is offering additional courses, and has been hiring faculty in continuing positions to respond to the significant student demand for their courses. We are interested in working with the provost's office to develop business intelligence tools that would allow us to provide data to external reviewers that is specific to the department or program under review.

## 2) Quality Indicators

- *"The reviewers felt that the department has effectively contended with rising enrolment, but they expressed concern about a possible tension between continued growth and overall quality. They noted that rising enrolment has impacted access to courses, the length and depth of assignments, opportunities to improve written communication, and TA support for grading.*

Over the past few years, we have seen unprecedented enrolment growth in this department, with increasingly large waitlists for courses, particularly during the fall/winter session. The department has responded by increasing the number of courses and sections and increasing the size of their courses. To illustrate, in 2010 its class sizes were generally smaller than those of their counterpart in the Faculty of Arts and Science: with the exception of first year, their class sizes are now generally larger. In addition, the department has experienced a reduction in their TA funding per student, following an analysis that revealed that their levels of funding had grown over time to be considerably higher than any other social science at UTM and the Sociology department within the Faculty of Arts and Science. While the ratio is still relatively high relative to cognate disciplines, it is not dramatically so. These factors have clearly created major challenges for the department's instructional staff.

The department's faculty and staff have risen admirably to the challenges of accommodating a growing number of students, teaching large courses at virtually every level of the program and offering multiple sections of required courses. A constraint on further offerings is simply the availability of instructional resources of any form (whether continuing appointments, sessional instructors, or graduate students), a reality that I have sought to rectify through fairly intense investment in faculty complement for the Department. The department is also deploying its TA resources more strategically, arranging for tutorials in most of their required courses which in turn gives students more instructional time, more opportunities to practice the skills they are learning, and a greater number of occasions when they will be evaluated. This department has a very strong commitment to developing the writing skills of its students and has designated all of its fourth year courses, and a selection of lower level courses, as writing intensive, providing these courses with enhanced TA support to manage the amount of marking entailed.

3) Faculty:

- *“In the context of growth in the undergraduate programs, the department intends to shortly make significant number of faculty hires. The reviewers encouraged the department to develop a hiring plan that balances the needs of the undergraduate programs with tri-campus graduate priorities”.*

All UTM departments strive – with each search proposed – to ensure that planning reflects the needs of both the graduate and undergraduate departments. This department, because of its acute instructional needs, has been very responsive to undergraduate priorities, addressing this in part with the hiring of 2 lecturers in the recent past. It recognizes that, with the rapid growth, there has been a tension within the department between satisfying the undergraduate and graduate teaching priorities. With the appointment of the 2 lecturers and an anticipated moderation of enrolment growth, the department expects that in future it will be more successful in achieving a better balance between satisfying graduate and undergraduate teaching needs when making complement choices.

- *“The reviewers commented on the challenges and opportunities resulting from the fact that the intellectual life of faculty and graduate students is focused on the St. George campus. In light of the anticipated complement growth, please address how UTM will enhance its position as a focus for faculty and graduate students.”*

UTM Sociology faculty members generally feel that pressure to enhance UTM’s position as a locus for faculty and graduate students is a *source* of added challenges, not a solution to such challenges. This is particularly the case because of the low ratio of graduate students to faculty in this discipline at U of T. Space for graduate students on our campus has also been an inhibiting factor. When Sociology moves into new space in 2017, there will be a dedicated space for graduate students. Nonetheless, members of the UTM department believe that facility will be attractive to a small number of students and that having a hub for intellectual life for graduate students on the St. George campus with high-quality resources and which benefits from the intellectual capital of 3 campuses, best serves the needs of the UTM department and graduate students.

As Dean, I would encourage the department to seek meaningful way to integrate graduate students into the life of our campus, particularly given the very strong library resources and computing resources that are and will be available to graduate students on our campus. I realize that this can be a challenge for non-lab-based departments but other departments have devised methods of promoting a graduate student presence on campus, including: 1) setting a graduate student “help desk” for UTM undergraduates; 2) holding graduate student speaking series; and 3) having graduate students participate in academic society events where they talk about postgraduate possibilities.

