

**REVIEWS OF ACADEMIC PROGRAMS AND UNITS  
2007-2008**

**Annual Summary to the Committee on Academic Policy and Programs  
Part II: Divisional reviews**

**March 2009**

OFFICE OF THE VICE-PRESIDENT AND PROVOST



# REVIEWS OF ACADEMIC PROGRAMS AND UNITS

2007-2008

## Part II: Divisional reviews

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## **Faculty of Arts and Science**

## REVIEW SUMMARY

<b>PROGRAM/UNIT DIVISION</b>	<b>Department of Chemistry</b> Faculty of Arts and Science
<b>DATE:</b>	December 17, 2007
<b>COMMISSIONING OFFICER:</b>	Dean
<b>PROGRAMS OFFERED:</b>	
<b>Undergraduate</b>	Chemistry, BSc: Spec, Maj Biological Chemistry, BSc: Spec Chemical Physics, BSc: Spec Environmental Chemistry, BSc: Spec Materials Science, BSc: Spec. (offered with the Faculty of Applied Science and Engineering) Pharmaceutical Chemistry, BSc: Spec (offered with the Leslie Dan Faculty of Pharmacy)
<b>Graduate:</b>	Master of Science (M.Sc.) Doctor of Philosophy (Ph.D.)
<b>EXTERNAL REVIEWERS</b>	
<b>International</b>	Prof. Alan Campion, The University of Texas at Austin Prof. Paul B. Hopkins, University of Washington Prof. James L. Skinner, University of Wisconsin-Madison
<b>Canadian</b>	
<b>PREVIOUS REVIEW DATE:</b>	1999 (cluster review)
<b>SUMMARY FINDINGS AND RECOMMENDATIONS OF PREVIOUS REVIEW:</b>	<ul style="list-style-type: none"><li>• The department has improved steadily over the past decade as a result of more focused planning.</li><li>• The department is strong in all areas.</li><li>• The undergraduate student enrolment has increased dramatically and the student laboratory experiences are constrained in terms of laboratory space.</li><li>• The reviewers commended the department's plan to review the undergraduate curriculum, increasing supervision of undergraduate projects, review space requirements.</li></ul>
<b>RECENT OCGS REVIEW DATE</b>	2005
<b>DOCUMENTATION PROVIDED TO REVIEWERS:</b>	<ul style="list-style-type: none"><li>• Terms of Reference</li><li>• Self-Study</li><li>• <i>Solidifying the Foundation: Chemistry's Academic Plan</i> (2004) and the Decanal Response</li><li>• Brief for the Periodic Appraisal, External Consultants' Appraisal and Dean's response in connection with most recent OCGS Periodic Appraisal</li><li>• Report of the Cluster 8 External Review Committee, 1999</li><li>• Faculty CV's and awards</li><li>• Undergraduate Programs of Study</li><li>• Undergraduate and graduate course listings</li><li>• Undergraduate Survey of Student Engagement</li><li>• Undergraduate Handbook</li><li>• Alumni magazine Distillations</li><li>• Environmental Colloquium Brochure</li><li>• 2006 – 2008 Colloquium Schedule</li></ul>
<b>CONSULTATION PROCESS:</b>	The reviewers met with the Dean and Vice-Dean of Arts and Science, the department Chair, the Associate Chairs, faculty, staff and students. They met the faculty of each of the traditional divisions in groups and had separate opportunities to meet the new faculty, U of T Mississauga and UTSC faculty.

They had meetings with Administrative and Technical staff and with a group comprising three chairs of cognate departments, an academic advisor, and groups of postdoctoral fellows and undergraduate and graduate students.

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

The department is uniformly excellent and of international stature. The reviewers commended the department for successfully achieving its plans for hiring of faculty members, its model of research and teaching stream staff, its new and renovated facilities, restructuring of the undergraduate curriculum, and increasing the graduate enrolment on all three campuses. They noted: "The Department can now be considered distinguished by any measure for the quality of its scholarly work, the excellence of its undergraduate program and the contributions its graduates make to the scientific and economic development not only in Canada but also around the world. Sustaining the progress made over the past 50 years, and particularly over the past decade, will require considerable and consistent institutional support and, in particular, the continued close collaboration between the Department and the Faculty of Arts and Sciences."

### **Faculty**

*Quality of the research activities overall and in specific disciplines:* The reviewers characterized the quality of the faculty as excellent. They "conduct research at the forefront of chemistry and related interdisciplinary fields and the impact of their work has been substantial." They noted that while the faculty is committed to a recruiting strategy that seeks the best candidates irrespective of field, it has been "...successful in developing some depth in the interdisciplinary areas they have chosen to focus on." They commended the department in developing "a critical mass in each of the interdisciplinary areas, especially at the U of T Mississauga and UTSC campuses". The reviewers commented on the quality and impact of the department's research using both quantitative and subjective measures. Productivity was considered very high and publications appeared in the most respected, peer reviewed journals. Faculty members have been exemplary in educating and training M.Sc. and Ph.D chemists to become independent and productive scientists.

The reviewers recommended that the "institution either increase the Department's base budget or redirect overhead generated by, but not currently flowing to, the Department to support its research efforts" as they note the department is making use of discretionary funds for indirect research costs.

*Recruitment and retention of junior faculty:* The department has been successful in recruiting and retaining junior faculty members and ensuring their success by providing them with support, appropriate space, and mentoring. They indicated appropriate feedback and mentoring for the research stream assistant professors. They recommended the establishment of an annual meeting of the chair (or an evaluative/coaching committee appointed by the chair) with each assistant professor to help ensure reflection on the part of the assistant professor vis a vis progress and plans, and commentary on such progress and plans by the chair on an annual basis.

*Teaching stream faculty:* The reviewers noted that the department had "re-defined the role of the teaching faculty, giving them much more autonomy and responsibility and clear expectations for their professional development. The teaching faculty, in consultation with the research faculty, are primarily responsible for the development and delivery of the undergraduate courses and laboratories for the first two years of the curriculum... More senior faculty are now teaching the first and second year courses than in years past, giving the students an opportunity to learn from these distinguished scholars." It was clear to the reviewers that the "teaching faculty feel valued by the department and that there is mutual respect between the research and teaching faculty".

Furthermore, the reviewers concluded that the relationship and roles of the research and teaching staff in the department "has been phenomenally successful as evidenced by undergraduate student satisfaction, an engaged and valued teaching faculty and research faculty who feel that their research programs are supported by an adequate infrastructure."

*Age and gender distribution:* The reviewers commended the Faculty for its proactive approach to hiring young faculty and particularly women.

The reviewers concluded that the Department is understaffed and that it be allowed to make the six staff appointments already approved in advance of upcoming retirements and that some consideration be given to making additional appointments. They recommended that the tri-campus Deans “work closely with the Department to ensure that only the very best graduate faculty candidates are appointed to the undergraduate faculties of the U of T Mississauga and UTSC campuses and that salary, space and startup funds comparable to those of the St. George faculty be provided to ensure their success.”

### **Undergraduate education: structure, content and quality of the program**

The reviewers lauded the department’s ‘comprehensive’ reform of the undergraduate curriculum, the expansion of the teaching stream faculty and the renovation of the undergraduate teaching labs: “By every measure—our own assessment of the course content and organization, the enthusiasm expressed by both the teaching stream and research stream faculty, the student surveys we reviewed and the anecdotal impressions gleaned from a very bright group of undergraduates we met—this reform has been phenomenally successful.” They commended the Department on designing and constructing new undergraduate teaching laboratories that are “flexible, efficient and attractive to serve the needs not only of Chemistry Program students but those from other departments and faculties—these laboratories are uniquely effective and their design is likely to be widely replicated on other campuses worldwide.”

*Structure:* The reviewers noted that the department offers a wide variety of course to meet the needs of both Chemistry program students and students in other majors for whom some chemistry is a requirement for the degree (for example, biological sciences). They considered that the curriculum reform of the first two years of the program “were well thought out and met students’ needs irrespective of major”. The changes were justified on pedagogical grounds alone and graduating students following a variety of future employment opportunities: “The structure of the program has been well thought out, giving students many options but also very clear guidance to help them choose among them.”

*Content:* The team commended the department for the depth and breadth of course offerings in the Specialist Program characterized them as “astonishingly broad”. They noted that the department encourages first year students to do research and lauded the fact that the number of undergraduate students undertaking research projects has more than doubled during 2001-07.

*Quality:* The reviewers assessed selected syllabi, required textbooks, the survey of undergraduate engagement and solicited student opinions directly concluding that: “By all measures, the undergraduate program is an outstanding success... The enthusiasm of the undergraduates is palpable; as one of us put it in his initial notes “the students are vivacious and fired up”. The reviewers highlighted that the program’s very high retention rate is also an important measure of success.

The reviewers recommended that “the institution fully fund the Department’s teaching assistant (TA) budget, with perhaps 80% being derived from an increase in the base budget and 20% to be argued for annually as one-time-only (OTO) TA funding.” Given the importance and core institutional responsibility for undergraduate teaching the reviewers concluded that “the time allocated to teaching assistant assignments is fully devoted to those assignments; as far as we can tell there are no ‘light’ assignments that, in effect, support a student’s research...As a matter of principle we believe that it is unreasonable to ask Chemistry to fund a significant portion of its TA budget from precious discretionary sources. As a matter of practice we are confident that releasing those funds will allow Chemistry to be imaginative, but responsible, in enhancing its programs.”

### **Graduate Education: structure, content and quality of the program**

The reviewers commented that the graduate courses offered “provide ample breadth and depth and prepare students well for their research” and the quality of the program and mentoring system is excellent.

Generally, students seemed “bright, happy, and articulate” and voiced no serious concerns with the programs. The reviewers noted, however, that some students found it difficult to take all the required courses before the beginning of third year due to the course offering rotation. The way graduate course assignments were handled could be improved by some faculty in that graduate students would appreciate

the opportunity to provide input or meet to work out the assignments collaboratively. The reviewers recommended that the Associate Chair for Graduate Studies look into these matters.

The reviewers were impressed that the graduate program has recently grown by 40%, noting that the “health of a Chemistry Department turns on having a critical mass of talented and motivated graduate students who pursue research in close collaboration with the faculty.” They noted that the success of achieving its size was in advance of the Provincial initiative on graduate enrolment strategy. The Department had carefully managing the increase in part by growing the graduate programs at the Mississauga and Scarborough campuses. In conclusion, the department had “achieved this critical mass and it has handled the process in an exemplary manner.”

### **Relations with other units: Departments, Faculties, Campuses, Centers, Institutes and Colleges**

*Three-Campus System:* The team was convinced of “Chemistry’s commitment to develop a three-campus graduate program” noting the challenges in achieving this. In particular, the reviewers suggested that the active collaboration among the deans of Arts and Science, U of T Mississauga and UTSC will be needed. They stated that efforts must be made to increase interactions between the three campuses but that “graduate education in chemistry requires a substantial and proximal infrastructure of instrumentation and staff who support it.” The reviewers noted that the department has partly addressed this matter by clustering “research faculty with common interests at each campus (biological chemistry at U of T Mississauga and environmental science at UTSC) and providing essential instrumentation support at each campus.” The matter of significant instrumentation on all three campuses remains to be worked on.

Transportation between campuses is another important challenge “one that affects not only the ability of researchers to use the instrumentation facilities but, perhaps more importantly, to interact with visitors who participate in the departmental colloquia. In our collective experience, interactions of this type are an extremely important component of graduate education and serve to increase the visibility of the Department externally”. The reviewers recommended that convenient and regularly scheduled “shuttles run between the campuses at no cost to members of the campus community and that these shuttles be of such quality and convenience that the service will encourage their use”. The establishment of reliable and easy-to-use video conferencing facilities was recommended.

*Interaction with other units:* Despite limited opportunity to assess, the team was very impressed with the level, quality, span and range of interaction with other units concluding that the Department “serves its external constituency in an exemplary manner”. It is a “model department for the student experience.”

### **Departmental administration**

The reviewers were impressed with the department’s transformation into a “distinguished” one. The Chair and Associate Chairs were credited as an “effective management team”. Administrative and technical staff were characterized as “superb”, dedicated and enthusiastic. The current Chair was given special mention for his leadership and management.

### **Facilities and support staff**

Support facilities were described as “extensive and excellent...Instrumentation, computational facilities, the library, machine shop, glass shop, and stores are all well equipped and maintained at the state-of-the-art.” They observed that there are greater opportunities for graduate students to have hands-on access to specialized instrumentation.

The reviewers commented on the expressed concern regarding the difficulty in finding operating support for major research instrumentation beyond the first five years, noting that here is the possibility of a separate grant associated with the equipment acquisition proposal. They also commented that they were sympathetic with the Department’s difficulty in adding instrumentation in core facilities to meet expanding needs but concluded that, “on balance, it appears to us that the Department is faring at least as well, if not better, than its U.S. counterparts.”

The committee commended the Department for proposing a “comprehensive solution” to how to fund at least 6 necessary new permanent staff members and recommended that funding be made available to support these positions.



## **Future directions**

The committee felt that the Department's future plans were a "coherent vision for sustaining the excellence already achieved and for propelling the Department forward." The reviewers recommended that the Department consider expanding its colloquium and seminar programs in order to increase the number of international visitors, enhance its visibility and level of graduate education.

