



**FOR INFORMATION**

**OPEN SESSION**

**TO:** Governing Council

**SPONSOR:** Sioban Nelson, Vice-Provost, Academic Programs

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**PRESENTER:** See above

**CONTACT INFO:**

**DATE:** May 8 for May 20, 2015

**AGENDA ITEM:** 7 (a.)(i.)

**ITEM IDENTIFICATION:**

Semi-Annual Report on the Reviews of Academic Units and Programs,  
October 2014 – March 2015

**JURISDICTIONAL INFORMATION:**

“The Committee...has general responsibility...for monitoring, the quality of education and the research activities of the University. In fulfilling this responsibility, the Committee works to ensure the excellent quality of academic programs by...monitoring reviews of existing programs....The Committee receives annual reports or such more frequent regular reports as it may determine, on matters within its purview, including reports on the ...[r]eviews of academic units and programs.” (*Committee on Academic Policy and Programs (AP&P) Terms of Reference, Sections 3, 4.9*)

Within the *Accountability Framework for Cyclical Review of Academic Programs and Units*, the role of the AP&P is to undertake “a comprehensive overview of review results and administrative responses.” The AP&P “receive[s] semi-annual program review reports including summaries of all reviews, identifying key issues and administrative responses,” which are discussed at a “dedicated program review meeting with relevant academic leadership.” (*Policy for Approval and Review of Academic Programs and Units*). The AP&P’s role is to ensure that the reviews are conducted in line with the University’s policy and guidelines; to ensure that the Office of the Vice-President and Provost has managed the review process appropriately; to ensure that all issues relative to the quality of academic programs have been addressed or that there is a plan to address them; and to make recommendations concerning the need for a follow up report.

*Governing Council – Semi-Annual Report on the Reviews of Academic Units and Programs,  
October 2014 – March 2015*

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] (March 31, 2015)
2. Agenda Committee [for information] (April 14, 2015)
3. Academic Board [for information] (April 23, 2015)
4. Executive Committee [for information] (May 11, 2015)
5. **Governing Council [for information] (May 20, 2015)**

**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 (April – September, 2014) was previously submitted to the Committee on Academic Policy and Programs on October 28, 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 three external reviews of units and/or academic programs are being submitted to the AP&P for information and discussion. Of these, one was commissioned by the Vice-President and Provost and two were commissioned by the Dean of the Faculty of Arts and Science. The signed administrative responses from each Dean highlight action plans in response to reviewer recommendations.

*Governing Council – Semi-Annual Report on the Reviews of Academic Units and Programs,  
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Overall, the themes raised in these reviews echoed those in previous compendia: the excellent quality of our programs, the talent and high calibre of our students, the impressive body of scholarship produced by our faculty, and the strong morale within the programs. In addition, this set of reviews highlighted the community engagement and public outreach undertaken by faculty and staff.

As always, the reviews noted areas for development such as the importance of considering future program development when undertaking faculty complement planning and the allocation of resources in support of programs. 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:**

Not applicable.

**RECOMMENDATION:**

This item is for information and feedback.

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**DOCUMENTATION PROVIDED:**

Compendium of Reviews of Academic Programs and Units, October 2014 – March 2015



UNIVERSITY OF  
**TORONTO**

OFFICE OF THE VICE-PROVOST,  
ACADEMIC PROGRAMS

# REVIEWS OF ACADEMIC PROGRAMS AND UNITS

**October 2014 – March 2015**

**Report to the Committee on Academic Policy and Programs  
March 31, 2015**

# REVIEWS OF ACADEMIC PROGRAMS AND UNITS

October 2014 – March 2015

Report to the Committee on Academic Policy and Programs

March 31, 2015

## Provostial Review

Factor-Inwentash Faculty of Social Work	3
• Graduate: Master of Social Work (M.S.W.); Doctor of Philosophy in Social Work (Ph.D.); Diploma in Social Service Administration (D.S.S.A.)	

## Decanal Reviews

Faculty of Arts & Science	
• Christianity and Culture Programs	20
• Undergraduate: Christianity and Culture, Honours Bachelor of Arts (B.A., Hons.): Specialist, Major, Minor; Christianity and Education: Minor	
• Department of Slavic Languages and Literatures and its programs	31
• Undergraduate: Croatian and Serbian Studies, B.A., Hons.: Major, Minor; Czech and Slovak Studies, B.A., Hons.: Major, Minor; German and Ukrainian, B.A., Hons.: Specialist (admissions to this program has been suspended); Polish Language and Literature, B.A., Hons.: Major, Minor; Polish Studies, B.A., Hons.: Major, Minor; Russian Language and Literature, B.A., Hons.: Specialist, Major, Minor; Russian Language, Minor; Russian Literature in Translation, Minor; South Slavic Studies, B.A., Hons.: Major, Minor; Ukrainian Language and Literature, B.A., Hons.: Specialist, Major, Minor	
• Graduate: Slavic Languages and Literatures, Master of Arts (M.A.), Ph.D.	
Appendix: Externally-commissioned reviews of academic programs, October 2014 – March 2015	45

# Review Summary

<b>Program(s) Reviewed:</b>	Master of Social Work, M.S.W. Doctor of Philosophy in Social Work, Ph.D. Diploma in Social Service Administration, D.S.S.A.
<b>Division/Unit Reviewed:</b>	Factor-Inwentash Faculty of Social Work
<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. Anne E. (Ricky) Fortune Associate Dean and Professor, School of Social Welfare, University at Albany, State University of New York</li><li>2. Dr. Laura Lein Dean and Katherine Reebel Collegiate Professor of Social Work, School of Social Work; Professor of Anthropology, College of Literature, Science, and the Arts, University of Michigan-Ann Arbor</li><li>3. Dr. Jackie Sieppert Professor and Dean, Faculty of Social Work University of Calgary</li></ol>
<b>Date of review visit:</b>	October 8-10, 2014

## Previous Review

**Date:** 2009

**Summary of Findings and Recommendations:**

- Strong collaborative and interdisciplinary programs
- Programs are a great asset to the University, the city, the province, and the country

**1. Undergraduate Programs: n/a**

**2. Graduate Programs:** Master of Social Work, M.S.W.; Doctor of Philosophy in Social Work, Ph.D.; Diploma in Social Service Administration, D.S.S.A.

The reviewers observed the following strengths:

- Competitive admissions to programs and high quality of students
- Appropriate emphasis on integration of research and practice in MSW program
- High student satisfaction with classroom instruction, which incorporates faculty research
- Availability of excellent range of MSW student experiences beyond the classroom

- Global influence reflected in proportion of international doctoral students
- New graduate diploma serves as an important resource for MSW practitioners

The reviewers identified the following areas of concern:

- MSW students may graduate without having gained any practical experience

The reviewers made the following recommendations:

- Advise students to choose a practice-based rather than research-based internship if they want to work as a practitioner

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

The reviewers observed the following strengths:

- Faculty and student research is outstanding in scope and quality

The reviewers identified the following areas of concern:

- Lack of intervention research studies

The reviewers made the following recommendations:

- Assume the lead in promoting intervention research studies

### **4. Administration**

The reviewers observed the following strengths:

- Successful partnerships with internal divisions and external organizations
- Appropriate organizational structure

The reviewers made the following recommendations:

- Strengthen the role of Associate Dean, Academic, enabling the Dean to focus on external relations and University-wide issues
- Ensure that plans to obtain additional space are implemented
- Explore use of online courses as a means of alleviating some scheduling and space pressures
- Consider developing a building endowment to support faculty and doctoral student research

**Last OCGS Review(s)**      October, 2009

**Date(s):**

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

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

Terms of Reference, Factor-Inwentash Faculty of Social Work Self Study (September, 2014), 2009 External Review Report, *Towards 2030: The View from 2012*.

### **Consultation Process:**

The reviewers met with the Vice-President and Provost; Vice-Provost, Academic Programs; Dean, Factor-Inwentash Faculty of Social Work; deans of cognate University faculties; Factor-Inwentash Faculty of Social Work junior and senior faculty members, administrative staff;

graduate students, and alumni; University of Toronto Libraries staff; and members of community and professional organizations.

## Current Review: Findings & Recommendations

### 1 Undergraduate Program

n/a

### 2 Graduate Program

Master of Social Work, M.S.W.; Doctor of Philosophy in Social Work, Ph.D.; Diploma in Social Service Administration, D.S.S.A.