I hope I have addressed the key issues you raised. Please let me know if you have any questions or concerns.

Sincerely,



Amy Mullin  
Vice-Principal Academic and Dean



## Review Summary

<b>Program(s):</b>	International Development Studies, B.Sc., Hons.: Spec, Spec (Co-op) International Development Studies, B.A., Hons.: Spec, Spec (Co-op), Maj
<b>Division/Unit:</b>	n/a
<b>Commissioning Officer:</b>	Professor Rick Halpern, Dean and Vice-Principal (Academic), (UTSC)
<b>Reviewers (Name, Affiliation):</b>	1. Dr. Susana Hecht, Professor, Luskin School of Public Affairs, University of California 2. Dr. David Nugent, Professor and Director, Master's in Development Program, Department of Anthropology, Emory University
<b>Date of review visit:</b>	December 12 – 13, 2013

## Previous Review

**Date:** January 17-18, 2008 (with Department of Social Sciences)

### Summary of Findings and Recommendations:

#### 1. Undergraduate Programs: International Development Studies, B.Sc. Hons.: Spec, Spec (Co-op), Maj; B.A., Hons.: Spec, Spec (Co-op), Maj

The reviewers observed the following strengths:

- Very positive reputation contributes to ability to recruit excellent students
- Engaged, enthusiastic faculty
- UTSC Social Sciences represent great but untapped potential
- Diverse UTSC student body

The reviewers identified the following areas of concern:

- Discipline-specific core courses not established
- Ill-advised option available to students to fulfill degree requirements by combining interdisciplinary major programs

The reviewers made the following recommendations:

- Conduct thorough curriculum review
- Track alumni post-graduation paths as one means of program assessment

#### 2. Graduate Programs (n/a)

### **3. Faculty/Research**

The reviewers identified the following areas of concern:

- Student-faculty ratio of 40:1 is impacting the quality of the student learning experience

The reviewers made the following recommendations:

- Increase permanent faculty positions
- Add formal mentoring and training programs for new faculty

### **4. Administration**

The reviewers identified the following areas of concern:

- Current structure of the Department is not functioning and is unsustainable
- Faculty perception that management is top-down
- Department is under-resourced

The reviewers made the following recommendations:

- Change Departmental administrative and governance structure
- House interdisciplinary programs within the disciplines
- Commit financial resources to improve the Department

**Last OCGS Review(s)**          n/a

**Date(s):**

## **Current Review: Documentation & Consultation**

### **Documentation Provided to Reviewers:**

UTSC Strategic Plan, 2008

UTSC Academic Plan, 2010-15

UTSC Annual Review, 2011-12

UTSC Viewbook, 2013-14

Terms of Reference, Centre for Critical Development Studies

Program and Course descriptions from 2013-14 Academic Calendar

Course Syllabi

Faculty CVs

Department of Social Sciences Academic Plan, May 2011

Departmentalization Proposal: Social Sciences, April 2012

Self Study Report, May 2013

Student Services Statement

Library Statement

Site Visit Schedule, December 2013

### **Consultation Process:**

The reviewers met with the Vice-Provost, Academic Programs; Vice-Dean, Undergraduate; Director, Centre for Critical Development Studies; Associate Director, Centre for Critical Development Studies; senior and junior faculty in the Centre for Critical Development Studies; undergraduate students in International Development Studies programs; Program Advisor,

Centre for Critical Development Studies; Director, Arts and Science Co-op; administrative staff; and the Academic Programs Officer.