## **Climate**

The reviewers indicated that the Department "has a strong sense of community and all members are clearly invested in its success. Faculty, staff and students were happy and engaged. There is a great deal of trust between these groups and the Chair (and his office), and a clear sense of mutual trust and respect between the Chair and the Dean of A&S. The high level of trust established is commendable" and the team encouraged "its continuation as new leaders are selected for both units... The Department is functioning at a very high level."

As some faculty expressed the desire for closer ties with other departments and interdisciplinary activities, the reviewers suggested that the Chair investigate how to facilitate the interactions the faculty seek.

Interest in the creation of a departmental Commons room was expressed and the reviewers believed that this would be an effective way to increase contact and collegiality.

## **ADMINISTRATIVE RESPONSE (Commissioning Officer)**

The three reviewers are to be commended for providing such a detailed and insightful review of the Chemistry Department. They were particularly successful at capturing a fundamentally accurate picture of the people, programs, operations, and infrastructure of this dynamic and innovative department.

The reviewers codified their recommendations for the future under five separate items with each important and collectively necessary to ensure Chemistry remains a model of excellence at the University of Toronto. The recommendations, in order of perceived priority, were 1) the TA budget; 2) staff levels; 3) Chemistry base budget and overhead; 4) hiring at U of T Mississauga and UTSC; and 5) expansion of the colloquium/seminar program in Chemistry. We accept each of the detailed recommendations and will work diligently to see them realized.

The TA budget shortfall is clearly a question which must be addressed. Discussions are continuing between the Dean and Chemistry on this issue in order to determine what would be an adequate level of TA support to the Department. All recognize it is inappropriate for Chemistry to be required to tap discretionary funds needed for research overhead. Chemistry's TA budget is already one of the largest in the Faculty, however, and it will be important to determine accurately what is needed. Currently a number of potential funding models are being developed.

The reviewers assessed Chemistry as being significantly understaffed. They urge the Faculty to immediately free up the six positions which have already been approved and bridged to upcoming retirements. Since the review was received the Dean has provided Chemistry with one additional technical staff position that was used to fill a position in the Mass Spectrometry facility. In time of financial restraint, however, no bridged positions can be filled; the relevant retirements must first take place and additions are extremely difficult.

The reviewers noted that Chemistry is covering a significant amount of overhead (\$500k) from discretionary funding (mostly endowment payout and annual advancement) that more appropriately should come in the form of base budget or overhead transfers. The Faculty has instituted a policy that incremental increases to Federal Granting Council research dollars will deliver the apportioned overhead to the Department. This should address this recommendation with significant funds since Chemistry is a top department in federal research support and has recently succeeded in increasing this funding dramatically. In the present budgetary climate it is unlikely that overhead can be fully funded, but the Faculty will keep track of the net overhead funds earned by Chemistry and it is expected the Department will receive these funds to cover more of the overhead incurred from research in Chemistry.

The Department is comfortable with the charge to ensure only the very best faculty are hired on all three campuses and that startup and lab space are comparable across the three campuses. Increased shuttle service between the three campuses is a matter to be considered not only by the University, but also by the City, given transit regulations.

Vibrant and extensive colloquia and seminar series are important to the learning and discovery environment of every department. Chemistry itself has typically seven seminars a week that are often supplemented with additional speakers, candidate talks, or visitors. Nonetheless, expansion of the number of external visitors is a priority and the Department has made it an advancement priority to raise additional funds and has just recently received funding for the Jerry and Yvonne Kresge Lecture Series.

Minor recommendations of the review included adding additional video conferencing facilities, which has now been completed, and consideration of a common space for faculty members. The Department has explored this possibility and is currently obtaining quotes to upgrade and modestly expand a space that can serve this function. Following the reviewers' recommendation, the chair has initiated meetings with junior faculty to discuss their research and teaching. Graduate course assignments have always been done through consultation by the Associate Chair Graduate with the sub-disciplinary representatives to the graduate studies committee. The Associate Chair will work to ensure the faculty representative to this committee receives the appropriate input needed to make teaching assignments.

## REVIEW SUMMARY

<b>PROGRAM/UNIT DIVISION</b>	<b>Department of English</b> Faculty of Arts and Science
<b>DATE:</b>	January 9-10, 2008
<b>COMMISSIONING OFFICER:</b>	Dean, Faculty of Arts and Science
<b>PROGRAMS OFFERED:</b>	
Undergraduate	English, BA: Spec, Maj, Min
Graduate:	M.A. Ph.D.
<b>EXTERNAL REVIEWERS</b>	
International	Prof. Lawrence Buell, Harvard University Prof. James Phelan, The Ohio State University
Canadian	Prof. Jo-Ann Wallace, University of Alberta
<b>PREVIOUS REVIEW DATE:</b>	1999 (cluster review)
<b>SUMMARY FINDINGS AND RECOMMENDATIONS OF PREVIOUS REVIEW:</b>	<ul style="list-style-type: none"><li>• The department had maintained its traditional strengths and built substantially upon foundations in some areas.</li><li>• There was “uniform excellence in all ranks and across all the areas of specialization.”</li><li>• The undergraduate program should be rethought in terms of curriculum, to some degree its structure of requirements, in such a way that it retains traditional but reflect its new strengths.</li><li>• The department should consider development of electronic scholarship, for granting leave to pre-tenure faculty, for increased funding for travel related research expenses and personal computers.</li><li>• There are issues related to the graduate program in terms of space and funding issues. There should be substantial funding available to graduate students.</li></ul>
<b>RECENT OCGS REVIEW DATE:</b>	2004
<b>DOCUMENTATION PROVIDED TO REVIEWERS:</b>	<ul style="list-style-type: none"><li>• Terms of Reference</li><li>• Chair’s self-study report</li><li>• Department Stepping UP Academic Plan, 2004, and dean’s response</li><li>• Ontario Council on Graduate Studies report, 2004</li><li>• External review report, 1999</li><li>• CV’s for faculty members in the Department</li><li>• Graduate and undergraduate handbooks and recent newsletters</li></ul>
<b>CONSULTATION PROCESS:</b>	The reviewers met with the Faculty Dean and Vice-Dean Students, the Department Chair, senior and junior faculty members, graduate and undergraduate students, and administrative staff.

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

#### Faculty and administrative staff members

The reviewers commented on the department’s strong faculty members as evidenced by its two University Professors, Canadian Research Chairs, and many professors who are “leading figures in their special areas”. Virtually all the faculty members are active researchers and the profile reflects a “good balance of people working in traditional and emerging fields”. The department is dedicated to teaching and “both quantitative data and the

reports of the graduate and undergraduate students indicate that this dedication translates into effectiveness in the classroom.” Faculty members described as “dedicated” and of “generally good morale”. The reviewers recommended that the department engages in more communal discussion of important departmental matters.

The reviewers indicated that the department had worked well despite understaffing constraints to being understaffed while dealing with both significant number of students and substantial increases in those numbers over the last several years.” The reviewers consider that this level cannot be sustained. To avoid a deterioration of instruction, productivity, morale and retention, they suggested both hiring and enrolment management. They recommended the faculty member FTE on St. George campus be increased by at least 4 if the current enrolment levels continue. They noted the fields identified in the self-study (Aboriginal, Caribbean, Renaissance Drama, Medieval Drama, 18<sup>th</sup> Century Non-fiction, 20<sup>th</sup> Century British/Irish Poetry, British modernism, recent British literature) and underlined the need for hiring in modernism (including being open to modernism as a transatlantic phenomenon). Given the workload and popularity in the area of modernism, at least a senior and a junior hire should be made. They acknowledged contemporary British literature as another high priority, indicated that other identified needs were justified and that the hire in medieval drama should be done in conjunction with completing the Records of Early English Drama (REED) project.

The success of junior faculty at tenure time credits the individuals and the department, and the reviewers commended the department’s mentoring system. To improve the process, they recommended that the Chair or a senior faculty member have “annual meetings with each junior faculty member to review progress toward tenure and to help acculturate him or her to the Department.” In particular, they noted that newer department members should understand that service is an integral part of their professional responsibilities. This will assist in the nurturing of the next generation of Departmental leadership.

### **Undergraduate Program**

The reviewers indicated that recent redesign of the undergraduate programs was appropriate with the grouping of course offerings representing “a good mix of traditional and emergent subfields” and department strengths. Enrollment pressures were the major issues facing the undergraduate program. In order to cope with substantial enrollment increases, only 63% of this year’s courses were being offered by faculty members while the remaining 37% were being taken on by graduate students, sessional lecturers, retirees and faculty. These measures raised questions about quality of instruction and faculty morale. Enrollments were working against effective lecture discussion, detailed writing instruction and the opportunity for students to develop critical thinking skills.

The reviewers recommended that enrolment should not go beyond current levels until the size of the faculty increases. They had several suggestions as to how to accommodate enrolment in terms of program structure and course offerings.

### **Graduate Program**

The reviewers highlighted the new MA in Creative Writing as “a smashing success” in terms of its leadership, enrolment, balanced curriculum, strong mentorship, teaching internships and financial support. As the program matures they recommended that the Department consider ways in which the program can continue to flourish without being dependent on a single champion.

The traditional academic MA program was “in less satisfactory shape”, according to the reviewers, largely due to increased enrolment. There was “extreme unevenness of the credentials and quality” of MA students and this may “seriously compromise the quality of graduate seminars.” The reviewers recommended that the number of graduate students enrolled in the program be decreased and that there should be more careful consideration of the ratio of MA to PhD students enrolled in graduate seminars.

The PhD program is “thriving” as a result of the Department’s diverse faculty specializations, its course offerings, rich archives, strong research profile and dedication of faculty members. However, the reviewers were troubled by the fact that fewer than 50% of PhD recipients were employed in tenure-track positions within three years of degree receipt. The reviewers recommended that the Department consider “more robust, coordinated and proactive placement efforts.”

The reviewers reported respectful comments regarding the “fair-mindedness and efficiency of graduate program oversight, and for recent improvements made in the PhD program, especially the second-year comprehensive examination.” However, upon reviewing the offered graduate seminars, the reviewers recommended that the Department “attempt to achieve a higher degree of coordination among its graduate offerings, in accordance with

its vision of what constitutes the discipline, and the match between it and the actual interests of the PhD students.” The Department should consider whether the requirements of individual graduate courses should be made more equitable in terms of program requirements as well as timing and substance of the thesis proposals.

With regards to graduate admissions, the team recommended that the Faculty of Arts and Science help ensure better financial aid packages for PhD students that address the actual cost of living in Toronto. They recommended that the department consider having a larger admissions committee that would consider the overall profile in terms of their specialization diversity as well as the quality of the applicants.

As the Direct Admission program was not viewed as successful, the reviewers recommended the Department consider either ending it or “reestablishing it on another basis, such as by limiting eligibility to a pool of candidates applying directly for it.”

The reviewers recommended that the University “recognize and try to remediate as expeditiously as possibly the special problems faced by graduate students during the transition to the Jackman Humanities Building: lack of communal space, office space, and classroom space.”

### **Relations with other units**

The reviewers approved of the number of faculty with close affiliations with interdisciplinary programs beyond the Department. They recommended that next Chair should build a more cooperative relationship with Comparative Literature. They lauded the REED project and recommended its completion.

In considering the issue of relations amongst the English units at the three campuses, the reviewers noted encouraging progress in consolidation into a “more organic, cross-communicating unit.” The policy of equal access to graduate course for faculty at all campuses was commended. Moving to the Jackman Humanities Building will help towards establishing a single, graduate department. The reviewers recommended that the “Department and the Faculty of Arts & Science make every effort to ensure fair allocation of space within Jackman to faculty and graduate students based at UTSC and U of T Mississauga, and ... that UT make every effort to establish English at UTSC as a department rather than as a unit within Humanities.”

### **Department administration**

This is a “critical juncture” for the Department given the departure of the Chair, approaching retirements of the department’s two University Professors, recent hirings, a rebalance of the faculty demographic; and the new building. A desire for “greater collectivity” and “transparency in decision making” was expressed to the reviewers while some were content with the status quo. The reviewers felt “the benefits of more democratic decision-making” would benefit the Department. In addition, the Department should “negotiate and inaugurate more inclusive governance structures” including the Department’s by-laws.

### **Facilities and support staff**

Despite the great excitement about the move to Jackman, there was considerable frustration with delays and maintenance. The reviewers highlighted that there were serious problems with air quality in administrative and technical support offices. Responsibilities for building renovation and maintenance are currently divided between the Faculty Office of Planning and Infrastructure and the Maintenance Department. In addition, there is a lack of communication about space completion timelines, and concern about the availability of suitable classrooms and seminar rooms. The reviewers recommended that the “Faculty and the University work together to create and communicate clearer pathways for addressing the inevitable problems that come with any move. We also recommend that clear and realistic timetables for completing the renovations be released.” The Department can take the initiative on several small projects that will help undergraduate and graduate students feel more integrated into the new space, for example, advertising the availability of some form of mailbox for all graduate students.

The reviewers characterized the administrative and support staff as “excellent” and were impressed by “their commitment to the teaching and research functions of the department.” The Chair was praised for his tremendous leadership. The support staff conveyed their belief that the Department requires additional forms of support, including technical and web design support. The reviewers noted that given the increased undergraduate enrolment, the role of undergraduate student advisor should be monitored.