#### The reviewers observed the following strengths:

- Overall quality
  - Programs are nationally recognized for the quality of their graduates
- Objectives
  - Program structure and content is consistent with objectives
- Admissions requirements
  - Appropriate MSW admissions criteria
- Curriculum and program delivery
  - Appropriate MSW curriculum and program structure
  - MSW program's emphasis on development of clinical skills is considered unique in the region
  - Requirement for a clinical practicum in year one distinguishes the MSW program from other Canadian programs
  - Common first-year MSW curriculum ensures consistent quality of graduates
  - Team leaders creatively coordinate instructors in MSW courses with multiple sections
  - Use of simulation and other innovative teaching methods; evaluation of teaching methods
  - Use of technology in MSW program
  - Doctoral students obtain excellent research training and experience during program
- Assessment of learning
  - Leader in development and evaluation of student assessment methods
- Quality indicators
  - Very talented, academically strong students chosen from large applicant pool
  - Doctoral students possess well-developed interests in their subdisciplines
  - MSW program enjoys an "Enviably high completion rate and time to completion"
  - Six-year time to completion rate of doctoral students is comparable to peer institutions
  - Doctoral students are greatly satisfied with program
  - New second-year MSW specializations appear to match job market needs
  - MSW graduates are highly rated by professional organizations and agencies



- Doctoral graduates are sought after by competitor programs; they continue to make lifelong contributions to the discipline
- Support
  - Doctoral students receive good guidance and mentoring regarding their research
- Faculty resources
  - Use of team teaching and faculty supervision of sessional instructors to deal with increased enrolment and need for additional instructors
- Program Development
  - Appropriate decision to close existing diploma program and incorporate components into the Faculty's continuing education program

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

- Overall quality
  - Growth in MSW program has led to some challenges in program implementation
- Admissions requirements
  - MSW admissions criteria may limit efforts to increase diversity
- Curriculum and program delivery
  - Student interest in more opportunities to complete theses as part of MSW program
  - Difficulty in identifying sufficient MSW student placements and field instructors
- Quality indicators
  - Difficulty in ensuring quality of instruction in MSW courses with multiple sections
  - Evaluations of MSW courses and instructors are lower than those of the Faculty of Arts and Science and other social work programs
  - Recent MSW graduates have been slow to find full-time employment in their field
- Student funding
  - Complicated financial support package for doctoral students should be improved; need for first-year students to raise partial funds detracts from focus on their studies
- Support
  - Despite teaching opportunities within the program, doctoral students do not seem to view teaching as a possible career path
  - Doctoral student uncertainty about career plans
  - Need for greater understanding by doctoral students of importance of MSW degree in broadening career opportunities
- Outreach / Promotion
  - Take further steps to ensure diversity within Toronto is reflected in student population
- Physical resources
  - Limited classroom space despite expansion and changes in usage

**The reviewers made the following recommendations:**

- Admissions requirements
  - Consider broadening admissions criteria in order to increase student diversity and enrich the learning environment
  - Consider re-introducing a cohort model
  - Expand inclusion of multiple cultural groups through recruitment and course content
- Curriculum and program delivery
  - Continue use of new evaluation methods of students in placements as a means of providing quality instruction
  - Continue to invest in development of new teaching methods
- Assessment of learning
  - Continue development and evaluation of Objective Structured Clinical Examinations student assessment method
- Quality indicators
  - More closely monitor quality of instruction in MSW program and support development of instructors' skills
- Student funding
  - Provide full doctoral student funding for their first two years
  - Clarify amount of funding that will be provided by the Faculty and the amount that must be raised by doctoral students
- Support
  - Provide greater support to MSW students in career planning; consider developing a placement service
  - Use additional advising to support doctoral students in exploring career options
- Physical resources
  - Consider staggering class times when students are on campus, allowing for better use of space throughout the week

### **3 Faculty/Research**

**The reviewers observed the following strengths:**

- Overall quality
  - Faculty manages an impressive range of research projects which have great potential for impact on the discipline
- Research
  - High quality, "prolific" research output by faculty
  - Faculty is a research leader among North American social work institutions
  - Many faculty members are leaders in their fields, recognized nationally and internationally
  - Strong integration of research and teaching in Faculty activities
  - Faculty priority of knowledge mobilization is ideal

- Great potential to aid government in policy development, provide research knowledge, and shape professional practice
- Commendable breadth and relevance of the Faculty's research to community organizations
- Strong sense of research support and understanding of the research program among members of the Faculty
- Faculty's Research Office provides great support for faculty
- Faculty
  - Senior faculty who are excellent researchers serve as mentors for junior faculty
  - Junior faculty possess great potential as researchers
  - Junior faculty are encouraged to develop their research profiles; there is limited expectation for them to assume other roles and responsibilities

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

- Research
  - Student desire for even greater integration of research into the MSW curriculum
  - Potential Research Office staffing changes could affect excellent support currently provided by the Office
- Faculty
  - Planned retirement of senior faculty and low number of mid-career faculty
  - Faculty will be needed to provide long-term mentoring to junior faculty

**The reviewers made the following recommendations:**

- Research
  - Continue to focus research efforts on social work policy and practice
  - Continue scholarly contributions to the evaluation of practitioner and student competence and to teaching
  - Engage in systematic interventional research, benefitting the profession and the public
  - Seek key international research partners, building on the Faculty's excellent reputation and innovative programming
- Faculty
  - Continue to engage in long-term planning to attain full faculty complement, reflecting a balance across ranks
  - Monitor hiring to ensure program needs are being met
  - Consider recruitment efforts to address faculty diversity
  - Support junior faculty in developing leadership abilities without compromising research productivity

## 4 Administration

### The reviewers observed the following strengths:

- Relationships
  - Very high morale within the Faculty; members report being well-respected and supported
  - Involvement of past deans and faculty emeriti
  - Productive ties with other faculties in the University
  - Faculty is well-respected by the University community; members are called upon to advise central administration
  - Faculty members are well integrated into the University and larger community and widely disseminate knowledge through publications and conference presentations
  - Faculty serves as a leader in professional organizations, especially those in the United States
  - Visibility of faculty members and their engagement in matters of international significance
  - Community-based agencies greatly value their relationship with the Faculty
  - Faculty has developed strong integration with and service to multiple communities
- Organizational and financial structure
  - Faculty is well-managed, goal-oriented and extremely productive
  - Faculty is in an “enviable” financial position, having adapted well to the University’s funding model
  - Successful continuing education program is key source of revenue generation with great opportunities for growth
  - Excellent administrative structure and well-developed policies and procedures have played key role in supporting growth of the Faculty
  - Faculty is taking appropriate steps to address pressures resulting from growth
  - Dedicated, capable, long-serving administrative staff
  - Implementation of strategies to address diversity (Equity Advisor position, student workshop on diversity and equity, and planned Diversity and Equity Committee)
  - Advancement success has enabled staff hires not typically found in other institutions
- Planning / Vision
  - Faculty has managed its recent growth very well and is positioned for future decades of success and contribution
  - Excellent leadership provided by the Dean and senior administrators contribute to smooth functioning of Faculty
  - New local and distance programs offered by the Faculty will aid in further development of relationships with various constituencies
  - Successful fundraising efforts by the Dean have helped elevate the Faculty’s reputation and research success; well-positioned for continued positive advancement outcomes

- Department/unit/programs relative to the best in Canada/North America and internationally
  - Faculty easily ranks among the top ten programs in North America; is nationally and internationally prominent

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

- Relationships
  - Community organizations have reached limit in number of student practica they can offer
    - Challenge in finding suitable field instructors and quality field sites is expected to increase
  - Faculty resources may be stretched in managing large number of external relationships
- Organizational and financial structure
  - Space requirements may hamper future growth and innovation
    - Classroom limitations reported by students; faculty need for greater research and collaborative space; student/staff difficulty in obtaining adequate work space; and inflexible configuration of space
  - Administrative staff complement has been greatly stretched with growth of Faculty
- Planning / Vision
  - Faculty's ability to maintain its current success in a changing environment
  - Need to refine Faculty's goals given changes in the discipline
  - Need for new approaches to diversity in the University and social work faculty
  - Further steps needed to maintain relevance of the Faculty to Canadian social issues

**The reviewers made the following recommendations:**

- Relationships
  - Manage carefully large number of relationships with other units and organizations
  - Extend relationships with government agencies; involve junior faculty in cultivating such associations
  - Continue use of innovation and collaboration with agencies in providing student placements
- Organizational and financial structure
  - Create additional space and reassess space usage
  - Increase administrative staff complement in light of Faculty growth and manage any potential changes in staffing
  - Develop staff succession plan in anticipation of retirements
  - Explore alternate means of funding Field Office in order to meet practica needs
- Planning / Vision
  - Strive to more greatly influence social work practice and policy in the province and to shape the profession nationally
  - Continue to invest in advancement infrastructure
  - Continue to have faculty members interact with donors; include junior faculty in these efforts

- Consider expanding significantly the continuing education program to enhance the Faculty's profile and reputation and facilitate an even greater contribution to the profession
- Increase use of technology for teaching, knowledge mobilization, and strengthening community links
- Continue to take steps to address diversity within the Faculty
- Department/unit/programs relative to the best in Canada/North America and internationally
  - Continue to maintain the Faculty's strong position

**ADMINISTRATIVE RESPONSE – Appended**

February 24, 2015

Dear Sioban,

**Re: Response to the UTQAP External Review** October 8-10, 2014  
*FIFSW MSW; PhD, Advanced Diploma in Social Service Administration*

In response to your request, I am providing my administrative response to the report, in particular to the identified issues and recommendations.