## Current Review: Findings & Recommendations

### 1 Undergraduate Program

**International Development Studies, B.Sc., Hons.: Spec, Spec (Co-op); B.A., Hons.: Spec, Spec (Co-op), Major**

**The reviewers observed the following strengths:**

- Overall quality
  - Favourably positioned as sole Canadian international development studies (IDS) program offering both B.A. and B.Sc. degrees
  - Innovative co-operative programs unique in North America
  - Deep sense of community among program stakeholders
- Objectives
  - Undergraduate programs reflect commitment to the University's mission and advance strategic themes contained in the 2010-2015 UTSC Academic Plan
- Admissions requirements
  - Appropriate admission standards of all programs reflected in calibre of students and their diverse interests
  - Promising students are identified through more rigorous admissions process for co-operative programs; two thirds proceed to post-graduate degrees
- Curriculum and program delivery
  - Four-year program structure is well-developed and provides excellent training for students
  - Range of disciplinary approaches to development studies introduced in first- and second-year courses and are common to both the B.A. and B.Sc. streams
  - High quality second-year curriculum introduces current development thematic areas and prepares students well to make specialization decisions in subsequent years
  - Well-designed upper-year curriculum in B.A. stream provides training in methodological and professional skills while also enabling students to focus their interests through thematic clusters of courses
  - Science-based disciplinary courses in B.Sc. programs and opportunities for advanced research in fourth year
  - Excellent training in development of analytical and communication skills and consideration of key development studies issues
  - Additional preparatory courses in project management and research design enable co-operative students to maximize their experiences during a ten-month, international field placement
  - Students in the co-operative programs greatly appreciate their experiences and the steps taken by faculty members in support of the programs

- Assessment of learning
  - Evaluation methods of student achievement are appropriate and effective
  - Degree level expectations are being met and surpassed
- Quality indicators
  - Extremely well-qualified applicants are identified and guided through the programs to graduation in a very effective manner
  - Students with whom the reviewers met were comparable to master's-level students at top-tier, North American universities
  - Cumulative Grade Point Averages (CGPA) of students in the Specialist co-operative programs are very high; that of Specialist non-cooperative students is also strong
  - Steady, modest enrolment growth in non-co-operative programs is appropriate
- Faculty resources
  - Use of existing resources in developing high quality programs

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

- Objectives
  - Resource requirements (time and funding) may affect potential for developing a master's program
- Curriculum and program delivery
  - Absence of a fourth-year capstone seminar for the Specialist non-co-operative B.A. program
  - Relevance of discipline-specific, first-year courses to development studies is unclear to students
  - Student desire to take second-year, issue-oriented courses in first year
  - First-/second-year prerequisites limit ability of B.A. students to pursue upper-year clusters other than political science and anthropology
  - B.A. students are concerned they are inadequately prepared to pursue their own research
  - Limited courses in development and economics will undermine credibility of B.A. program graduates
  - In general, during international placements, students are only able to devote 20% of their time to research; learning that occurs during the remaining 80% of their time is not well-reflected in the curriculum
- Quality indicators
  - Students in the Major program feel that resources are mainly directed to the co-operative programs; CGPAs of these students could be strengthened
  - Lack of growth in the Specialist co-operative program enrolment might reflect increased competition from other universities
  - Decreased enrolment is perhaps due to the suspended Minor program or to altered Major program requirements implemented in 2010

### **The reviewers made the following recommendations:**

- Admissions requirements
  - Maintain current admissions process for co-operative programs
- Curriculum and program delivery
  - Address more explicitly in first year the relationships among specific disciplines and between those disciplines and critical development studies
  - Discuss means of enabling B.A. students to more easily pursue upper-year clusters other than political science and anthropology
  - Enable B.A. students to choose from a suite of classes ranging in disciplines with guidance from faculty advisors; in that way appropriate research methodology training would be obtained
  - Strengthen development economics content of B.A. programs by hiring a tenure-stream faculty member for the CCDS
  - Implement a fourth-year, capstone seminar for non-co-op B.A. students as soon as possible
  - Expand B.Sc. analysis topics to include remote sensing and modeling, while considering impact on faculty workload
  - Create two tracks in the co-operative program – one that is research-focused, requiring a thesis, and one that is practitioner-focused, requiring a professional report upon return from the placement
  - Explore the establishment of a Master's program, building on the co-operative program
- Quality indicators
  - Identify means of ensuring that students in the Major programs feel valued in the CCDS
  - Provide needed resources and support to ensure continued success of IDS programs together with greater recognition of CCDS faculty members
- Outreach / Promotion
  - Take measures to increase visibility of programs and awareness of their excellence