In response to comments they had heard about inadequate funding for computers and technological support, and planning difficulties due to a “soft” teaching budget that is “negotiated year by year”, the reviewers recommended “that the IT budget be increased to reflect more realistically the size of the department.”

## **ADMINISTRATIVE RESPONSE (Commissioning Officer)**

The Dean is very pleased with the reviewers’ strong and positive comments about the Department of English, and offers the following response to their recommendations.

### **Faculty**

The Department’s new Chair recognizes the need for improvement in faculty participation in the process of decision-making, and will solicit the advice of faculty at a full range of faculty meetings. While the Dean recognizes the pressure on the Department with the increase in enrolment as well as the importance of supporting traditional areas of strength such as modernism, contemporary British literature, and early drama, this support must be thought out in the context of a Faculty-wide planning exercise. It is also important to note that the Department is significantly over-extended in senior faculty owing to the ending of mandatory retirement. Following the reviewers’ recommendation, the Chair will meet at least annually with junior faculty to review progress towards tenure, as well as to encourage pre-tenure faculty to take on some limited professional responsibilities in the Department.

### **Undergraduate program**

Given the pressures of enrolment, the reviewers recommend investigating further balancing in increasing class size in selected lecture courses in order to allow smaller classes elsewhere in the program. The Department will examine this option further, and an extensive review of the curriculum and its delivery is now taking place. The key would appear to be a greater variety of class formats. The reviewers recommend not allowing enrolment to go beyond current levels, and the Department agrees, and will investigate the possibility of redistributing enrolment internally in a more sensible manner through curriculum planning and the introduction of GPA requirements in some programs.

### **Graduate program**

Following the reviewers’ recommendation, the Chair has begun discussions with the Director of the MA program in Creative Writing to ensure that the program is on a solid administrative footing for the future. The reviewers’ suggestion that the MA program be reduced in size is in direct contradiction to the planning for graduate expansion of the past few years; the recent hire of a part-time graduate recruitment officer has led to a substantial increase in the quality of applicants and an increase in entering students with external funding, such as Canada Graduate Scholarships. The Department recognizes the frequent imbalance between MA and PhD students in graduate courses, and will investigate the creation of a series of ‘pathways’ for MA students, as well as the introduction of a ‘learning community’ model for one of the required courses on the MA level.

Despite the fact that the Department has long been a leader in the delivery of professionalization programs, there is no question that more needs to be done to enhance the placement of PhD graduates and the Department will examine further actions on the placement front, although there is good reason to believe that the low level of hiring of graduates by G13 institutions has less to do with the Department’s placement program than with hiring priorities and practices of those institutions, and the Department’s Placement Officer will address this question.

The Department will in 2008-9 introduce measures to enhance coordination of graduate course offerings, including – as far as possible – a rationalization of the graduate program with a view to relieving the tension between coverage of the discipline and the scholarly interests of the individual members of the graduate faculty. These measures will also review the requirements of individual courses to make them more equitable. Concerns about the timing of Special Field Examinations and thesis proposals have been addressed by the production of a revised ‘Timeline for Supervisory Committees, Thesis Proposals, Reading Lists and Special Field Examinations’ which provides clear guidance for the procedures.

The University graduate funding commitment is not in the hands of the Department, but we note that it has been increased for 2008-9 from \$13,500 to \$15,000 by the University. The reviewers’ recommendation for an expansion to the Department’s graduate admissions committee has been met by the addition of at least three additional members representing specific subfields.

The reviewers were concerned about the Direct Admit PhD program and recommended either terminating it or re-establishing it on another basis. The Department feels that the problems experienced in the first two years of the program in identifying appropriate candidates have now been solved, and it is reluctant to make changes to a program that increases the quality of the PhD program in a cost-effective manner.

### **Relations with other units**

The new Chair will be happy to develop a closer relationship with the Centre for Comparative Literature, both with the present Director, and with the new Director to be appointed later this year. The Faculty has invested significantly in the REED project and is delighted that the reviewers recommend its completion.

The reviewers made a number of recommendations concerning the space in the Jackman Humanities Building; virtually all those recommendations have now been resolved as the construction is completed. New space includes a graduate student lounge, meeting room, study space, and some space for UTSC and U of T Mississauga faculty.

There are differences in administrative structure between the St. George, U of T Mississauga and UTSC departments. The recently initiated Tricampus Deans Committee meets biweekly and serves as an important forum for communication, consultation, and coordination across the three arts and science divisions.

### **Departmental administration**

In order to improve the democratic process of decision-making without increasing the already heavy load of meetings, the Chair will undertake both to provide faculty with more information and to provide further opportunities for them to express their views, both through meetings and through personal contact. The Chair will strike a committee in the Spring of 2009 to begin work on a new set of departmental by-laws that take into account the Towards 2030 document.

### **Facilities**

As recommended by the reviewers, the role of the undergraduate student advisor has always been closely monitored, and will continue to be in the context of increased enrolment. A more appropriate amount of money will also be budgeted for IT requirements.

## REVIEW SUMMARY

<b>PROGRAM/UNIT DIVISION</b>	<b>Equity Studies Program</b> New College, Faculty of Arts and Science
<b>DATE:</b>	January 11, 2008
<b>COMMISSIONING OFFICER:</b>	Dean, Faculty of Arts and Science
<b>PROGRAMS OFFERED:</b>	
Undergraduate	Equity Studies, BA: Maj (New College)
Graduate:	n/a
<b>EXTERNAL REVIEWERS</b>	
International	Prof. Inderpal Grewal, University of California, Irvine, California
Canadian	Prof. Audrey Kobayashi, Queen's University, Kingston, Ontario
<b>PREVIOUS REVIEW DATE:</b>	This is the program's first review since it was established in 1998.
<b>DOCUMENTATION PROVIDED TO REVIEWERS:</b>	<ul style="list-style-type: none"><li>• Terms of Reference</li><li>• Director's Report, November 2007</li><li>• Program Faculty CVs</li><li>• Excerpt from New College "Stepping UP" Academic Plan, 2004</li><li>• Department External Review Report, Cluster 3, 1999</li><li>• Brochure</li><li>• Syllabi for core courses</li><li>• Course reading lists</li></ul>
<b>CONSULTATION PROCESS:</b>	The reviewers met with the Dean and Vice-Dean of the Faculty of Arts and Science, the Director, Equity Studies, the Vice-Principal, New College, the Undergraduate Coordinator for Women and Gender Studies, community group representatives, the Director of Advancement New College, teaching assistants, sessional Instructors, the Director of the New College Writing Centre, and undergraduate students.

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

The external reviewers characterized this program as a "unique and highly sought after undergraduate interdisciplinary program" that has grown remarkably since its inception in 1998. It currently has 215 majors: "This growth is a strong testament both to the quality of the program and to the demand among students for an interdisciplinary program that addresses very important social issues, and that provides an excellent background for either graduate study or direct entry to careers in any area of policy or public service."

The program plays a significant role in fostering interdisciplinarity "drawing from a wide range of scholarly expertise across the social sciences and professional disciplines." Connections to community local groups are "unique and exemplary" and local service groups commented on the important value of the university-community partnerships. The program has fostered longstanding community partnerships with a serious commitment to collaboration.

Overall, the reviewers noted that the program "abounds with energy, commitment, innovation, and social relevance." They cautioned, however, that it is "not realistic to think that the program can grow much more, or even continue to function at the same high level, without an infusion of additional resources and, in particular, a commitment that will allow it to engage in long term planning."



## Faculty

The reviewers reported that the two individuals who form the core faculty for the program are appointed as lecturers, and both maintain very active research programs in the interdisciplinary field of equity studies. Reviewers described the Director as an “innovator”. They reviewed the listing of faculty members teaching in the program from departments and noted their strong teaching and research records. Several members of the program are sessional instructors who have especially strong credibility with the community. The reviewers cautioned that it is unlikely that a program in which “sessional appointments outnumber tenure stream appointments will grow as a significant research program, notwithstanding the capabilities of those involved... Even considering the wide array of expertise available through the advisory committee, cross-listed instructors, sessional instructors, and community members who contribute to teaching, the number is very small.”

The reviewers recommended that the program increase its faculty complement, including provision for “junior faculty who have both a commitment to community activism and a strong potential for research.” Both characteristics were considered to be critical for the program according to the reviewers.

## Undergraduate Education

The reviewers were impressed by the program, commenting: “This is an excellent and unique undergraduate program. We examined the syllabi for all the core courses to find that they reflect the best current pedagogy. Reading lists are comprehensive and up-to-date. The participatory aspects of nearly all the courses are innovative. What sets this program apart from most others is the very strong emphasis upon community involvement, which not only gives students a better sense of the social conditions they are studying, but also gives them experience in participatory research and in the implementation of social policy.”

Although generally students were very positive about the program, appreciating “the innovative approach to learning; the fact that intersectionality is institutionalized; the opportunities to work in community and, in some cases, abroad (in particular, through the globalization and HIV/AIDS program); and the infectious dedication of other students.” The reviewers reported student concerns including the possibility of increasing class sizes if the program were to expand and the need for a comprehensive program, rather than courses being “cobbled together” depending on availability.

After study of the curriculum, the reviewers concurred with student concerns regarding program offerings. Despite the fact that the program is doing an exemplary job given resources, “the lack of permanent funding has made it impossible to plan a core program beyond the 200-level.” They do note that this program shortcoming is “only partially offset by the fact that students are strongly encouraged to pursue a complementary focus in another discipline.” The reviewers outlined the program’s priorities to address these concerns, including fundraising and increasing summer course offerings. Though the reviewers were impressed with these plans, they still considered that resources will continue to be a concern.

In terms of academic focus, the reviewers concurred that the program’s focus on Disability Studies as a core offering was appropriate. Other program plans were also considered strong although the reviewers cautioned that introducing new specialties will need to ensure their long term viability in line with the gradual expansion of teaching staff and other resources, including space and support staff.

In summary, the reviewers recommended that the program

- *Establish core courses* by replacing most of the special topics courses with permanent courses that reflect a planned vision to stabilize a core program in Equity Studies.
- *Increase the number of courses* by implementing a viable plan to increase the number of core courses and to expand the areas of specialization, both to reflect the increasing student demand and to ensure that class sizes remain at optimal levels.
- *Strengthen areas of specialization* by ensuring adequate resources to follow through on the plan to strengthen the areas of specialization, beginning with disability studies.

## Relations with other units

The reviewers consider that the Equity Studies program is well housed in New College given its “excellent reputation for its student-focused, innovative programs that address issues of social justice.” The fit with

other New College programs is appropriate, and the Director of the program is cross-appointed to the Women and Gender Studies Institute.

The reviewers were impressed by the outreach activities of the program beyond the University: "Nowhere in Canadian postsecondary education is this outreach done better." They recommended that the program develop ways to improve its profile as a major contributor to improving social conditions in the greater Toronto area, and as a model for interdisciplinary studies.

Excellent opportunities for interdisciplinary collaboration exist at the University but the reviewers noted that gaining access to cross-listed courses and support of other departments for partnerships can be challenging.

### **Unit Administration**

The reviewers concluded that New College provides good administrative support and the Director has been exemplary in putting in place the program and providing visionary leadership. The governance model is successful and the advisory committee provides depth and support in program development. The reviewers reiterated the need for the program to plan for faculty expansion in order to ensure adequate administrative capacity and outreach for the program.

### **Facilities and Support Staff**

Despite a very small support staff (augmented by support facilities of New College) the program functions extremely well. The reviewers recommended that the program ensure that planning for additional space and support staff keeps pace with the growing program. They noted that accessibility within the building was problematic and that New College's planning priorities acknowledged staff and space issues. An accessibility audit should be conducted and a plan put in place to make the building accessible to persons with disabilities.

### **Future Directions**

The reviewers recommended that the program should continue on the present trajectory, with careful attention paid to planning for managed growth and expansion.

## **ADMINISTRATIVE RESPONSE (Commissioning Officer)**

The Dean is pleased to respond to the thorough and insightful review of the Equity Studies Program at New College, and offers the following comments on the reviewers' recommendations.

### **Faculty**

The reviewers note that the program has reached 'the very limit of its elasticity,' with a complement of 1.5 FCE, of which 1.0 is a three-year contract in Disability Studies which ends in 2009. Meetings have begun between the program's Director, the College principal, and the Dean to discuss ways in which this contractual appointment might be bridged to the next planning cycle, which will also be the appropriate time to address the overall faculty complement of the program. Given the very positive comments on the program's commitment to community activism, such involvement will clearly be a priority in the appointment of any faculty to the program in the future. Although the program's first priority will be a mid-career appointment in Disability Studies, any further appointments or joint appointments would likely be made at a junior level.

### **Undergraduate education**

A strong step towards planning a comprehensive program has been taken in re-designating two courses previously offered as 'special topics' as core courses. These are Theories and Histories in Equity Studies and Theory and Praxis in Food Security. This change follows the designation of Food Security along with Disability Studies as one of the program's primary streams. In addition, a new core course in Social Change and non-Violence has been introduced in 2008-9, and a new course in racialization is in the process of development.

We agree with the reviewers that resources will continue to be the program's major concern. A substantial proportion of the program's funding has come from advancement initiatives, and this is likely

to continue to be the case. The program will focus its specializations on Disability Studies and Food Security, as well as HIV/AIDS and Transnational Labour Studies, both of which represent research interests of faculty associated with the program. The Dean has advised the program director that specializations should not, for the moment, be expanded beyond this level.