On behalf of the Factor-Inwentash Faculty of Social Work (FIFSW), I wish to thank the UTQAP External Reviewers for their positive and constructive review of the Faculty in October 2014. We appreciate the opportunity to share our achievements and challenges as well as to identify ongoing issues and we highly value the reviewers' constructive feedback. The reviewers credited the Faculty with many achievements and assessed the Faculty's programs as among the top ten in North America and as nationally and internationally prominent. The reviewers praised faculty members' research profiles and productivity as a "defining strength", highlighting the Faculty's landmark research, engagement in the community, and dissemination of knowledge.

### **Quality Indicators**

#### *Multi-Section Courses*

*The reviewers were very positive about the M.S.W. program. They suggested that the Faculty continue to monitor the quality of instruction in multi-section courses and ensure that adequate administrative staffing and flexible classroom space continue to be provided.*

We are augmenting structures and processes in order to provide more consistency in multi-section courses and to provide closer monitoring of Course Instructors (PhD students) and Sessional Instructors. In response to the UTQAP reviewers' feedback, the Associate Dean, Academic has begun to hold separate meetings with Year 1 and Year 2 course coordinators. Going forward, a minimum of two meetings will be held yearly, with each group, between September and April. The purpose will be to address issues regarding the extent and type of supervision for Course Instructors and Sessional Instructors, consistency in syllabi across sections, and consistency and integrity in grading practices. These meetings will be ongoing.

Beginning in September 2015, Course Instructors will only be assigned to teach in multi-section courses to ensure they receive close monitoring. Also beginning in September 2015, Sessional Instructors in non-sectioned courses will be linked with a specialization coordinator, who will provide consultation and be accountable for course content and instruction.

The Associate Dean, Academic and the PhD Director will explore strategies for enhancing the teaching skills of the PhD student Course Instructors. This will occur over the next year.

### *Diversity*

*The reviewers noted that the Faculty has implemented a number of effective strategies to enhance diversity among students and faculty, and they encouraged the Faculty to continue to make this a priority.*

### Diversity and Equity Workshops

Diversity and Equity workshops were first offered at the FIFSW in 2011, to MSW Year 1 students. Currently, the workshops are offered to all MSW Year 1 and 2 students and to and PhD students. The workshops receive outstanding evaluations and are considered effective. A workshop was offered to the administrative staff. The next step is to offer a Diversity and Equity workshop for faculty members and to continue to promote examination and discussion. This faculty workshop will be offered in the spring of 2015.

### Diversity and Equity Committee

Diversity and Equity work at the FIFSW has continued with the inaugural meeting of the Diversity and Equity Committee comprising representatives from all constituents in the FIFSW community. The Committee identified Aboriginal Issues and Disability/Inclusion as the two focus areas in the coming year. Two community members representing these priority areas have been chosen to join the Committee. The Committee will meet again in the 2015 winter term.

### Equity Advisor

Integral to the FIFSW Equity Advisor's role is facilitating communication with students. A goal is to respond to student feedback when possible. One area for example relates to making diverse cultural acknowledgements and celebrations a more integral part of the student, faculty and staff experience. In response to feedback from students the Equity Advisor has supported the development and planning for a student led initiative to acknowledge and celebrate Black History Month at the Faculty. The administration is supporting the efforts financially and is providing space and promotional capacity for the students. A series of events are planned in February including a lunch, speaker panel, film screening, creative arts workshop and a conversation with Black educators and professionals. Also in response to student feedback the Faculty will review current timing of the awarding of bursaries and scholarships for the MSW cohort to see how best to reduce and if possible remove barriers to accepting admission offers by students facing economic hardship.



### Specialization in Masters of Social Work Program: Indigenous Trauma and Resiliency

The FIFSW is collaborating with two organizations (The Ontario Federation of Indigenous Friendship Centres, and the Middleton-Moz Institute) to develop a sixth specialization in the FIFSW Masters of Social Work Program: Indigenous Trauma and Resiliency. The planned start date is September 2016. This specialization will be centred in indigenous knowledge and merged with evidence-informed social work practice theory and research to respond to the complex needs of individuals, families, and communities affected by intergenerational and historical trauma. The program represents specialized and advanced social work education as defined by the Canadian Association for Social Work Education. This specialization is developed in response to community needs. Indigenous peoples are overrepresented in child welfare and other social services; there are insufficient numbers of adequately educated non-Aboriginal social workers to provide services and insufficient numbers of Aboriginal peoples working in social services with MSW level education/credentialing.

### Collaborations across the University

The FIFSW collaborates with other divisions on various projects and will continue to do so in ways to ensure diversity remains a priority. One such project is the “Forced Marriage Curriculum Project,” led by a faculty member at the University of Toronto, Faculty of Law. The aim of the project is to develop a high school curriculum that explores issues of citizenship, identity, and youth legal rights in a multicultural context, with a focus on addressing the complex issues pertaining to forced marriage. The Factor-Inwentash Faculty of Social Work has supported this project with seed funding and in-kind support because of the Faculty’s commitment to utilize the University as an agent for change and development in the larger community of which the University is a part. The Forced Marriage Curriculum Project fully exemplifies our Faculty’s dedication to education and scholarship, serving vulnerable members of society. It enhances teacher capacity on an issue that is particularly difficult but which is a persistent problem in high schools across the Greater Toronto Area, Ontario, Canada, and more globally in the Commonwealth. The curriculum will be finalized in the spring of 2015 and posted in various online locations including our Faculty and will be available at no cost.

## **Students**

### *PhD Student Sources of Funding*

*The reviewers encouraged the Faculty to better explain to doctoral students sources of funding available to them and to provide increased career counselling, including helping doctoral students understand the value to their future careers in having both clinical expertise and teaching experience.*

The Factor-Inwentash Faculty of Social Work is committed to providing funding opportunities for PhD students who are engaged in full-time studies for up to five years. In order to maintain their funding, students need to complete their program requirements in a timely manner and remain in good academic standing. This commitment is not available to students who are pursuing their doctoral studies on a flexible-time basis. The funding package

includes awards, teaching and research assistantships and financial resources from external sources. The funding package has been designed to cover academic tuition and fees and assist with living costs.

Students are offered a guarantee funding package of \$23,460 for each year of the program (2014-2015 basis). This package comprises the following: domestic full-time students in their first year receive a \$15,000 University of Toronto Fellowship (UTF). In the first year of the program, research or teaching positions within the Faculty—up to a total of \$8,460—are arranged for the students at the beginning of the academic year. Students select from positions available through faculty research projects. Domestic full-time students in their second to fifth year of study receive \$10,000 UTF. These students are required to apply for research or teaching positions that are advertised within the Faculty and are guaranteed positions of at least \$13,460 in value.

The FIFSW also provides a number of internal scholarships/bursaries which are open to PhD domestic full-time students through an online application system. Royal Bank Fellowships valued at \$10,000 (typically 5 awards) are also available annually to PhD students as research internships in areas of faculty research.

Students are required to apply for major external awards (OGS, SSHRC or CIHR). Students who receive external awards valued at \$20,000 or more do not receive a U of T Fellowship. Registered Year 6 students do not qualify for funding and are required to pay fees. However, they will be eligible to apply for teaching and research assistantships, the Doctoral Completion Award (DCA) and the OGS.

<b>FIFSW Doctoral Funding without External Awards (based on 2014-15)***</b>						
<b>Funding Sources</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>U of T Fellowship</b>	\$15,000	\$10,000	\$10,000	\$10,000	\$10,000	
<b>RA/TA Positions*</b>	\$8,460	\$13,460	\$13,460	\$13,460	\$13,460	Can Apply
<b>Doctoral Completion Award**</b>						Can Apply
<b>Total</b>	\$23,460	\$23,460	\$23,460	\$23,460	\$23,460	

\*In Year 1 RA positions are arranged for the students. In Years 2-5 positions are obtained through an open application process.

\*\* Students in Year 6 can apply for a Doctoral Completion Award. The amount awarded depends on individual circumstance.

\*\*\*Students who win OGS, SSHRC or CIHR are not provided with the U of T Fellowship, but can apply for RA and TA positions.

## *Career Counseling*

### PhD Students

The PhD Studies Committee will embark on the continued development of career supports for Doctoral students enrolled in the PhD Program. At present, a number of our faculty members provide workshops on topics such as *How to do a Job Talk* and *Work Life Balance*. Doctoral thesis supervisors are very involved in supporting students in their career development. We will formalize these workshops and add to the existing content by surveying students about their career development needs. Currently, *How to Write a CV* and *The Publication Process* have been identified as important topic areas. The workshop topics for the 2015-2016 academic year will be finalized by the summer of 2015 and the program of workshops will be advertised to students at the beginning of the 2015-2016 academic year.

The Faculty is in the process of consulting with Student Life on the St. George Campus to develop career counseling specifically for FIFSW PhD students. Once this is developed, communication about the service will be widely distributed to faculty and PhD students. Our plan is to have this in place for the incoming 2015-2016 PhD students.

### FIFSW Career Preparation Supports Offered to Graduating MSW Students

The FIFSW offers various supports for graduating MSW students to help prepare them for the profession and to foster development of skills needed for successful integration in the field.