## **2 Graduate Program (n/a)**

## **3 Faculty/Research**

### **The reviewers observed the following strengths:**

- Overall quality
  - Faculty contribute to remarkable sense of community among program stakeholders
  - Dedicated faculty members go beyond call of duty to ensure success of students

### **The reviewers made the following recommendations:**

- Hire a full-time lecturer to meet short-term needs

## 4 Administration

### The reviewers observed the following strengths:

- Relationships
  - Strong commitment of CCDS community enables the success of its programs
  - Generosity of cognate departments in contributing to IDS programs
- Organizational and financial structure
  - Remarkable achievements of the CCDS, given limited resources and status as an Extra-Departmental Unit B (EDU:B)
- Planning/Vision
  - The Co-operative Programs have the potential to further advance the University's priorities

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

- Relationships
  - Reliance on cognate units for support of programs due to EDU:B status
  - Faculty in cognate units may receive less departmental recognition for their contribution to the IDS programs and may risk over-extending themselves
- Organizational and financial
  - Structural instability due to EDU:B status
  - Departmentalization that occurred in UTSC over past few years has resulted in increased workload of CCDS staff
  - Limited resources to support foreign language learning in discipline where communication is critical

### The reviewers made the following recommendations:

- Organizational and financial structure
  - Provide assistance in obtaining external resources
  - Establish CCDS as an EDU:A, enabling it to better manage faculty resources
  - Provide additional staff support in order to maintain high quality of programs
  - UTSC to assist CCDS in implementing strategy to enable students to gain familiarity with new languages
- Planning/Vision
  - Exploit existing strengths of the IDS programs through an increased endowment and administrative support to develop international appeal to prospective students seeking training in a world-class university
  - Integrate aspects of the Co-operative program with other UTSC programs, such as City Studies, to enhance experiential learning; this might require some re-examination of the curriculum
  - Consider development of comparative studies
  - Develop a master's program that might be structured as a five plus one and a two-year program, building on historical excellence and uniqueness, responding to demands that

other European and North American institutions are acknowledging, and enabling retention of excellent undergraduate students who might otherwise leave the U of T to pursue graduate studies elsewhere

- Seek a significant donor to sponsor the CCDS' transition and expansion

**ADMINISTRATIVE RESPONSE – Appended**



UNIVERSITY OF  
**TORONTO**  
SCARBOROUGH

OFFICE OF THE DEAN &  
VICE-PRINCIPAL (ACADEMIC)

20 June 2014

Professor Sioban Nelson  
Vice-Provost, Academic Programs  
Office of the Vice-President and Provost  
Simcoe Hall  
University of Toronto

Dear Sioban,

**Administrative Response, External Review of the Undergraduate Programs in the  
UTSC Centre for Critical Development Studies: International Development Studies,  
B.Sc. (Hons): Spec, Spec (Co-op); International Development Studies, B.A. (Hons):  
Spec, Spec (co-op), Maj.**

Thank you for your letter of 9 April 2014 requesting my administrative response to the recent external review of the UTSC Centre for Critical Development Studies (CCDS). I note the seriousness with which the external assessors approached the review process, and am appreciative of the careful consideration given to the International Development Studies (IDS) programs. The growth of the IDS programs, and CCDS as an academic unit, are a testament to the commitment of the unit's faculty and the leadership of its Director.