### **Relations with other units**

The Equity Studies program is already seen as a model in its development of partnerships with a wide range of community organizations dedicated to the improving of social conditions; these partnerships are constantly expanding and developing. In 2008-9, thanks to a University Student Experience Fund grant held jointly with Hart House, the program has developed an Equity Studies/Hart House Internship Program in social justice. These partnerships are also curricular – a relationship with the Daily Bread Food Bank has led to a practicum in food security. The curricular aspect of these relationships provide innovative models for interdisciplinary study and research.

The Faculty's new regulations on access to departmental courses for students in interdisciplinary programs, now required for new courses, and included as programs come into line with the Faculty of Arts and Science Degree Level Expectations, should provide a mechanism by which space in cross-listed courses can be negotiated where necessary.

### **Facilities and support staff**

Both the Program Director and the Principal of New College are very aware of the pressures of space, which will only increase with the expansion of the program. They meet monthly to consider such issues, and the space needs of the program will be included in the College's capital campaign, due to begin in early 2009. With the help of the New College Principal's Innovation Fund, the program will mount an accessibility audit of the College buildings as a project of the Equity Studies/Hart House Internship Program.

### **Future directions**

There is no question that there is a tension in the Equity Studies Program between a desire for expansion and the limited resources available. It will be necessary over the next few years to manage expectations very carefully.

## REVIEW SUMMARY

<b>PROGRAM/UNIT DIVISION</b>	<b>Department of Philosophy</b> Faculty of Arts and Science
<b>DATE:</b>	January 17-18, 2008
<b>COMMISSIONING OFFICER:</b>	Dean, Faculty of Arts and Science
<b>PROGRAMS OFFERED:</b> <b>Undergraduate</b>	Philosophy, BA: Spec, Maj Philosophy and Political Science, BA: Spec Philosophy and Religion, BA: Spec Philosophy and Sociology, BA: Spec Philosophy of Science, BA: Spec Bioethics, BA: Spec, Maj
<b>Graduate:</b>	MA PhD
<b>EXTERNAL REVIEWERS</b> <b>International</b>	Prof. Stephen Darwall, University of Michigan Prof. Stephen Engstrom, University of Pittsburgh
<b>Canadian</b>	Prof. Adam Morton, University of Alberta
<b>DATE OF PREVIOUS REVIEW:</b> <b>SUMMARY FINDINGS AND RECOMMENDATIONS OF PREVIOUS REVIEW:</b>	1999 (cluster review) The reviewers commented about the optimum size of the doctoral program. They expressed concern about the placement of graduates. They were not impressed with the types of academic appointments accepted by recent graduates.
<b>RECENT OCGS REVIEW DATE:</b>	2004
<b>DOCUMENTATION PROVIDED TO REVIEWERS:</b>	<ul style="list-style-type: none"><li>• Terms of Reference</li><li>• Departmental Self Study (December 2007)</li><li>• Department "Stepping Up" plan (2004), Decanal Response</li><li>• Faculty CVs</li><li>• External Review Report, 1999</li><li>• OCGS Consultants' Report, 2003</li><li>• OCGS Periodic Appraisal Brief, 2003</li><li>• Graduate Bulletin, 2007-2008</li><li>• Undergraduate Studies Handbook, 2007-2008)</li><li>• Newsletters</li></ul>
<b>CONSULTATION PROCESS:</b>	The reviewers met with the Dean and Academic Vice-Dean of Arts and Science, the Vice-Dean for Programs of the School of Graduate Studies, the Chair, philosophy faculty from all 3 campuses and faculty from U of T departments and institutes sharing cross-appointments with philosophy, administrative staff, graduate students and undergraduate specialist students.

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

The reviewers described the Department as being in "good shape" and characterized it as place where an "unusually large and varied collection of philosophers interact amicably and profitably, good research is done, and students are educated well."

## Faculty

*Quality of research activities in the Department overall and in specific disciplines:* The reviewers were impressed with this department, its unique opportunities for graduate study and scholarly collaboration, for its “unparalleled coverage in the history of philosophy”, its extensive collaborations within the department and across disciplines beyond the Department. They characterized the faculty members as an “exceptionally diverse and energetic community of researchers who enjoy extensive collaboration both with one another and with numerous colleagues in a broad range of related fields.” They noted that the Department is unrivalled in North America for its “extensive array of philosophical expertise at such a level of eminence.” The reviewers endorsed the Department’s plans, cautioning that further advancement of the Department’s overall standing should be achieved “through growth within the framework of its self-conception”.

Current hirings reflected appropriate choices regarding the strength and balance of the graduate department although their “impact on undergraduate course offerings at the different campuses has resulted in some imbalances” in terms of specializations. The reviewers commented on the Department’s current and proposed academic specializations.

*Recruitment and retention of junior faculty:* The quality of junior staff of is impressive. The reviewers expressed concerns related to the tri-campus structure. Most recently hired junior faculty were at UMT and UTSC. UTSC junior faculty members feel isolated from the UTSC Humanities Department and this negatively affects retention. The reviewers strongly felt that the UTSC Humanities administration’s hiring policy to reduce core philosophy appointments in favour of interdisciplinary humanities appointments will be a problem for the UTSC philosophy group.

The reviewers were concerned that the University’s tenure review on a five-year time line may not be optimal in terms of sound evaluation of candidates. They urged the Department to maximize the efficiency and usefulness of the third-year review process. They recommended that the Department continue to give closer consideration to their recruitment strategies.

## Undergraduate education

The reviewers were impressed with the number of mature students with a serious interest in philosophy. The increase in tutorials for 100- and 200-level courses is beneficial for students, providing opportunities for discussion of philosophical ideas. Given overall departmental budget constraints, however, the increase has been balanced with capping of 300- and 400-level course spaces. This has resulted in fewer third year students being able to participate in 300-level courses. This is the case for both philosophy specialist students and students from other disciplines (for example, mathematics and physics). The reviewers recommended that the Department will need to carefully consider the balance of course offerings and available student spaces across all the years of the program.

The Socrates Project, in which advanced undergraduate students serve as teaching assistants in Philosophy 100, was highlighted as an important innovation by the reviewers. They commented: “We were intrigued when we first heard this idea, but also somewhat concerned that having undergraduates grading other undergraduates might be problematic. Our conversations with a number of undergraduate TAs in the Socrates Project greatly diminished these concerns. We were well satisfied that they understood the serious nature of their responsibilities, were receiving adequate supervision, and were performing their tasks conscientiously. In general, we were extremely impressed, especially by the Project’s role in the philosophical education of the advanced undergraduates who serve as TAs... It has inspired a number of students to see themselves as future philosophy graduate students.”

Last year the Department redesigned its undergraduate program in the direction of more structured requirements. The reviewers agreed that this was a positive development. They reported that student extra-curricular activity indicated that the department seems to be “providing its undergraduates a wide variety of opportunities to grow in the study of philosophy.”

## Graduate education

The reviewers described the graduate program as “healthy and a source of cohesion for the Department.” However, the reviewers highlighted the “tension between the cohesion induced in the Department by a

common graduate program and the increasingly centrifugal relation between the campuses. Appointments at a given campus tend not to be made in areas which duplicate strengths elsewhere in the system, so as not to waste resources at the graduate level, leading to disparities between teaching needs and staff interests at particular campuses. The separation of department chairs and graduate chair interacts with this. The graduate chair does not have any budget to dispose of and her or his main power seems to consist in the ability not to certify a colleague as a member of the graduate faculty. Should the separation of these positions come to exist not only in theory, but in practice, significant structural issues of this sort will need to be thought through.”

There appeared to be an unusual disparity between the disciplinary strengths of the department and the number of graduate students in these areas. The reviewers recommended that a set of procedures for choosing good students be put in place. The department has been “remarkably successful” in placement of graduate students upon their graduation. However, the reviewers considered the graduate funding commitment available to students at the University to be low. The amount could be increased with research grants but these may not all be available to international students. The aspirations of the Department suggest that the majority of graduate students will be international students. The reviewers considered the University’s fee policy for students that are post-course phase of their studies to be a financial burden for students, especially for international students.

The reviewers highlighted the benefits for graduate students of taking on teaching assistantships but recommended that teaching assistant training be better organized.

Morale among graduate students did not appear very high according to the reviewers. They considered this was likely increased by the move to the new building. Overall the department must recruit better graduate students and, in the reviewers’ opinion, offer “internationally competitive packages.”

### **Relations with other units**

The reviewers were struck by “how well the tri-partite UT Philosophy ‘Department’ functions”, with one exception. The exception is at UTSC where Philosophy is part of a very large Humanities department: “Being a small fraction of a large department would be difficult enough in itself, but philosophy’s disciplinary character exacerbates the problem.” This is a serious issue for recruitment and retention at UTSC and a recent departure may well be in part due to this. The reviewers consider it critical for the administration to consider how to ensure philosophy can thrive at UTSC in the way it does at U of T Mississauga and St. George.

An additional matter that the reviewers highlighted was in the University’s implementation of the new budget model and financial relations in the graduate department across the campuses, stressing that the financial aspects as related to graduate programs should be carefully considered so as not to place undue stress on the graduate program.

The reviewers were generally impressed with the “healthy state of relations between UT philosophers and various centres, institutes, and other departments.” In particular, the reviewers highlighted the positive relationship with the Institute for the History and Philosophy of Science and Technology, the Centre for Ethics, the Centre for Medieval Studies, and the Jackman Humanities Institute. They noted that the study of cognitive science lacks an overall ‘umbrella’ at the University.

### **Departmental administration**

The reviewers were impressed with both the current and preceding Chair. Although they felt that having two different people chair the Graduate and St. George Department “will help strengthen and stabilize the Graduate Department in the face of centrifugal institutional and geographical forces”, they worried how under the new budget model, it might “increase the risk that the implementation of the Graduate Department’s operations and programs will be hampered or degraded.” They reported that some faculty expressed concerns that the Department’s decision-making bodies were not sufficiently transparent but were unclear if this was a result of substance and procedure as opposed to communication. There was an overall strong impression of high collegiality and morale.

## **Facilities and support staff**

The reviewers commented that the new building is “elegant, comfortable, well-located, and offers a good amount of accommodation that should serve the Department well.” Some worries were expressed regarding building security and safety although the reviewers considered that this could be solved.

The reviewers reported that morale seems to be high, although overwork was a concern. They recommended that a “person be appointed whose primary function would be to staff the inquiry desk as one enters the administrative area of the Department.” This would allow other administrative staff to concentrate on tasks without interruption.

## **Future directions**

The reviewers concluded that the Department should maintain its existing disciplinary strengths while strengthening core neglected areas. Improvements in the delivery of undergraduate teaching must be maintained as well as increasing the recruitment of quality graduate students. They highlighted that the primary concern was for the situation at UTSC and the funding for graduate students.

## **ADMINISTRATIVE RESPONSE (Commissioning Officer)**

The Dean welcomes the insightful and productive review of the Department of Philosophy, and is happy to address the recommendations of the reviewers.

### **Faculty**

Several of the recommendations address the difference in administrative structure between the St. George and U of T Mississauga campuses on the one hand, and UTSC on the other. These structural differences are not matters that can be resolved in the context of a departmental review; long-term discussions continue on a decanal level concerning the relationship between UTSC’s Department of Humanities and the St. George departments. Similarly, a departmental review is not the place to reopen the question of the University’s tenure clock. The reviewers perceived a need to ‘maximize the efficiency and usefulness of the third-year review process’ - the Department feels that they may have misinterpreted some of the comments of junior faculty who felt that assembling materials for the third-year review at the end of the second year did not allow sufficient time to develop a research profile. The reviewers’ comment that junior faculty received ‘very little in the way of detailed constructive response’ in the third-year review is not borne out in the response of most junior faculty, who agree that they did receive ‘detailed involvement of many of the department’s tenured members.’ The Department will also continue to monitor carefully its recruitment strategies, especially from the tri-campus point of view.

### **Undergraduate education**

The question of balancing course offerings among the four years of the program and available student spaces in courses is largely a budgetary question, and the Department will monitor the situation closely each year in the context of the Department’s TA budget. In addition, the Department has redesigned its undergraduate program in line with the reviewers’ recommendations with a view to a more structured series of courses. The Dean is particularly gratified that the reviewers, despite some initial scepticism, were convinced by the innovative Socrates Project.

### **Graduate education**

There is no question that there is a tension between the needs of the tri-campus graduate program and those of the three individual undergraduate programs, and this tension is bound up with the potential appointment of a separate graduate chair. The University is presently revisiting the question of graduate chairs and the nature of their appointments in the tri-campus context, and that discussion will no doubt take such matters into account. For the time being, the Department has decided that a separate graduate chair would not be productive.

The reviewers’ comments on the disparity between the Department’s disciplinary strengths and the numbers of graduate students in those areas is largely a factor of the University’s graduate funding and the provincial government’s failure to fund international graduate students. As the reviewers note, in many of the Department’s strongest fields (Ancient and Medieval, for example) the domestic pool is simply not large enough to fill its supervisory capacity. The reviewers note that University graduate

funding is comparatively low; it has now been raised from \$13,500 to \$15,000 for 2008-9. Although the reviewers recommend 'internationally competitive packages' for graduate students, graduate funding is, for the most part, not directly in the hands of the Department. The Department has expanded the training available to TAs, with two hours of paid training for tutorial leaders in addition to two hours of paid training for new TAs. The Department is gradually increasing the number of writing intensive courses, and these changes will also involve extra training for TAs.