The popular alumni mentoring program has been available to all graduating students for the past 20 years, matching MSW students in the last semester of study with an FIFSW alumnus in an area in which the student has expressed interest. This alumnus is available from January through May in preparation for June graduation. Mentors often review student résumés and offer feedback, coach students in preparing for the job interview process and share job postings as well as their professional networks as appropriate. Student feedback indicates that the most valuable part of the mentoring experience is the understanding ear offered by a social worker who has been where the student is currently and who has effectively moved on to where the student would like to be: an established social worker in the field.

Additionally, the Faculty sponsors an annual résumé and cover letter workshop and an interview skills workshop for graduating MSW students. Both workshops were developed by an FIFSW alumna specifically to address the identified needs of new graduates applying for social work positions, and both are delivered by the University of Toronto Career Centre. Further, the Faculty disseminates information to all graduating students informing them of the support services available through the Career Centre for up to two years after graduation. There is also an information interviewing workshop developed by another FIFSW alumnus offered each winter, to further support MSW graduates' preparation for the field.

The Faculty invites both the Ontario Association of Social Workers (OASW) and the Ontario College of Social Workers and Social Service Workers (OCSWSSW) each year to present information on benefits and resources available to new MSW graduates and on the processes to join the Association and register with the College. Ongoing support options presented include the OASW job postings board and new social worker mentor program.

## *Field Education*

*Demand for the MSW program, combined with challenges faced by community organizations, is putting a strain on the Field Office and agencies providing student placements. The reviewers considered how this might be addressed.*

In common with all schools of social work in North America, securing quality field placements is a challenge. Addressing the strains on the field (community agencies) and the Factor-Inwentash Faculty of Social Work Field Office requires a multi-faceted approach with participation by a range of stakeholders. In order to maintain our positive working relationships with the field, we continually work to develop creative solutions to address the challenges faced by community organizations.

### Consulting with the Field

We have held numerous consultations with Field Instructors, social work teams and representatives of field associations, in order to identify and address barriers to field instruction. These consultations are a critical means to ensure communication and raise awareness of the supports and benefits the FIFSW offers the field and to aid in recruiting field instructors. The lack of physical space and time as well as heavy workload are identified as key barriers to committing to the field education of MSW students. Although the FIFSW has limited impact on these specific identified barriers related to organizational resources, we work with the field to offer support, recognition and incentives. These consultation meetings will continue throughout 2015 and will include consulting with agency executive directors.

### Providing Support, Recognition and Incentives

We strive to offer support, recognition and incentives to Field Instructors to demonstrate our appreciation for their invaluable contributions to MSW education. Moreover, training, support and incentives represent critical means to recruit and retain Field Instructors, for example:

- a University of Toronto Library card
- 20% discount on Continuing Education courses
- Adjunct Lecturer appointment
- Invitations to events at FIFSW
- The Bertha Rosenstadt Fund Trust provides financial support recognition for agencies that commit to a pre-negotiated number of practicum placements for three consecutive years along with implementation of a practicum-related research project (developed with FIFSW support). In February we hosted a Bertha Rosenstadt Showcase of the projects for field instructors, an event which was extremely well attended.

We continually strive to develop and innovate ways to offer support to field instructors. For instance, we recently provided a streamed video featuring faculty speaking about integration of assignments with the first year practicum setting. This video was first launched at a meeting of 25 Education Coordinators, representing over 30% of our Field Instructors, with very positive feedback. To facilitate dialogue more widely, the video has been disseminated to all Year 1 Field Instructors and their Faculty-Field Liaisons.

Technology is an important tool we increasingly use to reach more Field Instructors and provide access for those who might not otherwise be able to attend events. Therefore as an example, in-person workshops are offered via webinars. Digital communication is also used for timely communication of key dates and events, and the online Practicum Manual provides field-related information and protocol.

#### Innovation in Matching and Models

We annually review the process of matching students to practicum placements and regularly explore and pilot alternate models of field education. For instance, between 2008 and 2014 Year 1 MSW students were assigned a practicum because of the limited choices available. Based on student feedback and review, in 2015 Year 1 practicum students were able to select 7 offerings, from which they were matched with one. Although there remains limited choice, students' increased participation in the selection process seems positive.

Once we decide to implement a new model of field education, we pilot and evaluate the model to inform further steps. For example, the team model—with an external contracted MSW Field Educator—was piloted, evaluated and revised accordingly. A structured summer practicum experience is another initiative undertaken to reduce the demand for Year 1 practicum in January and leverage availability of practicum in the summer. We have piloted this program with positive responses.

We will continue to evaluate these models and to ensure clear communication with students regarding any changes.

#### Preparing Field Instructors of 2015 and Beyond

In order to introduce the concept of being a Field Instructor while still a student in the MSW program, the Field Office offers a workshop to MSW students on being a Field Instructor. In 2015, in accordance with student recommendations, communication will be circulated to new graduates outlining the benefits of being a Field Instructor.

### **Faculty**

*The reviewers felt that the Faculty faced a challenge in bridging the retirement of a number of senior faculty. They suggested that it would be desirable to continue to mentor junior faculty and support their development of leadership skills.*

The FIFSW is committed to providing mentorship for new faculty members in research and scholarship as well as teaching and, indeed, our mentoring and support of junior faculty is a Faculty priority and strength. We continue to prioritize this area. Each new faculty member is assigned a mentor. In addition, other faculty members are generous in offering informal support.

A critical component for the Faculty is ensuring that there are faculty members to assume senior administrative positions within the Faculty. While continuing our priority of mentoring junior faculty, it is also imperative to help junior faculty develop leadership qualities and commitment to assume administrative roles. Mentorship of the three current pre-tenure faculty members now includes highlighting citizenship, helping the pre-tenure faculty assume appropriate administrative roles within the Faculty as junior faculty and engaging in conversations to assist them in planning their future administrative roles. The Faculty will also assist junior faculty members to attend training on leadership and in assuming leadership roles throughout the University.

## **Resources and Planning**

*The reviewers commented on the leadership role that the Faculty has served to date and referenced the importance of sustaining and building on its successes in a changing environment. Specifically, they noted that the Faculty was well-positioned to strengthen its impact on social work policy and practice.*

The Factor-Inwentash Faculty of Social Work has excellent relationships with organizations, the professional association (Ontario Association of Social Workers) and the Regulatory Body (Ontario College of Social Workers and Social Service Workers). Going forward, we plan to partner with these organizations in order to seek opportunities where we can have input with policy makers within the Ontario government, and input on significant pieces of legislation (e.g., Social Work and Social Service Act).

We plan to identify a number of government directives where there is expertise and alignment within the Faculty and through this work to increase our influence in the broader social work community (e.g., mental health strategy—child and adult, aging, child welfare; poverty legislation/regulations impacting practice). The goal is to ensure that social work knowledge, skill and judgment are taken seriously and to bring the Faculty's research expertise to the fore. Through this, we would buttress the credibility of the graduates of the program in the community. This process will be implemented slowly over the next two to three years.

All of the activities identified above will be taken into account during the Faculty's next five-year strategic planning process, which will be initiated in 2016.

Sincerely,



Faye Mishna, PhD  
Professor & Dean  
Margaret & Wallace McCain Chair in Child & Family

## Review Summary

<b>Programs Reviewed:</b>	Christianity and Culture, B.A., Hons.: Specialist, Major, Minor Minor in Christianity and Education Review of program only (Program housed in St. Michael's College)
<b>Division/Unit:</b>	Faculty of Arts & Science
<b>Commissioning Officer:</b>	Dean, Faculty of Arts & Science
<b>Reviewers (Name, Affiliation):</b>	1. Professor Diane Apostolos-Cappadona, Catholic Studies and Women's & Gender Studies Programs, Georgetown University 2. Professor Anne Marie Dalton, Religious Studies, St. Mary's University
<b>Date of review visit:</b>	October 2-3, 2014

## Previous Review

**Date:** January 8, 2008 (as part of the review of the Department for the Study of Religion)

### Summary of Findings and Recommendations:

**1. Undergraduate Programs:** Christianity and Culture, B.A., Hons.: Specialist, Major, Minor; Major in Religious Education; Minor in Christianity and Education

The reviewers observed the following strengths:

- Dynamic, distinctive program
- Students' enthusiasm for program and faculty
- Appeal of courses to students from various backgrounds

The reviewers identified the following areas of concern:

- Absence of feminist perspectives in the curriculum

The reviewers made the following recommendations:

- Consider extent to which program should embrace comparative study of religion in future

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

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

The reviewers observed the following strengths:

- Engaged faculty

The reviewers identified the following areas of concern:

- Student demand for courses exceeds available staffing
- Mix of faculty available to teach courses
- Limited diversity among faculty

The reviewers made the following recommendations:

- Evaluate mission of program as more faculty gain tenure
- Ensure size and mix of faculty can support Program
- Ensure provision of review and tenure process information to all new faculty

### **4. Administration**

The reviewers observed the following strengths:

- Success in obtaining donor support within community

The reviewers identified the following areas of concern:

- Timing of communication about annual instructional funds affects Program planning

The reviewers made the following recommendations:

- Provide more staff support for Department for the Study of Religion

**Last OCGS Review(s) Date(s):** n/a

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

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

Terms of Reference; Self-Study; FAS External Review Report.