I am pleased the external assessors stress the vibrant sense of community prevailing in the academic unit, as well as the strong commitment of its faculty, students, and staff. The enthusiastic engagement of faculty is particularly noteworthy given the CCDS is not their primary appointment, and the IDS programs demand a significant investment of their time. The vibrancy and commitment reflect the deep desire among all to see the CCDS evolve quickly into a stand-alone EDU:A in which faculty can dedicate their full attention and efforts towards the vision and priorities of the unit. I also am delighted the reviewers recognize the exemplary quality of teaching by CCDS faculty and the uniqueness of the Co-op programs, which the reviewers observe are among the most innovative of their kind in North America. At the same time, the external assessors make very frank assessments of the challenges facing the academic unit and its programs. I am grateful for these and for their many helpful recommendations.

The external review report was sent to the Director of the CCDS, who shared it with the faculty and staff. On 27 May 2014, I, along with the Vice-Dean Undergraduate, Vice-Dean Graduate Education and Program Development, and the Assistant Dean (Academic) met with the Director, faculty, and staff to discuss the external review. The



tenor of that meeting was constructive, and the discussion that took place was detailed and substantive. It is clear the CCDS is taking the recommendations of the reviewers seriously, and already has begun to act upon many of them. The Dean's Office is committed to working with the CCDS to strengthen International Development Studies at UTSC and to move quickly to further enhance these excellent programs.

Let me now address the specific points raised in your letter of 9 April.

### ***Curriculum & Program Delivery***

- *The reviewers suggested further ways of enhancing the already strong curriculum. Specifically, they encouraged faculty to explore connections between disciplines and development issues in first-year courses, re-examine the structure of upper-year clusters, consider ways to ensure Majors' students feel valued and to integrate learning for fourth-year students not in co-operative programs, and expand analysis topics in the B.Sc. programs.*

The Centre is currently reviewing its curriculum with the recommendations of the external assessors in mind. IDSA01H3 (Introduction to International Development Studies) is being redesigned to place greater emphasis on the historical narrative of development studies and development practice as a field. In this way, students will gain an accurate understanding of the overarching issues in the field, and develop the broader theoretical context they will need for upper year courses. The course also will introduce students to IDS-related issues, which should resolve the concerns of students who expressed an interest in taking B-level IDS courses in their first year. CCDS has created three new D-level courses, including a capstone course, and these will be open to non-co-op students. Finally, the Centre has developed several other strategies to reach out to students in its Major program. These include: establishing a working group with strong student representation to devise better outreach strategies; organizing a day-long IDS program retreat for Fall 2014; advertising talks and seminars extensively and making Major students feel welcome; and launching a new CCDS/IDS website in Fall 2014. In addition, in collaboration with the Centre for International Experience and working closely with the Dean's Office, the Centre will explore partnerships with international universities to develop exchanges for Major students.

Other recommendations of the reviewers will be the subject of ongoing discussion by the CCDS curriculum committee. In particular, the Centre will address as a priority the recommendation concerning upper-level course clusters. In addition, CCDS will increase the experiential learning opportunities for non co-op students by integrating "local" learning opportunities.

- *The reviewers stated that the development economics and research methodology content of the curriculum should be strengthened.*

The Centre has taken several steps to resolve the Economics issue. It has negotiated successfully an agreement with the Department of Management that provides priority

status for IDS students in the Economics programs, and a new tenure stream position in development economics is the highest complement priority for CCDS going forward into the next academic planning cycle.

The Centre has partially resolved the need for greater training in research methods by including as electives a variety of methods courses provided by other disciplines.

- *The reviewers praised the innovative Specialist Co-operative programs and the opportunities they provided for students to gain field experience abroad. The reviewers suggested the CCDS consider how student learning during placement might be maximized, including the possible creation of a research and practitioner track.*

The CCDS notes its Executive Committee recently discussed a similar proposal to introduce a second option within the Co-op program. Rather than requiring that all students conduct supervised research in the field, students have the option to complete an extensive new project appraisal instead. The unit is moving forward with implementing this change. The Centre further notes that students are very interested in “meet-and-learn” engagements with practitioners and plans to grow the number of such opportunities available to students both in its co-op and non-co-op programs.