### **Relations with other units**

There is no question that the new budget model will have significant implications for the ways in which both undergraduate and graduate programs are delivered. Both the Faculty and the Department will continue to monitor these budgetary concerns. The reviewers note the lack of an overall 'umbrella' for Cognitive Science at the University. Discussions under way at the moment between University College (home of the undergraduate Cognitive Science program) and the Departments of Psychology, Computer Science, Linguistics, and Philosophy are likely to produce substantial changes in the teaching of this field at the University of Toronto.



## REVIEW SUMMARY

<b>PROGRAM/UNIT DIVISION</b>	<b>Forestry Conservation Programs</b> Faculty of Arts and Science
<b>DATE:</b>	March 10, 2008
<b>COMMISSIONING OFFICER:</b>	Dean
<b>PROGRAMS OFFERED: Undergraduate Degrees</b>	Forest Conservation Science (BSc): Specialist, Major, Minor Forest Conservation (BA) : Specialist, Major, Minor  These programs are offered through collaboration of the Faculty of Forestry with the Faculty of Arts and Science.
<b>EXTERNAL REVIEWER International Canadian</b>	n/a Bruce C. Larson, Professor and Head, Forest Resources Management FRBC Chair of Silviculture, University of British Columbia
<b>PREVIOUS REVIEW DATE:</b>	This is the first review of the undergraduate programs.
<b>DOCUMENTATION PROVIDED TO REVIEWERS:</b>	Faculty of Forestry Self-Study, 2007 Faculty of Forestry CVs Program Calendar entries Faculty of Arts & Science Guidelines for External Reviewers
<b>CONSULTATION PROCESS:</b>	The reviewer met with the Dean, Faculty of Forestry; Vice-Dean, Interdisciplinary Affairs, Faculty of Arts and Science; program Undergraduate Coordinator; undergraduate and graduate students; faculty members and staff.

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

The reviewer summarizes the history of the development of the Forest Conservation and Forest Conservation Science degree programs, noting that their main objectives are to “help meet the provincial and global need to have bright, educated young people to enter into the myriad of jobs and positions that will impact the large and growing demand for thoughtful management of forest resources and to provide the undergraduates at University of Toronto a mechanism to enhance their undergraduate education with exposure to the principals, issues, and tools for the conservation of forest resources”. The reviewer overall assessment of the programs is that the programs do meet these objectives. He noted additionally that although enrolment is low, it is rising. Students are “bright and motivated and are satisfied with the programs. The Faculty of Forestry has the expertise and scholarship to provide courses in the programs.

The collaboration between the two Faculties was highlighted as “a true experiment in the marriage of a liberal arts and science education with a professional education. This is unique in the world. The University should work to foster this arrangement and challenge the partners to explore how the programs themselves and this program relationship might become even stronger... The Forest Conservation programs are a major statement that undergraduate education in forestry at the University of Toronto is important and will focus on a certain set of skills and knowledge that are essential to the wise management of forest resources.” The reviewer concluded that the well-run programs indicated that “the hypothesis that professional and liberal arts education can be married to produce an output stronger than either education alone could produce appears to be correct.”

#### Program organization

The programs are overseen by the Faculty of Forestry faculty member who acts as the Undergraduate Coordinator. The reviewer reported that there are formal linkages at the decanal level between the two Faculties, and much of the program coordination occurs through the Undergraduate Coordinator and the

Vice-Dean, Interdisciplinary Affairs in the Faculty of Arts and Science. The reviewer concluded that the programs are well run.

The reviewer concluded that the programs are “well organized and run smoothly”, pointing out however, that this is due to excellent faculty and administrative staff, not necessarily a result of a formal organizational structure. The reviewer reported that students are concerned about the “level and type of communication within the programs and, particularly, between the programs and the other activities of the Faculty of Forestry. It is not clear that the formal paths of communication and coordination between the Faculty of Forestry, the Department of Ecology and Evolutionary Biology, and the Centre for the Environment allow the true potential of these programs to be realized”.

The reviewer presented a number of recommendations including increasing the use of adjunct professors and clarifying their role within the program; clarifying the process of course development; and consideration of an organizational structure that would reflect a “more formal joint ‘ownership’” of the programs that reflects both the professional and liberal education aspects of the programs.

### **Teaching**

The Faculty of Forestry teaches 19 undergraduate FOR courses listed in the Forest Conservation programs and faculty members teach (or co-teach) 8 courses that are considered interdivisional and can be taken in the Forest Conservation programs. Most courses have a low number of students enrolled in them. The reviewer noted that of the 19 courses, 14 courses have 20 or less students, although both of the 200-level core courses also serve other programs and have high enrolment.

The reviewer reported that small class size is the “primary draw” for students and allow for more of a ‘graduate-like’ experience that is preferred by faculty members. Cross-listing with other departments is the most often used method for increasing class size. The reviewer presented several recommendations related to teaching, noting that the program should “incorporate more of the graduate students in the Faculty of Forestry in the teaching process of the Forest Conservation programs”; increase its international perspective; and develop a clearly articulated strategy related to the number of courses and related enrolment.

### **Infrastructure**

The reviewer concluded that the available facilities, including computer resources, are appropriate to the program. The Halliburton Forest provides a special resource to the programs and the reviewer particularly commented on the “close working relationship” between the Faculty and the Halliburton Forest, allowing for students to complete the program’s field components.

Students did express “some frustration at the level of communication informing them of activities within the Faculty of Forestry”. The reviewer recommended that the email system be reviewed to allow for better communication.

The reviewer recommended that the Faculty of Arts and Science should provide basic administrative and organizational funding in order to “ensure that in the best case, financial incentives for the further strengthening of the programs exist and in the worst case at least make sure that disincentives do not exist”. It would be possible to have larger class sizes offered within the Faculty of Forestry building.

### **Overall program assessment**

Although there has been growth in enrolment in some courses, the reviewer noted that the “Faculty of Forestry seems somewhat tentative to really build on these programs. This is in spite of the fact that the individual faculty members are truly excited by the teaching and the students in the programs. The main mission of the Faculty was redefined in 1996 to be research and the teaching of graduate students; as a result the undergraduate teaching role is not clearly defined. The programs themselves, not just certain large courses, are seen more as a service function. The Faculty is committed to the underlying foundations of conservation. This commitment comes through to the students. Forest conservation is broader and encompassing of the narrow, traditional profession of forestry. Different universities have taken different routes to expand forestry into the broader, worldlier, context that is relevant today. The University of Toronto has taken the pathway of these programs and it serves an important role.”

The reviewer recommended that the both Faculties work towards fostering and allowing for the growth of the programs: "Growth should occur strategically using not only the resources of the two Faculties, but incorporating innovative ways to include resources from outside the University".

The international aspect of the program, already in place in a limited way, should be expanded.

It was noted that the number of female faculty members is small although most of the enrolled students are female. It will be important to increase the number of female faculty members and visiting professors and bringing in more women from the profession to provide seminars and guest lectures.

In addition, the reviewer recommended that the Faculty of Forestry "continue close association with the official Canadian forestry education bodies... The Dean should continue close association with the academic organizations associated with forestry education and provide leadership in the evolving Canadian educational framework."

The programs should continue to be revised with input from the Faculty of Forestry with consideration given as to whether they should meet accreditation standards. The programs should "continue to be assessed and modified to meet the societal demands for educated leadership in the wise conservation of forest resources".

### **ADMINISTRATIVE RESPONSE (Commissioning Officer)**

The Dean of the Faculty of Arts & Science is grateful for Prof. Larson's careful and perceptive review, and responds as follows to his recommendations.

#### **Program organization**

The reviewer's concern that the present successful coordination between the FAS programs and the Faculty of Forestry might be more a function of the present office-holders than of a structurally sound organization represents a misunderstanding of the close contact and collaboration between the two Faculties. The Vice-Dean Undergraduate of the Faculty of Arts & Science has had extensive contact with the Dean and Undergraduate Coordinator of the Faculty of Forestry, and sits on the Faculty's Council *ex officio*. The Faculty of Forestry has been careful to align its formal governance structures and its linkages with Arts and Science with the responsibilities of both academic and administrative staff, and played a major part in the selection of a new Undergraduate Coordinator. These efforts have been discussed by administrators in both Faculties, who are in agreement that they meet the reviewer's concerns. The addition of A&S students to the Forestry email distribution list and the establishment of a Forestry Undergraduate Society are intended to enhance the interaction among undergraduates, graduate students, academic, and administrative staff. Effective coordination with the Department of Ecology and Evolutionary Biology and the Centre for the Environment is being addressed.

Additional adjunct faculty have been appointed following Prof. Larson's recommendation, including the secondment to the Faculty of a scientist from the Canadian Forest Service who is presently teaching courses, generating research funding, and supervising graduate students.

The clarification of course development has been undertaken in the context of the Faculty of Arts and Science's curriculum renewal initiative, and the Faculty of Forestry will report on the Forest Conservation programs by late spring of 2009. Courses will be modified as necessary to align with the degree objectives, as well as the competency requirements of the Canadian Forestry Accreditation Board.

Prof. Larson's recommendation to consider a more formal joint ownership of the undergraduate programs is the subject of ongoing discussions between the two Faculties within the broader context of environmental studies at the University.

#### **Teaching**

The Faculty currently hires its graduate students as TAs for undergraduate courses and in some cases as course instructors, and will investigate ways of increasing the opportunities for them to teach in the Forest Conservation programs.

A faculty member is currently working on a proposal with other Forestry schools for continuation and improvement of the EU-CAN student exchange program (TRANSFOR) to enhance international perspectives. Recent faculty meetings and a planned Faculty retreat for spring 2009 have and will

address the clarification of a strategy for optimal class sizes, number and content of courses, and program size.

### **Infrastructure**

The question of resources is intimately bound up with the funding of interdivisional teaching, and the ways in which these resources are allocated in the context of the new budget model was set forth in the report of the University's Interdivisional Teaching Task Force (17 October 2008). The problem of email access has now been resolved. The use of space in the Earth Sciences Building is managed by a Space and Facilities Committee, to whom the question of Forestry space has been referred.

### **Overall program assessment**

Following recent discussions within the Faculty of Forestry, there is a plan to foster controlled growth in the undergraduate programs. Two new programs, a major and minor in Forest Biomaterials Science, have already been accepted, and four positions to be involved with undergraduate teaching are being filled. One of these has been filled by a female faculty member, and the other three positions all have women on the short lists. The Faculty organized a mini-conference on 'Women in Forestry' in October 2007.

The Dean of the Faculty of Forestry and one faculty member are actively engaged with the Canadian Forestry Accreditation Board in defining new criteria for the accreditation of academic programs, as well as in establishing conformity of the Faculty's undergraduate programs to those competencies.

## REVIEW SUMMARY

<b>PROGRAM/UNIT DIVISION</b>	<b>Music Program (Undergraduate)</b> Faculty of Arts and Science
<b>DATE:</b>	December 6, 2007
<b>COMMISSIONING OFFICER:</b>	Dean
<b>PROGRAMS OFFERED:</b>	<i>The Faculty of Arts and Science offers undergraduate music programs in collaboration with the Faculty of Music. The programs offer students education in history and culture of music within a greater arts and science context than is available to the Faculty of Music MusBac degree:</i> Music, BA: Specialist, Major Music, BA: Specialist, Major with Ensemble Option Music History & Culture, BA: Minor
<b>EXTERNAL REVIEWERS</b>	
<b>International Canadian</b>	Prof. Charles D. Morrison, Dean, Faculty of Music, Wilfrid Laurier University
<b>PREVIOUS REVIEW DATE:</b>	Not previously reviewed
<b>DOCUMENTATION PROVIDED TO REVIEWERS:</b>	Music Program for Arts & Science Students, Self Study Report (Sept. 2007) Faculty of Arts & Science Guidelines for External Reviewers
<b>CONSULTATION PROCESS:</b>	The reviewer met with the Faculty of Arts and Science Vice-Dean, Interdisciplinary Affairs and Music Program Coordinator, and the Faculty of Music Interim Dean Registrar, Librarian, faculty members and undergraduate students, and the Associate Dean, Performance Coordinator.

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

The music programs for Arts and Science students are staffed by “extremely dedicated and qualified faculty, operating within a well-designed curriculum characterized by a solid core and significant elective options, including the possibility of an important ensemble component”. The reviewer concluded that the the collaboration between the Faculty of Music and the Faculty of Arts and Science to offer these programs has been very positive:

“It would appear that the Faculty of Music benefits from having some very good Arts & Science students in their Mus Bac courses, while the Faculty of Arts & Science, in turn, benefits from quality programming and courses provided by the Faculty of Music. The University as a whole is of course a major beneficiary of this rich relationship, as the interdisciplinary connections facilitated by this cooperation and the opportunities for students to include a significant musical emphasis in their humanities and science degrees are very positive features of the institution’s ethos.