### **Consultation Process:**

The reviewers met with the Vice-Dean, Graduate Education & Program Reviews and the Vice Dean, Teaching and Learning from Arts and Science; Principal of St. Michael's College; Co-ordinator of Program; junior and senior faculty members; administrative staff; undergraduate students; and cognate units heads.

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

### **1 Undergraduate Program**

Christianity and Culture, B.A., Hons.: Specialist, Major, Minor; Minor in Christianity and Education



**The reviewers observed the following strengths:**

- Overall quality
  - Emphasis on development of transferable skills including research, critical thinking, analysis, and communication
  - Enthusiastic, committed faculty
- Objectives
  - Consistent with those of Faculty of Arts and Science (FAS) and St. Michael's College (SMC)
  - Vision to prepare students to contribute to society in meaningful way
- Curriculum and program delivery
  - Traditional areas of the discipline such as medieval studies, history, and classics
  - Range of choice in Minor Program similar to that in other minor programs and enables students to explore interests
  - Community-based learning and international immersion experiences available to students
  - Commendable faculty efforts to include students in research activities
- Assessment of learning
  - Appropriate evaluation procedures
- Quality indicators
  - High quality, articulate students, consistent with those in other FAS programs
  - Students enjoy and appreciate Program's relevance

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

- Curriculum and program delivery
  - Limited exposure of students to contemporary expressions of Christianity; Program's current focus is historical, focused on Western Christianity, and on Roman Catholicism in particular
  - Course listings do not accurately represent current offerings
  - Student frustration with unavailability and cancellation of courses and difficulty in planning their programs
- Quality indicators
  - Pressures for Program to contribute to career relevance and readiness
- Enrolment
  - Declining student enrolment with cancellation of Concurrent Teaching Education Program
- Support
  - Diminished opportunity for student-faculty interaction and advising; students' sense of decline of consistent mentorship
- Faculty resources
  - Small number of core faculty to deliver core courses
- Physical resources
  - Traditional classrooms may pose challenges for use of new technologies

**The reviewers made the following recommendations:**

- Objectives
  - Increase diversity of program content to enhance objectives
- Curriculum and program delivery
  - Implement curricular changes to reflect contemporary study of Christianity in core and elective courses, aligning the program with others in Canada, U.S.A. and Europe
  - Include content such as Canadian religious diversity, diversity of Christian experience outside of the Western tradition, globalization impact, and pop culture trends in curriculum
  - Further apply research and literary skills to “current expressions of culture”, engaging contemporary students
  - Consider eliminating or suspending Specialist program, allowing for greater focus on Major program and for students to combine Major with Majors and Minors in cognate areas
  - Continue to strive to deliver the program in creative ways; seek initiatives to replace CTEP and increase student enrolment
  - Appoint broad curriculum committee comprising students and faculty that will meet at least once per term to evaluate Program health and sustainability
  - Strengthen course groupings and choices available to students
  - Consider updating titles of academic streams to better reflect balanced content and increase student appeal
  - Update calendar to include only courses presently offered; offer courses on regular schedule
  - Review process for changes to course listings
  - Examine content of cross-listed courses to ensure close alignment with program objectives
  - Align course lengths with those of other FAS courses, enabling greater schedule flexibility for students and faculty
- Support
  - Put in place further structures within the program to increase transparency, stability, and accessibility for students planning their programs
  - Develop additional tools, such as student handbook, to aid students and advisors
- Faculty resources
  - Examine size of faculty in planning new courses and program foci
- Physical resources
  - Provide technologically updated space to facilitate program expansion and currency

## **2 Graduate Program**

n/a

## 3 Faculty/Research

### The reviewers observed the following strengths:

- Overall quality
  - Several core faculty have received awards for teaching excellence and creativity
  - Broad and deep scholarship in Christianity
- Research
  - Faculty are skilled in research

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

- Faculty
  - Lack of sufficient full-time faculty necessary for program sustainability

### The reviewers made the following recommendations:

- Faculty
  - Carefully plan for appropriate faculty complement
    - Consider resources necessary to adequately support Specialist program if it is to be continued
    - Hire core faculty in order to serve large number of students and expand collaboration with other programs
    - Replace faculty who no longer teach in Program
    - Consider succession plan
    - Increase diversity to better reflect student diversity

## 4 Administration

### The reviewers observed the following strengths:

- Relationships
  - Strong morale of faculty and students
  - Program has benefited from strengths of FAS and SMC
  - Program representatives perform appropriate University service
  - Faculty have established relationships with other units within University and collaborate in research projects
  - Faculty are active participants in professional organizations
  - Faculty leadership in community outreach and involvement in public and international issues
  - High potential for further significant social impact
- Planning / Vision
  - Close relationship with alumni
  - Past successful fundraising suggests possibility for further success

- Association with SMC identity as Catholic-Christian college offers potential for future relationships
- Department/unit/programs relative to the best in Canada/North America and internationally (reputation/profile)
  - Potential for future Program growth and international recognition provided its purpose is clearly defined

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

- Relationships
  - Faculty concern about Program's foci, resource allocation, and support
- Organizational and financial structure
  - "Problematic communication issues between FAS and SMC"
  - Complex administrative structure
  - "Dearth of allocated resources"
- Department/unit/programs relative to the best in Canada/North America and internationally (reputation/profile)
  - Other American and British programs of same name include contemporary study of Christianities, globalization, and contemporary orientations of world cultures; these are lacking in Program
  - Program does not reflect interreligious activities even with respect to study of history of Christianity

**The reviewers made the following recommendations:**

- Relationships
  - Explore further collaboration with cognate programs
- Organizational and financial structure
  - Consider examining the Program's administrative structure and resource allocations when developing plans for its reinvigoration
  - Strengthen communications among Program faculty, FAS, and SMC
    - Discuss and obtain commitment to the Program, Program funding, and curriculum matters from all parties
- Department/unit/programs relative to the best in Canada/North America and internationally (reputation/profile)
  - Clearly define scope of Program and/or change Program name to better reflect its content

**ADMINISTRATIVE RESPONSE – Appended**



18 March 2015

Professor Sioban Nelson  
Vice-Provost Academic Programs  
University of Toronto

**Re: Review of the Christianity and Culture Program and its undergraduate programs**

Dear Sioban,

Along with the faculty, staff and students of the Christianity and Culture Program, I am grateful to the external reviewers' for their assessment of the Program and its undergraduate programs: Christianity and Culture, B.A. (Hons.): Specialist, Major, Minor; Christianity and Education, B.A. (Hons.): Minor. The reviewers observed that the programs are providing our students with an emphasis on developing research and analytical skills that will serve them across various disciplines and professions.

As per your letter of 9 February 2015, 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 Program, where appropriate. Through various consultations, the Program 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 noted the Program's focus on Roman Catholicism and they stated that, in comparison with programs of the same title at other institutions, the Program "...will be found wanting in terms of the contemporary study of Christianities, globalization", and the contemporary orientations of world cultures. The reviewers found a lack of courses on Christianity in the global context, contemporary media in relation to Christianity, and Christianity and issues such as computer art, sexuality studies, and interreligious dialogue, and they suggested that curricular changes might broaden the Program's reach to potential students and better align the Program with others in North America and Europe.*

The reviewers' comment that the Program's focus is mainly in the teaching of Roman Catholicism is accurate and is seen as a consequence of its historical development. As religious programs within the colleges merged into the Department of Religion, the Christianity and Culture Program began to offer courses that were from a Catholic perspective to those being offered in the Department. The relationship with St. Michael's College, whose Catholic identity is rightly engrained in its mission of higher learning, has benefited the Program in its goal to teach Christianity and Culture in the context of its liberal arts tradition. The reviewers observed that a variety of courses do reflect a contemporary landscape of current global Christianity and its diaspora, but that these courses are not being taught regularly. As a result of these influences the Program now finds itself at a crossroad and will need to work to develop its identity within a changing Christian global environment.

Short-term response:

- The Principal of St. Michael's College (Program Director) in consultation with the Arts and Science Dean's Office, will begin the process of reviewing the programs and the multitude of courses offered. The curriculum renewal process will take into consideration the reviewers' recommendation that a balance be found between traditional courses and contemporary courses.
- As part of the curriculum renewal process a retreat will be organized for the core faculty to meet and discuss the reviewers' recommendations and rethink the identity of the Christianity and Culture Program. The retreat will be scheduled for the summer of 2015 and will help define the role of the faculty, the development of curriculum and its delivery, while considering the undergraduate degree objectives and learning outcomes required by the Faculty of Arts and Science.
- *The reviewers expressed concern about the limited resources available in support of the Specialist program, and they urged that elimination or suspension of the program be considered, thus allowing for greater focus on the Major program. A combination of majors and/or minors would enable students to integrate their Program knowledge with that of cognate programs.*

The reviewers' recommendation that admissions be suspended to the Specialist program is welcomed. A trend which has developed across all Arts and Science undergraduate programs is students are now choosing to combine major and minor programs to receive a more integrated academic learning experience. The suspension of the Specialist program will allow the Program to focus its attention and resources on developing the major and minor programs. This will provide students the opportunity to combine several fields of study from different disciplines. For example, a science student wishing to connect religious studies and the sciences may combine their major or minor in a science discipline with a major or minor in Christianity and Culture. The concentration of strength on the improvement of majors and minors in relation to the changing demographics of the Program will respond to the reviewers' observation that a principal purpose of Christianity and Culture is to prepare students for the integration of their faith in their profession.