- *The reviewers stated that knowledge of a foreign language is essential to those working in development. They recommended that CCDS discuss non-traditional models of language learning for students.*

The Centre has begun to explore non-traditional models of language learning for students. One option being considered is to encourage co-op students to engage in language learning while they are on placement. In such cases, students who pass a proficiency test when they return to campus would receive a language credit. CCDS also intends to explore a more active partnership with the School of Continuing Studies, which offers a wide range of language courses. For both options, the primary challenge will be to ensure that students receive the appropriate academic credit.

### ***Resources and Planning***

- *The reviewers emphasized the importance of CCDS creating greater stability and an expanded resource base through a variety of mechanisms, including exploring the potential to become an Extra-Departmental Unit A (EDU:A).*

Transitioning the CCDS from an EDU:B to an EDU:A is a top priority for both the Centre and the Dean’s Office. In the coming year, the Centre will embark on an academic planning process that will include the articulation of a clear vision for the future, a plan to grow faculty complement and student enrolments, and the refinement of its advancement and student recruitment priorities. We anticipate that CCDS will be in a good position to move to an EDU:A within the next few years.

- *The reviewers suggested that the CCDS seek out a significant donor to support its growth and exploit the opportunity to be a “Flagship Program” for the University.*

As the external assessors attest, IDS is an excellent and unique program, but it is not widely promoted. The Centre will work in close collaboration with both the Dean and the UTSC Executive Director of Development and Alumni Relations to redouble its fundraising efforts. Also, it will work with the UTSC communications team to develop new marketing and branding strategies, and with the UTSC student recruitment team to develop a targeted recruitment strategy that will attract a more diverse, academically strong group of applicants from across the country and internationally.

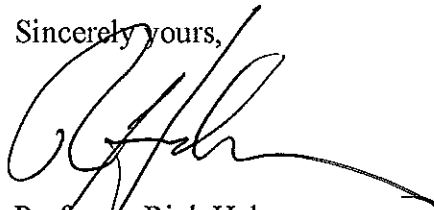
### ***Program Development***

- *Noting the high quality of the CCDS programs, the reviewers proposed that a logical extension would be the development of a Master’s program.*

Although there are obstacles to the development of a graduate program – including space issues, the need to coordinate with other academic units, managing demands on faculty time, and funding – the benefits of a Master’s program are clear. They include enhanced funding opportunities, a good fit with growing international demand, and the ability to capitalize on the value of the excellent IDS graduates. An important first step in this direction will be to transition the unit to an EDU:A. In addition, UTSC will explore the possibility of developing a collaborative partnership with existing graduate programs at the University of Toronto.

The CCDS will be celebrating its 30<sup>th</sup> anniversary this year and many activities have been planned to celebrate its success. The Centre has thrived in its new EDU:B status and looks forward with optimism to further strengthening and consolidating its foundations in the process of transforming into a fully autonomous unit.

Sincerely yours,



Professor Rick Halpern  
Dean and Vice-Principal (Academic)

## 1.1.1 APPENDIX

### Externally commissioned reviews of academic programs completed since the last report to AP&P

Additional reviews of programs are conducted by organizations external to the University most commonly for accreditation purposes. These reviews 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 reviews are reported semi-annually to AP&P as an appendix to the compendium of external reviews.

Unit	Program	Accrediting Agency	Status
Faculty of Forestry	Master of Forest Conservation	Canadian Forestry Accreditation Board	Accredited September 2013 to December 31, 2019
Ontario Institute for Studies in Education	Bachelor of Education, concurrent program (Primary/Junior, and Intermediate/Senior divisions)  Bachelor of Education, consecutive program (Primary/Junior, Junior/Intermediate, and Intermediate/Senior divisions)  Bachelor of Education or Diploma in Technological Education, consecutive program and multi-session consecutive program (Technological Education subjects at the grades 9/10 and 11/12 levels)  Master of Teaching (Primary/Junior, Junior/Intermediate, and Intermediate/Senior divisions)  Child Study and Education, Master of Arts (Primary/Junior division)	Ontario College of Teachers	Accreditation extended from October 6, 2013 to October 6, 2016