I applaud the Faculties of Music and Arts & Science for their commitment to the fostering of music within the broader context of the humanities and for their cooperation in defining meaningful BA degrees. Certainly the music portion - that which is under review here - has been carefully and thoughtfully designed, with the student experience at the forefront of its curricular decisions. The Faculty of Music’s sincere desire to make the world-music ensembles accessible to Arts & Science students is laudable and should be encouraged and supported with the necessary, if shared, financial and space needs.”

#### Program design and course offerings

The specialist and major programs offer students education in history and culture of music in the context of an arts and science education. Students are admitted to the Faculty of Arts and Science; specialist and major students must also successfully audition into the Faculty of Music.

The reviewer commented that the introductory courses in music, society and history provide “an excellent basis” for upper level courses and music electives and the minor courses are appropriate and varied. There is an “impressive” range of elective courses for BA students. He concluded that from “From an academic curricular perspective, students in the Specialist, Major, and Minor programs are very well served; class sizes for the Specialist and Major are appropriately kept at a near-seminar level, while those of the minor are considerably larger, though not inappropriately or problematically so.” He reported that there was some interest expressed in adding an additional ensemble year, however, there is concern that this is too much for a BA degree. He recommended that a third year of ensemble for specialist and major students should be considered as an elective beyond the requirements for the music and second arts and science major assuming there is place to do so.

### **Faculty members**

The number of Faculty of Music faculty involved in the BA specialist and major programs is impressive, especially given the relatively small number of students enrolled in the programs (20 students steady state for the specialist and major). Faculty members have significant research profiles and are seriously committed to teaching.

In light of the graduate student increases in the Faculty of Music, the reviewer recommended that a balance of teaching resources should be considered for Music’s Bachelor of Music in Performance courses on a first priority basis. Decisions regarding new faculty appointments in music history and culture should consider the contributions the Faculty of Music is making to the BA programs.

Given the large enrolment in major MUS courses, the reviewer noted that teaching assistantships are critical. The reviewer recommended that consideration be given to revisiting the funding formula for teaching assistance between the two Faculties in order to ensure that funding is adequate for the growing number of music students.

### **Staff, administration and library resources**

The Faculty of Music Registrar and the Coordinator of the Arts and Science Music Programs essentially administer the program. It is well-administered with adequate resources. In terms of Library resources, the reviewer highlighted that students “draw upon a vast body of resources for books, monographs, and articles. With access to Naxos (via streaming) for repertoire in the Western canon, and sampling from the internet (particularly for non-Western and popular musics), listening materials to support the program are readily available.”

### **Relationships with other units**

There is strong cooperation between the faculties of Music and Arts and Science. The reviewer noted the significant benefits overall for music students. He did recommend, however, that music students’ access to Arts and Science courses could be improved.

He also reported that the Faculty of Music believes it teaches more Arts and Science students than Faculty of Music students, especially through the MUS courses offered within the BA minor. He noted that if this is the case, this imbalance should be compensated by the Faculty of Arts and Science to the Faculty of Music.

### **Students: Demand, quality, and feedback**

The BA Music Specialist or Major program has a steady state enrolment of 20 students. The reviewer reported that they are “very fine students, keenly interested in a broader liberal education in which music plays a significant role”. Many more students enrol in the minor program (over 1000 students). BA Music students bring wide ability and interesting perspectives to the Faculty of Music degree classes. Students consider that the program as well organized with access to top faculty, and that the courses were in-depth. The double major curricular model is well received.

### **Future directions**

Offering Arts and Science music students access to the world-music ensembles is an immediate goal that will provide further opportunities for cultural exchanges between the Faculties. However, the Faculties

must take great care to consider the impact on world-music ensemble space, particularly given graduate student increases. It can only be considered if additional funding and rehearsal space are considered.

### **Space and equipment needs**

Space is inadequate and may become more of an issue if world-music ensembles are added for Arts and Science students. The Faculty of Music does have new space at 90 Wellesley Street although the space is not permanent or adequate. The reviewer recommended that the Faculties develop a cost-sharing plan for improvements to 90 Wellesley in terms of soundproofing and accessibility. Opportunities for use of additional space should be pursued, including facilities at UTSC and UTM. The Faculties should explore cost sharing arrangements to outfit some medium-sized classrooms in the Edward Johnson building as “smart” classrooms in terms of audio-visual and web capacity. The reviewer recommended collaborations with Victoria College should continue in terms of allowing Victoria College to provide Arts and Science music students with a college experience.

The reviewer recommended that the university address the need for Arts and Science music students to be able to access their music professors through the Blackboard system.

### **ADMINISTRATIVE RESPONSE (Commissioning Officer)**

The Deans of both the Faculty of Arts & Science and of Music welcome Prof. Morrison’s very positive review and respond as follows to his recommendations.

#### **Program design and course offerings**

There is substantial doubt that there is a significant demand for a third year of ensembles, even as an elective and considerable agreement with Prof. Morrison that this would be too much for a BA degree. However, the Faculty will canvas the present A&S student body and will examine carefully the curricular implications of such a change if demand warrants.

#### **Faculty members**

The Faculty agrees that its first priority is its BMus and graduate programs, but that teaching resources need to be balanced between these programs and the Arts & Science BA program. Decisions concerning new appointments (including an appointment presently being searched in ethnomusicology) are actively taking into account the needs of the Arts & Science programs. The new Dean of the Faculty of Music will be encouraged to open discussions with the Faculty of Arts & Science concerning the provision of TA positions for large enrolment MUS courses.

#### **Relationships with other units**

The Faculty of Arts & Science is revisiting the question of course access for students from other departments, programs, and Faculties. This discussion is first of all concerned with access to courses which are program requirements or recommendations, and will secondarily concern itself more generally with inter-Faculty course access. A model for interdivisional teaching compensation was put forward in the report from the University’s Interdivisional Teaching Task Force (17 October 2008).

#### **Future directions**

While opening the world music ensembles to Arts & Science students is a goal for the future, at present these ensembles are very heavily subscribed by BMus students and Faculty of Music graduate students (especially in ethnomusicology), and until space and funding for increasing the number of available ensembles is found it cannot be an option.

#### **Space and equipment needs**

Since 90 Wellesley St. is being occupied by the Faculty of Music, a cost-sharing initiative with the Faculty of Arts & Science is unlikely, and while the Dean encourages the investigation of the use of space at UTM and UTSC, this is a matter for negotiation between the Faculty of Music and those two divisions.

The outfitting of a ‘smart’ classroom in the Edward Johnson Building was strongly supported by faculty and should be pursued by the Dean of the Faculty of Music. The Faculty of Arts & Science endorses Prof. Morrison’s positive comments on the growing relationship between the Faculty of Music’s BA students and Victoria College.

Prof. Morrison's comments on Blackboard's inability to serve BA students in the Specialist and Major programs has been further investigated and are not entirely correct. The problem affects only two courses in Music Theory in which Arts & Science students take these courses under different codes from students in the BMus program. Because of an incompatibility in the credit system, their information must be entered manually into Blackboard, but once this is done they have full access.



## REVIEW SUMMARY

<b>PROGRAM/UNIT DIVISION</b>	<b>Sexual Diversity Studies Program</b> Mark S. Bonham Centre for Sexual Diversity Studies Faculty of Arts and Science
<b>DATE:</b>	January 31, 2008
<b>COMMISSIONING OFFICER:</b>	Dean, Faculty of Arts and Science
<b>PROGRAMS OFFERED:</b> <b>Undergraduate</b>	Sexual Diversity Studies, B.A. Spec, Maj, Min
<b>EXTERNAL REVIEWERS</b> <b>International</b>	Prof. Paisley Currah, Department of Political Science, Brooklyn College, City University of New York
<b>Canadian</b>	n/a
<b>PREVIOUS REVIEW DATE:</b>	This is the program's first review since it was established.
<b>DOCUMENTATION PROVIDED TO REVIEWERS:</b>	<ul style="list-style-type: none"><li>• Terms of Reference</li><li>• Self-Study, Mark S. Bonham Centre for Sexual Diversity Studies</li><li>• Program syllabi</li><li>• Guidelines for external reviewers</li></ul>
<b>CONSULTATION PROCESS:</b>	The reviewer met with the Vice-Dean for Interdisciplinary Affairs, the University College Principal, program faculty members and instructors, staff and administrators, undergraduate and graduate students, program alumni, and the Director of the Mark S. Bonham Centre for Sexual Diversity Studies.

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

The undergraduate program in Sexual Diversity Studies at the University of Toronto is an excellent program. It showcases an "exciting interdisciplinary area of inquiry" and "adds great value to the University of Toronto by providing an intellectual home to students, by giving shape and direction to their undergraduate education, and by organizing already existing courses across a range of academic units into what can be a coherent whole." It has undergone a tremendous growth and needs to focus on ensuring stability of the program moving forward.

#### **Undergraduate Program in Sexual Diversity Studies (SDS)**

The program "is among the finest of undergraduate sexuality studies programs in existence" with high success in undergraduate teaching. Because of its success, the program needs to reconsider its curricular offerings with an eye towards the coherence of the core courses, not just increasing the number of cross-listed courses. The reviewer recommended new course offerings, a teaching stream appointment and review of administrative mechanisms.

Size, scope and quality of the unit's educational activities: Students and alumni were unanimous in their strong support for the program. Students felt SDS provided a vibrant and engaging intellectual home. Quantitative data supports the students' enthusiastic qualitative evaluation. The reviewer noted that the program has grown substantial with program enrolment in the minor and the major currently at 138 students; the new addition of the specialist program in the fall of 2008 will also draw more students to the program. With increases in the Mark S. Bonham Centre for Sexual Diversity Studies' other course offerings, the reviewer concluded that there is little room for expansion of the program with current staffing levels.

*Teaching faculty:* The program has no faculty complement of its own and relies on sessional instructors and cross-listed course faculty members. In terms of the latter, the reviewer noted that from "senior

scholars to new hires advancing the frontiers of their disciplines, the faculty at the University of Toronto provide students the opportunity to work with scholars at the forefront of their fields... Faculty from a range of departments and programs seemed especially drawn to the program, eager to teach SDS core courses, attend SDS administrative meetings, help program events, and work one-on-one with SDS students." The reviewer recommended that new joint appointments with other academic units should be pursued.

*Program:* The program is well designed. One of its strengths is its high level of interdisciplinarity. For students interested in pursuing graduate studies, the highly interdisciplinary nature of the program requires that the undergraduate program director "advise students specializing in SDS and direct them to methods courses in other academic units that would best suit their needs and interests. This is more important with the advent of the specialist program." The reviewer recommended that the program explore ways of ensuring that program majors and specialists bound for graduate school have some introduction to methodological approaches. In addition, the program should consider organizing an annual retreat for faculty teaching core courses to consider syllabi and identify the program's pedagogical objectives.

*Core courses:* The core curriculum is being wisely expanded and there will be an introduction of a research course so that specialist students have the opportunity to develop research and report writing skills. The reviewer made several in-depth observations and recommendations for specific courses and reported that students "were unanimous in their desire for more SDS core courses. Some expressed a desire for more full-year core courses."

*Cross-listed courses:* The reviewer reported that there are over 70 cross-listed courses within the program: "The challenge for SDS, as for any interdisciplinary program, however, is to maintain some level of programmatic integrity while relying so heavily on the offerings of departments and other programs. To some degree, the imperative to make connections between courses offered by different departments and synthesize material taught from diverse approaches enhances the education of students in interdisciplinary programs. But too little programmatic coherence can create an impossible challenge, leaving students disoriented and floundering in classes where they feel they do not belong." Given that some instructors were not aware their courses had been cross-listed as part of the SDS program, the reviewer recommended the program not only create mechanisms to ensure that cross-listed courses are meaningfully related to the program but to periodically review the syllabi and let instructors know their course is included in the SDS program.

The reviewer recommended that the program list cross-listed courses in a more organized manner, distinguishing them into categories based on content so that their pedagogical value is more apparent to students. The reviewer outlined a variety of ways to group courses and noted that the success of cross-listed courses also depended on students' ability to actually register in the course. Non-major students found it difficult to get into courses into cross-listed courses that are not co-sponsored by SDS.

*Students:* The reviewer was impressed by the students, describing them as "highly motivated, articulate, and grateful for the ability to cultivate their intellect through their studies in SDS."

*Co-curricular activities and student life:* The Centre is an intellectual hub where "co-curricular programming nicely supplements the curriculum and brings students and faculty together... Co-sponsorship of these events with cognate units and non-academic groups indicate SDS's high level of collaboration and engagement with related research clusters and community groups." The reviewer considered that an indicator of the robustness of the co-curricular programming is the annual conference organized primarily by students, which is produced by the Sexual Diversity Studies Student Union with the support of the Bonham Centre. As well, "the *Undergraduate Journal of Sexuality Diversity Studies*, possibly the only undergraduate journal of its kind in the world, exemplifies the excellence of the students and the teaching in Sexual Diversity Studies." It is published by the Sexual Diversity Studies Student Union and has an all-undergraduate editorial board; it showcases the best student essays from SDS and related classes. This is a great learning opportunity, especially for students interested in graduate study.

## **Administration and Governance**

The organizational structure and governance is appropriate. The reviewer reported several suggestions for the role of the undergraduate program director in terms of role in the teaching of the undergraduate program. The

major issue for the program moving forward is the lack of resources, even as University College “has been exceptional in providing the space, released-time resources, and support needed to nurture this program.” The program is in need of a core faculty complement and stable institutional support.