Short-term response:

- The Program will work with the Arts and Science Dean's Office to suspend admissions to the Specialist program for the 2015-16 academic year.
- The Program will discuss the possibility of closing the Specialist program at its summer retreat and will fully explore how to strengthen the major and minor programs to address the reviewers' recommendation.
- *The reviewers pointed to the termination of the Concurrent Teacher Education Program and declining student enrolment and commented that increase enrolment was essential for continued creative delivery of the Program, as well as for expanded student outreach opportunities.*

The closure of the CTEP program will no doubt have a great impact on a program like Christianity and Culture, where half the students enrolled are CTEP students. Without the CTEP program, Christianity and Culture will need to develop new initiatives to attract students to their programs.

Short-term response:

- The Program will consult with the Arts and Science Dean's Office to discuss options to increasing enrolment.

Long-term response:

- As part of the curriculum renewal process, the Program will look at the possibility of developing a new major in Christianity and Education. An overview of required resources will need to take place, but the development of a program combining Christianity and Culture with its teaching may be appealing to students who would otherwise have entered through the CTEP program. The creation of this new major will be discussed at the retreat and an appointment to the Faculty proposing a joint appointment in Christian education will be considered.
- *The reviewers made a number of observations and suggestions about improvements for course listings, groupings, and weightings to support Program objectives and student planning.*

The reviewers' recommendations that the courses and their weights be examined to provide students with greater flexibility and options will be considered. An appraisal of courses and their validity to the program will take place during the curriculum renewal process and the calendar will be adjusted to reflect the addition and deletion of courses as agreed to by the Program and the Faculty.

Intermediate-term response:

- The reviewers' recommendation that a program advisory committee be created to include faculty from collaborating units teaching cross-listed courses will be implemented. The Associate Dean, Undergraduate will be available to provide support to the advisory committee to ensure committee members are aware of quality assurance requirements. This committee will also be effective for periodic reviews of cross-listed courses in the future and can provide student mentorship and advising.
- Curriculum changes such as deletion of courses will be brought forward to the Arts and Science Humanities Curriculum Committee in November 2015 to be approved.

**Faculty**

- *The reviewers urged the Program to ensure that the size and mix of faculty can support the Program's future directions, student-faculty interactions, and academic advising.*

The reviewers' commented that the current faculty is both skilled in teaching and research as is seen in the "broad and deep scholarship in Christianity..." they produce.

The departure of two core faculty members has caused concern for the Program as it has decreased the complement by 40%. It has also meant that the only female core faculty member is no longer part of the Program. The diversity of the program, especially in gender, is a concern which the Program hopes to address. The replacement of these faculty members remains a high priority for the Program and the Faculty. The resolution of this issue is not short-term and requires consultation with the Dean's Office and approval of the Faculty of Arts & Science Appointment Committee.

The FAS Appointment Committee 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, including: the unit's Academic Plan and the Faculty's response; any subsequent external review reports; any 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 uncertain state of the Faculty's financial position, including the serious impact of recent Provincial changes to the Faculty's program fee funding, budget planning has proceeded cautiously with respect to the number of appointments available across the entire Faculty, although endowments and external sources funded a number of additional positions.

Intermediate-term response:

- The possible creation of post-doctoral fellowships in Christianity and Culture through St. Michael's College, to increase faculty diversity is an option which will be discussed with the Faculty of Arts and Science.

Long-term response:

- After consultation within the Program, St. Michael's College and the Faculty of Arts and Science, the Program will submit requests for appointments to the FAS Appointment Committee. The planning process for these appointments should be completed for the March 2017 competition for appointments with possible searches in 2017-18.

***Resources and Planning***

- *The reviewers referred to the important interrelationship among the Program, the Faculty of Arts and Science, and St. Michael's College. They observed a need for strengthened communications among the three parties and urged discussion of the commitment to the programs, program funding, and curriculum matters.*

The reviewers' commented on the complexity of the administrative structure of the Program and its relationship with both the Faculty of Arts and Science and St. Michael's College. This complexity is part of the history of the University of Toronto and one that cannot be changed.

Intermediate-term response:

- The Principal of St. Michael's College will work with the Faculty of Arts and Science to increase communication regarding the resources available to the Program and how best to administer these resources.



To conclude, we appreciate that the external reviewers identified the Program's strengths and noted areas of development. The Program has 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 large initial 'D'.

David Cameron,  
Dean and Professor of Political Science

cc. Domenico Pietropaolo, Principal, St. Michael's College

## Review Summary

<b>Program(s) Reviewed:</b>	<p>Croatian and Serbian Studies, B.A., Hons.: Major, Minor</p> <p>Czech and Slovak Studies, B.A., Hons.: Major, Minor</p> <p>German and Ukrainian, B.A., Hons.: Specialist*</p> <p>Polish Language and Literature, B.A., Hons.: Major, Minor</p> <p>Polish Studies, B.A., Hons.: Major, Minor</p> <p>Russian Language and Literature, B.A., Hons.: Specialist, Major, Minor</p> <p>Russian Language, Minor</p> <p>Russian Literature in Translation, Minor</p> <p>Ukrainian Language and Literature, B.A., Hons.: Specialist, Major, Minor</p> <p>Slavic Languages and Literatures, M.A., Ph.D.</p> <p>*admissions to this program has been suspended</p>
<b>Division/Unit Reviewed:</b>	Department of Slavic 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 Edith Clowes, Slavic Languages and Literatures, University of Virginia</li> <li>2. Professor Karen Evans-Romaine, Slavic Languages and Literatures, University of Wisconsin-Madison</li> <li>3. Professor David Frick, Slavic Languages and Literatures, University of California, Berkeley</li> </ol>
<b>Date of review visit:</b>	March 6-7, 2014

### Previous Review

**Date:** December 7-8, 2006

**Summary of Findings and Recommendations:**

**1. Undergraduate Programs:** Croatian and Serbian Studies (major, minor); Czech and Slovak Studies (major, minor); Estonian Studies (minor); Finnish Studies (major, minor); Hungarian

Studies (major, minor); Polish Language and Literature (major, minor); Polish Studies (major, minor); Russian Language and Literature (specialist, major, minor); Russian Language (minor); Russian Literature in Translation (minor); Slavic Language (specialist); Slavic Language and Literature (specialist); Ukrainian Language and Literature (specialist, major, minor); Linguistics and Languages (combined specialist); Modern Languages and Literatures (combined specialist)

The reviewers observed the following strengths:

- Unusual breadth and depth of curriculum
- Strong international reputation
- High level of student satisfaction with calibre of program and experiences

The reviewers identified the following areas of concern:

- Need for increased support of co-curricular activities
- Size of language classes
- Need for greater consistency of language instruction across all years

The reviewers made the following recommendations:

- Strengthen language coordinator's role in overseeing language teaching
- Offer increased number of comparative Slavic language and culture courses

**2. Graduate Programs:** M.A., Ph.D. with majors and minors fields in: Croatian and Serbian Language and Literature; Czech and Slovak Language and Literature; Polish Language and Literature; Russian Language and Literature; Slavic Language and Literature; Ukrainian Language and Literature

The reviewers observed the following strengths:

- Unusual breadth and depth of curriculum
- Excellent calibre of students

The reviewers identified the following area of concern:

- Provision of funding over a number of years to facilitate students' mastery of many languages

The reviewers made the following recommendations:

- Seek funding to support dissertation writing and conference travel
- Strengthen graduate recruitment processes through more active advertising
- Encourage discussion of professional issues during community-building activities
- Tailor graduate exams more to faculty teaching expertise

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

The reviewers observed the following strengths:

- Highly productive, outstanding faculty

The reviewers identified the following areas of concern:

- Small size of the Department given breadth of expertise

The reviewers made the following recommendations:

- Slightly reduce faculty members' teaching load
- Focus on retention of junior and mid-career faculty

#### **4. Administration**

The reviewers observed the following strengths:

- The promotion of equity and diversity in the classroom and the curricula

The reviewers identified the following areas of concern:

- Greater space is needed for faculty and teaching assistant offices
- Computers need to be updated

The reviewers made the following recommendations:

- Consider effective models for regularly updating departmental computers

**Last OCGS Review(s)**      October 11-12, 2006

**Date(s):**

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

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

Terms of Reference; Self-Study; FAS External Review Report

### **Consultation Process:**

The reviewers met with the Dean of the Faculty of Arts and Science; the Vice-Dean Graduate Education and Program Reviews; Chair of the Department of Slavic Languages and Literatures; junior and senior faculty members; administrative staff; and undergraduate and graduate students.

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

The University of Toronto is the only Canadian university with full-service offerings in Slavic Languages and Literature. It ranks among the top five departments in North America, and its programs are internationally recognized for their excellence. Its range of course offerings sets a standard for other programs to emulate.

### **1 Undergraduate Program**

Croatian and Serbian Studies, B.A., Hons.: Major, Minor; Czech and Slovak Studies, B.A., Hons.: Major, Minor; German and Ukrainian, B.A., Hons.: Specialist (admissions to this program has been suspended); Polish Language and Literature, B.A., Hons.: Major, Minor; Polish Studies, B.A., Hons.: Major, Minor; Russian Language and Literature, B.A., Hons.: Specialist, Major, Minor; Russian Language, Minor; Russian Literature in Translation, Minor; South Slavic Studies,

B.A., Hons.: Major, Minor; Ukrainian Language and Literature, B.A., Hons.: Specialist, Major, Minor

**The reviewers observed the following strengths:**

- Overall quality
  - International recognition of program excellence
  - Impressive standards set for students in all programs
- Objectives
  - Consistent success over the years in maintaining high standards
    - Integration into University-wide curriculum through course cross-listings
    - More than 50% increased enrolment in Slavic courses
    - New directions of curriculum development and cooperation across programs facilitated by faculty hiring
- Curriculum and program delivery
  - Appropriate curriculum structure and length
    - Student satisfaction with curriculum structure
  - Suitable goal of enabling students to achieve advanced levels of language proficiency upon program completion
    - Individual plans of study are provided for “heritage speakers”
    - Language courses are tailored to needs of students
  - Inspiring “Information Literacy” goal develops critical thinking skills beyond Slavic disciplines
  - Impressive breadth and depth of course offerings
  - Innovative and interdisciplinary courses
  - On-campus talent show and student clubs and off-campus activities provide for student learning beyond the classroom
  - Several study abroad and exchange programs bring faculty from other universities to teach in the Department
  - Student satisfaction with research opportunities through fourth-year independent study course
- Assessment of learning
  - In-class assessment procedures reflect international standards and are viewed favourably by students
- Quality indicators
  - Outstanding quality of students
  - High Grade Point Averages of students admitted to programs
  - Outstanding provision of mentoring and advising
  - Time to degree meets North American norms
  - Strong presence of alumni in top-ranked American graduate programs and professional schools
- Enrolment
  - Astounding increased enrolment in Slavic courses achieved in part through cross-listing with other Departments

- Rising enrolment in Russian
- Students
  - Lively, energetic students who are engaged in their programs
  - Several students choose to remain in the Department to complete a Master of Arts (M.A.) degree
- Faculty resources
  - Complete course lists offered despite modest faculty complement
  - Faculty community outreach and fundraising efforts have contributed to study abroad and faculty exchange programs

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

- Curriculum and program delivery
  - Absence of study abroad opportunities in some regions
  - Lack of study abroad options during the fall/winter terms
  - Students provided a number of suggestions for specific curricular improvements
- Assessment of learning
  - Assessment of language proficiency not based on standardized measures
- Program Development
  - Lack of Estonian program
- Physical resources
  - Students commented on very slow response to equipment malfunctions

**The reviewers made the following recommendations:**

- Curriculum and program delivery
  - Set Slavic languages program minimum target proficiency level of American Council on the Teaching of Foreign Languages (ACTFL) Intermediate Mid, with a goal of Intermediate High
  - Strengthen website structure to simplify student access to information about on- and off-campus learning opportunities
  - Expand outreach and fundraising efforts to increase study abroad and internship options, particularly in Russia, the Ukraine, and the Czech Republic
  - Further develop internships and service learning opportunities involving language use in Toronto
- Assessment of learning
  - Include composition or essay writing in all courses
  - Conduct oral proficiency interviews annually and prior to graduation
  - Encourage students to monitor their language progress with guidance from an advisor
- Quality indicators
  - Track graduate job placement and on-the-job language use data
- Faculty resources
  - Consider hiring faculty member to coordinate language assessment procedures
- Program Development
  - Reinstate Estonian program to round out robust Finno-Ugric program

## 2 Graduate Program

Slavic Languages and Literatures, Master of Arts (M.A.); Doctor of Philosophy (Ph.D.)

### The reviewers observed the following strengths:

- Overall quality
  - Excellent programs recognized internationally
- Objectives
  - Clearly outlined objectives align well with Faculty of Arts and Science's Degree Objectives Definitions and Guidelines
- Admissions requirements
  - Appropriate admissions requirements ensure student preparedness for completion of demanding M.A. and Ph.D. programs
    - Innovative, two-year admissions option supports worthy applicants needing to improve language skills
- Curriculum and program delivery
  - Rigorous but reasonable M.A. and Ph.D. curricula across all disciplines
  - Curriculum and timeline consistent with that of programs at peer institutions
  - Wealth of courses offered using both traditional and innovative approaches
  - Some students requested an updated reading list for Russian comprehensive examinations to support their preparation
  - Ph.D. program goal of ACTFL Advanced level consistent with North American standard
  - Teaching internships at University of Warsaw allow for learning beyond the classroom
  - Annual Departmental conference provides opportunity for student to present their research
- Assessment of learning
  - Doctoral comprehensive examinations consistent with North American norms
- Quality indicators
  - Outstanding quality of students
  - Doctoral students typically admitted with a minimum A- average in M.A. courses
  - Departmental flexibility in providing alternatives to students unable to access courses needed
  - Average time to completion (5-6 years) consistent with North American average
  - Strong job placement record with alumni teaching in Canada, the U.S., and the U.K.
- Support
  - Students receive strong supervision of doctoral research
- Faculty resources
  - Literature and linguistics courses offered on almost all Slavic regions despite modest faculty complement

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

- Assessment of learning
  - Lack of formal exit testing of language proficiency
- Student funding
  - Insufficient funding for domestic and international students poses challenge for doctoral students
    - Basic five-year package is not competitive with other Slavic graduate programs
    - Unfortunate need for students to work to support their studies; question of remuneration levels
  - International experiences limited by lack of funding for graduate student research abroad
- Physical resources
  - Very limited student office space

**The reviewers made the following recommendations:**

- Admissions requirements
  - Conduct pre-admission phone interviews to assess applicants' Slavic oral language proficiency and potential for graduate-level research
- Curriculum and program delivery
  - Encourage student participation in a summer immersion program after Year 1 of the M.A. program to strengthen language proficiency
- Assessment of learning
  - Conduct standardized assessment of oral language proficiency, providing information about student preparedness to enter academic job market
  - Consider assessing language proficiency in all skills (speaking, reading, listening, writing) at meaningful point in doctoral program
- Quality indicators
  - Track job placement data for Ph.D. and M.A. graduates
  - Highlight online alumni profiles
- Student funding
  - Improve domestic and international student funding package to achieve decreased time to completion rates

### **3 Faculty/Research**

**The reviewers observed the following strengths:**

- Overall quality
  - Impressive quantity and quality of scholarly work
  - North American and international peers hold faculty in high esteem
- Research
  - Strength in literary translation and literary and linguistic research across disciplines



- Monthly research colloquium allows faculty and graduate students to learn about their peers' research
- Faculty
  - Complement has demonstrated strength in Russian, Ukrainian, and South Slavic disciplines

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

- Faculty
  - Aging faculty and expected retirements within five to seven years
  - Maintenance of smaller Slavic programs; ensure that the Department continues to offer full range of programs

**The reviewers made the following recommendations:**

- Faculty
  - Replace each faculty retiree with tenured faculty, carefully examining distribution of areas of expertise among members
  - Reinvigorate faculty strength in Czech and Ukrainian fields, perhaps through visiting professorships with partner institutions

## 4 Administration

**The reviewers observed the following strengths:**

- Relationships
  - High faculty morale due to successful new curriculum, increased enrolment, and successful fundraising
  - High undergraduate and graduate student morale; staff morale also appears high
  - Excellent reputation among peer departments
  - Active relationship-building has resulted in increased undergraduate course enrolment by students from cognate units, development of interdisciplinary courses, and expansion of courses in cognate units taken by Slavic students
  - Successful collaboration with Jewish Studies Department
  - Faculty active in national and international professional organizations and service on government funding review committees
  - National impact through attracting students from across Canada
  - Significant outreach to Toronto communities contributes to preservation and development of Slavic languages and cultures
- Organizational and financial structure
  - Effective and pro-active Departmental administration by Chair and staff
- Planning / Vision
  - Ongoing successful fundraising among the community to support programs

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

- Relationships
  - While privately funded partnerships with some universities exist for the Polish, South Slavic, and Finnish, there is room for further development
  - Challenge in outreach efforts with Czech and Russian communities
- Organizational and financial structure
  - Complaints have been expressed by members of the Department about the small space it occupies in St. Michael's College
- Planning / Vision
  - Mentor junior faculty in preparation for future assumption of administrative roles

**The reviewers made the following recommendations:**

- Relationships
  - Expand development of partnerships with other universities, particularly for Czech, Russian, and Ukrainian
  - Develop Facebook presence as means of outreach to community, alumni, and prospective students
- Organizational and financial structure
  - Provide a larger, rehabilitated space, with more room for a library and graduate student offices, which could be used by stakeholders and guests
  - Continue to create smart classrooms with full technical support
  - Hire at least one additional technical support specialist for St. Michael's College to resolve in-class problems in a timely manner
- Planning / Vision
  - Develop relationships with Slavic heritage business and cultural leaders across Canada to support Departmental programs of less commonly taught Slavic languages
  - Continue to identify fundraising opportunities
  - Continue successful recruitment strategies, incorporating suggestions for new undergraduate courses

**ADMINISTRATIVE RESPONSE – Appended**



UNIVERSITY OF TORONTO  
FACULTY OF ARTS & SCIENCE

18 March 2015

Professor Sioban Nelson  
Vice-Provost Academic Programs  
University of Toronto

**Re: Review of the Department of Slavic Languages and Literature and its undergraduate and graduate programs**

Dear Sioban,

Along with the faculty, staff and students of the Department of Slavic Languages and Literatures, I am very pleased with the external reviewers' positive evaluation of the Department and the undergraduate and graduate programs: Croatian & Serbian Studies (Major, Minor); Czech & Slovak Studies (Major, Minor); Polish Language & Literature (Major, Minor); Polish Studies (Major, Minor); Russian Language & Literature (Specialist, Major, Minor); Russian Language (Minor); Russian Literature in Translation (Minor); Ukrainian Language & Literature (Specialist, Major, Minor); Slavic Languages & Literatures (MA, PhD). 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 Slavic Departments in North America and, in the words of the reviewers, makes it one of the "jewels in the crown" of the University of Toronto.