### **Relations with Other Cognate Academic Units**

The creation of such an excellent academic program is commendable; and in particular the development of its strong relationships with cognate units at the forefront of the critical study of sexuality.

### **Facilities and Support Staff**

The newly refurbished space is excellent and “University College can apparently provide enough office space to grow the faculty complement in coming years.” There is one staff person dedicated to the program and the College also provides administrative support.

### **Future Directions**

The program is on track based on its academic plan. The reviewer reiterated that the most essential matter for the program moving forward is stabilization the faculty complement; this should be linked to the priorities of the program and those of potential partner academic units.

## **ADMINISTRATIVE RESPONSE (Commissioning Officer)**

The Dean was pleased with the strongly positive review of the program in Sexual Diversity Studies. Several of the report’s recommendations address the strengthening of the curricular core of the program, and these are central to the curricular initiatives at present underway in the program. Addressing questions of race and non-Western approaches to sexuality lie behind the agreement with the Women and Gender Studies Institute and the Ontario Institute for Studies in Education at the University which allows a faculty member in these areas to teach in the program; providing a more secure foundation for his teaching will be also be addressed in the next planning cycle, as will the expansion of teaching in religion. Three core courses in the program are now shared with Canadian Studies, with WGSI, and with Health Studies. Further such shared arrangements are being negotiated with other units.

The program’s Steering Committee is not convinced that a comprehensive methodology course, as recommended by the reviewer, is the best way to introduce students to methodological options, and would prefer to direct students to methodology courses in relevant departments depending on the disciplinary thrust of the student’s program. The Steering Committee is considering a fourth-year seminar that would discuss alternative methodological approaches.

Students’ desire for an increase in the number of core courses available is under discussion, especially in considering linking a course to the research essay and honours thesis options, or in creating a capstone course to be required of all specialist students. Beyond the core courses, the program has already completed a major review of cross-listed courses with more transparent indications of their relevance to the program and their pedagogical content. Access to cross-listed courses has been addressed on a Faculty-wide basis through the new expectation that the cross-listing of courses involve a process of formal negotiation on student access with the appropriate department. The program administrator will ensure that departmental faculty teaching cross-listed courses are aware of the program’s course option structure, as well as the likelihood of their having SDS students in their courses.

Several of the reviewer’s recommendations concern faculty complement. Bonham Centre funding has allowed the appointing of a 0.50 lecturer position for three years, with the intention of bridging this appointment to the next planning cycle.

## REVIEW SUMMARY

<b>DIVISION/UNIT:</b>	<b>Women and Gender Studies Institute</b> Faculty of Arts and Science
<b>DATE:</b>	January 10-11, 2008
<b>COMMISSIONING OFFICER:</b>	Dean, Faculty of Arts and Science
<b>PROGRAMS OFFERED:</b>	
<b>Undergraduate</b>	Women and Gender Studies, BA: Spec, Major
<b>Graduate:</b>	MA Graduate Collaborative Program, MA. PhD
<b>EXTERNAL REVIEWERS</b>	
<b>International</b>	Prof. Inderpal Grewal, University of California, Irvine, California
<b>Canadian</b>	Prof. Audrey Kobayashi, Queen's University
<b>PREVIOUS REVIEW DATE:</b>	This is the first review of the Institute since it was established in 1999.
<b>RECENT OCGS REVIEW DATE:</b>	2007
<b>DOCUMENTATION PROVIDED TO REVIEWERS:</b>	<ul style="list-style-type: none"><li>• Terms of Reference</li><li>• Self-Study, November 2007</li><li>• Institute faculty member CVs</li><li>• "Stepping UP" Academic Plan, 2004 and Decanal Response</li><li>• Previous External Review Report, Cluster 3, 1999</li><li>• OCGS - Brief for the Periodic Appraisal, 2007</li><li>• Graduate and Undergraduate Studies Handbooks (2007-2008)</li><li>• Newsletters</li></ul>
<b>CONSULTATION PROCESS:</b>	The reviewers met with the Dean and Vice-Dean of the Faculty of Arts and Science and the Dean of the School of Graduate Studies; the WGSJ Director, Graduate Coordinator, Director; the Equity Studies and Undergraduate Coordinator, UTSC Representative, faculty members, administrators, and undergraduate and graduate students.

## FINDINGS AND RECOMMENDATIONS - OVERALL ASSESSMENT AND SPECIFIC ISSUES

The reviewers presented an overview of the state of women and gender studies in academic institutions. Within this context, they concluded that the Women and Gender Studies Institute (WGSJ) "emerges as an exemplary model of innovation and excellence. At UT, WGSJ has established a powerful presence on the campus. It is a strong department, has recruited outstanding faculty, and has gained an excellent track record of teaching and research. It is rightly acclaimed as a top ranking women's and gender studies department in North America and internationally."

In terms of its program offerings, the reviewers report that the Institute is recognized for a transnational curriculum that brings "together local and global issues, diaspora and migration, race, gender and intersectional analysis... Its programs fit well with the themes and direction of New College and help consolidate its unique identity on the UT campus." The Institute's research endeavours are exemplary in terms of grants received, and Institute-organized conferences provide intellectual growth to staff and faculty.

## **Undergraduate Program**

The major program is “recognized and popular” among its many students. The reviewers highlight that the transnational approach has increased the program’s rigor resulting in more successful majors. The main concern is the lack of enough core faculty to teach the required courses and, at times, large class enrolments.

## **Graduate Program**

The new one-year MA program “is off to a good start with some excellent students.” The collaborative PhD program was described as “an outstanding success” offering an interdisciplinary training that is valuable to the campus and to graduate students. In order to increase the sense of community and connection to collaborative program students, the reviewers recommended that the Institute consider offering seminars for the MA that may also serve the students in the collaborative program. This may also address the needs of the MA students who seek more connection with the students in the collaborative program.

The reviewers recommended that the Institute begin to consider what faculty and other resources would be necessary for creating a stand-alone PhD program.

## **Administration and Governance**

*Leadership:* The reviewers commended the current (now former) Director for her “superlative” leadership. The Faculty of Arts and Science will have to carefully consider from among the Institute’s current senior faculty members in appointing a new Director.

*Faculty members:* The reviewers commended the faculty members. New cross-appointed faculty members have required “a complex process of negotiation with other departments, but have also benefited the university by attracting emerging scholars who have done an extraordinary amount of research, teaching and service.” The Institute tenured three faculty members and promoted two to full professor.

The reviewers observed the complex interaction of cross-appointed faculty and the demands placed upon them by their participation in more than one academic unit. In particular, the reviewers reported on the faculty member workload both for teaching and service: “All WGSi faculty are outstanding and much sought-after. They feel overworked by the joint positions and demands on their time, while students and community members seek to have more connection with them, and to be part of the WGSi community.”

The reviewers’ recommended that the Institute be provided with at least 3 more 100% FTE in addition to the 1.0 that begins in 08-09. In addition, the Institute and the Faculty of Arts and Sciences should review contracts of joint positions to see how service and teaching are distributed. The Institute should review teaching assignments with an eye towards allowing faculty to teach their research, and rotate teaching of introductory and required courses amongst senior and junior faculty.

The Institute’s ambitious future plans are a sign of a thriving and active Institute. However, the reviewers suggested that the Institute revisit its priorities in order reduce the number of projects it takes on. An additional way to reduce workload on joint faculty would be to increase staff positions in the Institute; a higher classified staff position could help with grant writing, catalog copy, website etc.

*Governance:* The reviewers recommended that the Institute should review its governance structure and consensus model. Some faculty expressed concern regarding the institute’s governance; although they valued its participatory nature, they found it too time consuming and sought “more selective decision-making”.

## **Facilities and Staff**

A lack of space, including office space, was identified as a critical issue for the expanding program. The reviewers recommended that New College develop its plans with regards to Institute space.

## **Relations with cognate units**

These relationships would continue to require attention. It is difficult for students from other university units to register for Institute courses. Given the small number of faculty at the Institute this is inevitable, although the reviewers suggested that the Institute provide space for at least a limited number of students from other units. The planned lecture series and symposia will help to foster more connections.

In terms of the collaborative program, the reviewers recommended that the Institute offer more seminars, and that the memoranda of understanding with other units should be reviewed so that the Institute could be appropriately compensated.

The reviewers observed that some departments do not support feminist scholarship and recommended that the University needs to strengthen its diversity programs and equity programs.

## **ADMINISTRATIVE RESPONSE (Commissioning Officer)**

The Dean welcomes the strongly positive review of the Women and Gender Studies Institute, in particular the reviewers' comments on the exemplary nature of the Institute on an international scale, its strong presence on the UofT campus, and the excellence of its undergraduate and graduate programs. We are happy to respond to their specific recommendations.

### **Undergraduate program:**

Several of the reviewers' recommendations concern the need for additional core faculty to teach required courses. Complementary issues will be addressed formally in the Faculty's next planning exercise. Now that WGSI is an EDU A, 100% appointments are possible for the unit, although joint appointments with other units (and divisions) are likely to remain the norm. The Faculty's guidelines on interdepartmental and interdivisional teaching help to provide some direction on the distribution (and recognition) of teaching and service in the context of joint appointments, and the Director will continue to consult regularly with the heads of other units and with individual faculty members on teaching and service. The Institute has clear principles for equitable teaching loads and for the rotation of teaching of required and introductory courses, and these decisions attempt to take into account as well individual faculty members' career point; however, they must in some cases be taken with respect to program needs. The Institute's EDU A status should assist in the standardization of arrangements for joint faculty.

### **Graduate program:**

At present the resources to mount a PhD program are not available; the Director will continue to monitor this situation with the intention in the future of preparing such a proposal.

### **Administration and Governance:**

The reviewers were concerned about the appointment of a strong Director; we are happy to note the appointment of Prof. Bonnie McElhinny of the Department of Anthropology has been made to ensure that the Institute continues to have strong leadership.

The reviewers suggest that the Institute reconsider its priorities with the intent of reducing the number of its projects. The new Director recognizes that many of the projects listed in the self-study represent a vision for future growth, not initiatives presently in hand, and that those projects which do go forward should arise out of existing research strengths and with the support of individuals and groups within the unit.

Reducing the workload on the joint faculty by increasing the Institute's staff complement is a clear priority, and the Director is engaged in finding the resources to support such a position.

The Institute faculty reviewed its consensus governance structure in the spring of 2008 and instituted two small committees (undergraduate program and graduate program) to allow for more nimble decision-making without the necessity of involving the whole faculty.

### **Facilities and Staff:**

The Institute continues to discuss its space needs with New College, but it is becoming increasingly clear that the College may not be able to meet its needs in the near future with the substantial growth of the unit. The Director is exploring with the Faculty's Infrastructure Planning office the possibility of space outside the college setting.

**Relations with cognate units:**

The Faculty is addressing the question of course access for non-departmental students. Where a course in another unit is required or recommended, arrangements for student access must be completed in writing. This requirement is now being enforced for new programs, and will be brought in for existing programs as they pass through the curriculum review process bringing their curricula in compliance with the Faculty's new Degree Objectives.

The Institute is in the process this year of revising the collaborative PhD program to increase its focus and consistency, as well as to take better advantage of Institute courses in the MA program. The Institute does feel, however, that charging units participating in the collaboration a fee could have wide-ranging consequences, which must be explored in detail with the directors and graduate coordinators of these units before such a fee could be instituted.

## Faculty of Medicine



## REVIEW SUMMARY

<b>UNIT/PROGRAM DIVISION</b>	<b>Department of Laboratory Medicine and Pathobiology</b> Faculty of Medicine
<b>DATE:</b>	December 10-11, 2007
<b>COMMISSIONING OFFICER:</b>	Dean, Faculty of Medicine
<b>PROGRAMS OFFERED:</b>	
<b>Undergraduate</b>	Pathobiology, BSc: Spec (offered through the Faculty of Arts and Science) MD: Undergraduate medical program)
<b>Graduate:</b>	MSc PhD
<b>EXTERNAL REVIEWERS</b>	
<b>International</b>	Prof. Mark Tykocinski, Professor and Chair, Department of Pathology and Laboratory Medicine, University of Pennsylvania Health System
<b>Canadian</b>	Prof. Bruce McManus, Department of Pathology & Laboratory Medicine Director, The James Hogg iCAPTURE Centre, University of British Columbia
<b>PREVIOUS REVIEW DATE:</b>	2001
<b>SUMMARY FINDINGS AND RECOMMENDATIONS OF PREVIOUS REVIEW:</b>	The review identified several challenges for the Department. The recent merger of Medical Microbiology, Clinical Chemistry and Pathology that resulted in new faculty interactions, a new allocation of positions and adjustments for all involved in the interests of economies and enhanced functionalities.
<b>RECENT OCGS REVIEW DATE:</b>	July 2003
<b>DOCUMENTATION PROVIDED TO REVIEWERS:</b>	<ul style="list-style-type: none"><li>• Review Guidelines</li><li>• Previous External Review Report, 2001</li><li>• The following reports: Chair, faculty members, undergraduate education, undergraduate students, graduate faculty, graduate student, research, department budget, departmental communications Royal College review</li><li>• Departmental Self Study</li><li>• Department's "Stepping Up" academic plan, Decanal Response</li><li>• Recent OCGS review report</li><li>• Faculty CVs</li></ul>
<b>CONSULTATION PROCESS:</b>	The reviewers met with the Chair, the Dean, Departmental Executive Committee, Education Committee, Undergraduate Arts and Science Education Students, Undergraduate Medical Education, Undergraduate Students, Graduate Program, Graduate Students, Postgraduate Medical Education, Postgraduate Trainees, Diploma Students, Undergraduate Arts and Science, Continuing Education, Cognate Chairs and Deans of Cognate Faculties, Vice-Dean Research and those involved in research.