As per your letter of 4 September 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 recommended that the Department base assessment of undergraduate students' language proficiency on standardized measures, and they commented on the benefit of establishing target levels on recognized measures in supporting learning. As well, the reviewers pointed to the role such measures can serve in student preparedness for entry into the academic job market.*

The reviewers commented that the Department is the only "full-service" program in Canada and one of the very few in North America to offer degrees from the BA to the PhD in all major areas of Slavic language, literature and culture. This is reflected in the quality of its undergraduate students whom the reviewers considered "outstanding".

The Department agrees with the importance of assessing the language proficiency of its students and the helpful role that standardized assessment plays for structuring their language program

and providing a measure of proficiency for students preparing to enter the job market. The challenge for the Department is how to implement this across all languages due to its expense. The Department currently has robust ways to assess the language proficiency, especially for selecting the appropriate level of language instruction for students:

- In Polish, the Department evaluates all students according to the *Common European Framework of Reference for Languages: Learning, Teaching, Assessment*.
- In Russian, the Department's ability to provide standardized assessments for all students is limited; only the Department's language coordinator (a teaching stream faculty member) is an Oral Proficiency Interview (OPI)-trained person and is not able to take on the assessment of all students in the Russian program. The Department has found other ways to assess Russian language proficiency by placing every student into appropriate levels through individual oral interviews and written tests. It is important to note that no student is allowed to self-select into a program level if first year Russian is not completed. In this way, the Department is able to control student's Russian proficiency levels without formal testing.
- Other programs, such as Ukrainian and BCS, have their own ways of determining the level of student abilities.
- The Department also uses the U of T Language Citation, included on the transcripts of all graduates who have received a B- or above in two full FCEs of language beyond the first year, to provide a language credential for graduating students.

Short-term response:

- The Department has implemented the reviewers' suggestion that a compulsory phone conversation for MA and PhD students in their target language, to assess their oral proficiency, be part of the admission process. This has been done for all applicants on their short list before finalizing offers as part of the 2014-15 admissions cycle.
- The Department will continue to assess the oral proficiency of MA and PhD applicants through the assessment of written proficiency and academic excellence currently used in the admissions process.

Intermediate-term response:

- In addition to the current forms of Russian language assessment used, the Department has proposed cross-Canada standards for proficiency levels to the Canadian Association of Slavists. The Department will continue to work with programs across Canada to explore cost-effective ways to deliver standardized language assessment.
- The Department and the Faculty of Arts & Science will continue to emphasize the value of the U of T Language Citation for graduating students.

• *The reviewers emphasized the role of international experiences (study abroad opportunities and internships) in strengthening students' language proficiency.*

The Department agrees with the reviewers as to the importance of overseas experience, both through academic and internship programs, for strengthening language proficiency. Currently the Department provides some degree of overseas experience in almost all languages taught. For instance, in the Summer of 2014, students were sent to Croatia, Poland, Russia, Ukraine, Serbia and Macedonia and were funded through scholarships as well as funding from community organizations and the federal government.

Short-term response:

- The Department will consult with fellow language departments to ascertain how these units respond to the request for opportunities to study a language in its country of origin.

Intermediate-term response:

- The Department will work with the Faculty of Arts and Science Dean's office to identify sources of funding for students to study abroad. For example, possible funds are the Dean's International Initiative Fund (DIIF), the International Course Module (ICM) and the 399 Research Opportunities.

***Quality Indicators***

- *The reviewers referred to the Department's strong international standing and contemplated ways in which greater tracking of student and alumni metrics might add value.*

The Department agrees with the reviewers' suggestion to track and maintain job placement data for both undergraduate and graduate alumni and to advertise this on their website. Currently, the Department is working the A&S Office of Advancement to track the metrics of their alumni and plans to contact alumni to seek further information. The Department already provides a webpage that listing the names and employment positions of their MA and PhD alumni ([http://sites.utoronto.ca/slavic/people/alumni/grad\\_alumni.html](http://sites.utoronto.ca/slavic/people/alumni/grad_alumni.html)) and is developing a parallel webpage for their undergraduate alumni.

Short-term to intermediate-term response:

- The Department plans to contact undergraduate and graduate alumni to invite them to provide information on job/career placements. The Department will use this information to update the graduate student alumni and the undergraduate student alumni webpages.
- The Department plans to finish developing their job placement webpages by creating a "What you can do with a Slavic Languages & Literatures Degree" page along with profiles of their alumni.

- *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.*

Short-term response:

- The Department will increase their involvement with the Arts & Science B2B (Backpack to Briefcase) initiative which provides students the opportunity to attend workshops on networking, and meet with alumni, faculty, staff and peers to discuss life after graduation.
- The Department has undertaken career advising for PhD students by assisting them with preparing for interviews and identifying potential employment opportunities.

### **Students**

- *The reviewers found that time to completion of both M.A. and Ph.D. students adhere to North American norms. However, they did express concern about the impact of graduate student funding, and they stressed the importance of considering this issue relative to time to completion.*

The Department is proud is of the time to completion for both their graduate programs. Like many recently reviewed FAS/tri-campus graduate humanities programs, the Slavic 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.

Some areas of study in the Department have access to funding provided by local community groups that is used to top-up the stipends provided to students. As students usually require an additional year beyond the funding commitment, the Department usually provides funding through a combination of the Doctoral Completion Award and TA/Course Instructor positions.

#### Short-term response:

- The Department will continue to work to raise funds to support graduate student research.

#### Intermediate-to-long term response:

- The Department will examine individual time-to-degree, with an aim to understanding what factors are involved in taking more than five years for the PhD. As part of the larger Faculty initiative in this area, the Vice-Dean will work with the Department to understand the factors affecting PhD time-to-completion and provide guidelines where appropriate.

### **Faculty**

- *The reviewers addressed the matter of upcoming faculty retirements. They suggested that, as part of its complement planning process, the Department examine areas of expertise that will be necessary to support evolving directions.*

In the last ten years, the Department has renewed itself gradually, so that it now has a strong midcareer cohort, all but one of whom is tenured. Most recently, the Department searched and hired at the level of Associate Professor in May 2014 in the area of 18<sup>th</sup> and Early 19<sup>th</sup> Century Russian Poetry and Historical Poetics. The Department also has three faculty past their normal retirement date and two who are approaching this date. In a unit that delivers graduate and undergraduate degrees in six areas (Czech, Linguistics, Polish, Russian, South Slavic, and Ukrainian), the Department's long term planning needs to consider carefully the strategic needs of each area.

#### Intermediate-to-long term response:

- The Chair, in consultation with the Department, will develop plans for how best to revise the curriculum through complement renewal. Based on this the Department will make requests to the Arts and Science Faculty Appointment Committee.

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, slightly slanted style.

David Cameron,  
Dean and Professor of Political Science

cc. Donna Orwin, Chair, Department of Slavic Languages and Literatures

## 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(s)	Accrediting Agency	Status
Architecture	Master of Architecture (M.Arch)	Canadian Architectural Certification Board	Accredited from January 1, 2013 – June 30, 2019, with a Focussed Evalutaion to take place after three years. In preparation for the Focussed Evaluation, a Focussed Evaluation Report is due by April 30, 2016.
Architecture	Master of Landscape Architecture (M.L.A.)	Canadian Society of Landscape Architects	Accredited from September 1, 2012 – August 31, 2017.
Management	Master of Business Administration (MBA), Full-time, Morning, and Evening; Master of Finance (MF); Combined Degree Program in Law, JD/MBA; Combined Degree Program in Jeffrey Skoll Bachelor of Applied Science in Engineering, BASc/ MBA; Executive MBA; Omnium Global MBA; Management, PhD	Association to Advance Collegiate Schools of Business	Accredited from 2014 to 2019.
Arts & Science	Bachelor of Commerce (BCom)	Association to Advance Collegiate Schools of Business	Accredited from 2014 to 2019.