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

The Department of Laboratory Medicine and Pathobiology is large and complex that interacts with affiliated academic health sciences centres in Toronto. The undergraduate and graduate educational programs of the Department impressed the reviewers, as did the training of the post-graduate trainees. The reviewers note that this is "a preeminent department on the Canadian national and broader international scenes, with a distinguished Chair who commands broad respect from his peers.

### **Size, scope, quality, priority and appropriateness of undergraduate arts and science education**

Students apply at the end of their first year in Arts and Science pathobiology course that currently enrolls about 30 students per year. Approximately one-third of the students subsequently pursue medicine as a career, and another third pursue some other type of graduate studies. The reviewers noted that this is a highly competitive program. They conclude that the program should be “nurtured, with broader faculty involvement.”

### **Size, scope, quality, priority and appropriateness of undergraduate medical education**

The undergraduate medical education (UME) curriculum includes a core pathology course. The reviewers observed that the course appears to be well-received as it provides medical students with a critical link between basic sciences and the clinic. Although the curriculum is well-organized overall, students rate poorly the components taught by faculty members outside of the Department (for example, genetics and immunology). The reviewers observed that there is “some tension about commitments to teaching of some faculty members in the Department who are based at the affiliated hospitals” and recommended that this be addressed. They suggested that the Education Committee should have a broader mandate in terms of academic program quality.

Given that some medical students would like to have a better understanding of pathology as a profession, the reviewers recommended that the Department should consider developing educational opportunities that bring medical students into contact with practicing academic pathologists. They also recommended the program review its open-ended approach to learning materials

### **Scope, quality, relevance and appropriateness of graduate, post-graduate and continuing education**

*Graduate:* Given the large size and dispersal of trainees across campus and hospitals, cohesion is a challenge: “However, the graduate students have proven themselves to be quite resourceful, and have developed initiatives to promote cohesion among themselves.” The reviewers make a number of recommendations for improvement of the administration of the program, including the development of a good conflict resolution process for graduate students and their mentors; a self-assessment system for tracking students after graduation; more active participation by faculty in the Research Progress sessions; and students expressed a desire for access to more teaching assistant positions.

*Post-graduate:* Anatomic Pathology residents “feel like family” and the reviewers commented that adequate time is spent mentoring and teaching them. Sufficiency of exposure to hematopathology training should be re-examined periodically. Overall, the resident selection process should be internally assessed. The reviewers suggested a more formal mentoring program might be considered; increased management instruction; and more funded fellowship positions.

*Continuing Education:* This is a modest enterprise in the Department, mainly focused on a refresher course in anatomic pathology. Using electronic media and tools for distance education could be more extensively explored.

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

*Nature of graduate student activities and programs:* The reviewers highlighted the excellence of the students and their well-developed programs.

*Opportunities for recruitment of young investigators:* Generally, departmental investigators appeared in very good spirits, pleased with their access to high-quality graduate students and good facilities. A few faculty members felt that there was room for improving interactions between faculty based at affiliated hospitals/research institutes and those on the University campus. The reviewers recommended that recruitment within the Department in the field of leading edge discipline of biocomputation/bioinformatics be supported by the Faculty of Medicine.

*Levels of research funding and productivity in the Department:* The Department attracts research funding from a wide range of agencies and organizations in the public and private sector. Establishment of four Canada Research Chairs in the Department has served to catalyze its basic research agenda. The reviewers recommended that the University and Faculty of Medicine work with the Department to establish yet more such chairs, given the collaborative spin-offs that would bridge departments and institutes on campus.”

*Research direction:* In addition to maintaining and enhancing its strong basic life sciences research, the Department should assume a leadership role regarding the Faculty of Medicine's emerging translational agenda.

### **Scope and nature of the Department's relationship with cognate departments in the Faculty of Medicine**

The cognate chairs that the reviewers met with were complementary of the Department, direction and contributions. The chairs also noted the existing challenges regarding University-affiliated hospital relations were noted and the opportunity to generate income from expansion of molecular diagnostics outreach to the community was recognized with a caveat that it might draw away some pathologists.

### **Appropriateness and effectiveness of the departmental structure**

The reviewers considered the structure of the department was workable although the governance structure appeared complex. There is opportunity to increase hospital heads' stake in the overall academic mission of the Department. The reviewers suggested that a Co-Director of the Education program would be beneficial in terms in the coordination of the Department's many activities and programs. The reviewers did not meet with the administrative manager but heard no concerns about quality or quantity of administrative staff.

*Governance:* The reviewers suggested that a new designation for hospital chiefs could be added "to reinforce their sense of authority and responsibility to the academic mandates of the Department." This will remind people that the Chair and hospital chiefs "share responsibility for the total departmental mission... This could help address certain challenges, for example, engaging a broader set of faculty in UME activities and mobilizing faculty with clinical demands to promote the institution's translational research aspirations."

*Finances:* The Department's existing small endowments should be grown to provide more stability. Maintaining and enhancing relationships with hospitals is vital in order to maximize faculty recruitment, retention and career advancement.

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

Morale is generally positive: "The Department's reputation, both near and far, is a clear source of pride for Department members." There is some concern about the geographical dispersion and how it affects research collaborations and educational activities.

### **Departmental vision and long-range plan**

The reviewers noted that vision and long-term planning were not included in the printed materials provided to them and did not come up in their conversations with departmental members, including the Chair. They observed that the emphasis was on preserving gains and nurturing of new faculty. The reviewers advocated for an early planning exercise once the new chair is appointed. In particular, the Department's focus in relation to "opportunities in research, education and service need full articulation."

The reviewers outlined their views on the prospects for academic pathology in the future noting that Pathology departments will emerge as "diagnostic information hubs" and "centers for infused therapeutics." The reviewers considered that the Department "is positioned to take full advantage of this academic Pathology frontier, and...is poised to truly be an unequivocal world-leader in selected areas."

The reviewers commended that the Department should "take deliberate steps to harness the advantages and resources inherent in the University of Toronto campus and the major affiliated hospitals. There is much more value in that conjoined resource than is currently being exploited." They reemphasized that the Department should undertake strategic planning.

### **Stature of the Department, compared nationally and internationally**

The Department is a national leader in Canada. Its human resource is upper-tier in the world. The Chair's direct fiscal resources are modest but its collective resources are notable. The Department could reach "new levels of excellence" with "some more leveraging of its collective strengths."

## **ADMINISTRATIVE RESPONSE (Commissioning Officer)**

On behalf of the Faculty of Medicine and the Department of LMP, may I thank the External Reviewers for their expert and insightful analysis of the current status of the Department. In addition, they provided an outstanding summary of the future directions of laboratory medicine and pathobiology that will be most helpful in the strategic planning for this department. Thanks also to all the faculty and students who met with the reviewers providing important comment. The staff who assisted in the preparation of the documentation and review process are commended for their excellent contributions. Finally, with great pride I congratulate Professor Avrum Gotlieb for his outstanding leadership over the past 11 years. The reviewers echo the accolades of the faculty and students in this department who recognize that Professor Gotlieb has enabled the many divisions and programs to coalesce into a whole that is greater than the sum of its parts. He has done so through this committed mentorship and leadership of the faculty whom he has inspired to work collegially and collaboratively to achieve academic excellence. The reviewers note that the Department of Laboratory Medicine and Pathobiology is a preeminent department on the Canadian national and international scenes and that the recommendations provided build on an already very successful department.

The following addresses the issues raised by the external reviewers and offers recommendations in keeping with the overall Strategic Plan of the Faculty of Medicine.

### **1.0 Education**

#### **1.1 Arts & Science Undergraduate Specialist Program**

This program was established following the merger of the Departments supported through the Provost's Academic Priority Fund. It has been extremely successful at attracting top quality students and the academic leadership of Professor Doug Templeton has been truly exemplary. Broader faculty involvement and an expansion of this program would be welcomed by both the Faculties of Medicine and Arts & Science. Stronger connections with the Human Biology Program and life sciences generally would serve to provide many more undergraduate students the opportunity to benefit from the excellent teaching and innovative course offerings of this department.

#### **1.2 Undergraduate Medical Education**

The reviewers have highlighted challenges within the department in optimally fulfilling its role in the delivery of core curriculum in pathology and laboratory medicine in the undergraduate medical education program. Professor Bill Chapman, an award winning teacher, has been deeply engaged in the leadership of the delivery of this program but requires major support from the clinical leadership of the Department, including the academic practice plan leaders and clinical heads, to address the fundamental issue of recruiting faculty to teach medical students in both pre-clerkship and clerkship. The Vice Dean Undergraduate Medical Education now chairs a new curriculum committee that must address the quality of teaching provided by this Department in conjunction with the leadership of the Chair and Department Education Committee. In view of the rising expectation that pathologists and clinical laboratory medicine specialists will be at the forefront of translational research and delivery of personalized medicine it is imperative that this department not only achieve excellence in teaching of undergraduate medical students, but pro-actively recruit medical students to postgraduate training in pathology and laboratory medicine. I strongly recommend attention to the challenges outlined by the external reviewers and expect the Department to work with the Vice Dean Undergraduate Medical Education to seek out and implement solutions as quickly as possible.

#### **1.3 Postgraduate Medical Education**

By contrast to the undergraduate medical education experience, the postgraduate residency training program appears to be highly successful according to the external reviewers and the recent success extensive and positive accreditation review by the Royal College of Physicians and Surgeons in 2007. The size and scope of all of the postgraduate programs should be continually assessed in the face of increasing need to educate more individuals to serve the health care needs in Canada. For instance, the training of expert forensic pathologists is a field for potential growth strongly linked to research and scholarship at the University of Toronto. I urge this department to continually set its sites on innovation and expansion of postgraduate training.

One area that must be addressed is the preparation of clinician-scientists with a formal program similar to that in Medicine, Surgery and Psychiatry. The large graduate program already established in the department creates an immediate opportunity to attract more MDs to advanced, superb research training. Funding for clinician-scientist trainees will be required. Nevertheless, the other large clinical departments have dedicated resource and endowed funding for this purpose.

#### **1.4 Graduate Education**

The reviewers recognized that overall the doctoral (MSc/PhD) program is quite successful with enthusiastic and resourceful students who appear optimistic about their futures as graduates of this program. This is a credit to the outstanding faculty supervisors in this department. The challenges outlined by the reviewers are similar to other graduate units in the Faculty of Medicine that have faculty and students distributed over multiple hospital research institutes and on-campus. Measures for conflict resolution between students and their supervisors should be instituted immediately and are required by the University. Tracking of students once they graduate will be part of an overall strategy within the Faculty to benchmark success of graduate studies and to enhance relationships with alumni. More teaching assistant positions could be made available for graduate students by expanding undergraduate Arts & Science course offerings.

#### **1.5 Continuing Education**

As a preeminent department in Canada, Laboratory Medicine and Pathobiology should provide extensive and excellent continuing education in all of its disciplines. I am in agreement with the reviewers with respect to their recommendations and further request that the department consult the Vice Dean Continuing Education and Professional Development to assist in the development of a strategic plan to address this issue. The Faculty of Medicine in collaboration with St. Michael's Hospital has established a University Center for Faculty Development to assist faculty in adult teaching skill enhancement with multiple levels of training. The Department of Laboratory Medicine and Pathobiology has immediate access to these resources.

### **2.0 Research**

The reviewers have identified one of the important issues for this department, namely the divide between on- and off-campus faculty. The investment in new tenure-track positions supported by the Provost for the recruitment of new faculty over the past decade has created an important critical mass of excellent researchers on campus. In the near future, the department administrative offices will be moved to the Medical Sciences Building, further consolidating this site. The importance of building on programmatic research excellence cannot be under-estimated and there are immediate opportunities on campus for the scientists in Laboratory Medicine and Pathobiology to seek out and interact with faculty from other basic biomedical science departments such as Immunology and Molecular Genetics. New CFI initiatives are intended to support such integration into new programmatic themes across departments on campus. The external reviewers note that future recruitment in biocomputation/bioinformatics should be prioritized. The Faculty has already prioritized hiring in this field in other departments on campus including biochemistry and in the new Center for Cellular and Biomolecular Research. Therefore, it is strategically necessary for the Department of Laboratory Medicine and Pathobiology to recognize the opportunities for collaboration with other departments both on- and off-campus. This is particularly necessary for the enhanced contribution of Laboratory Medicine and Pathobiology in translational research in collaboration with hospital/research institute partners.

Development of emerging diagnostics linked to fundamental research and its commercialization is a priority for the Faculty of Medicine and the affiliated hospitals. As MaRS Innovation provides the platform for these activities, this department should be at the forefront.

CRCs are in direct proportion to the relative amount of federal research funding flowing to the department and the Faculty has a well established process whereby the CRCs are equitably distributed on- and off-campus within the affiliated hospitals/research institutes. There is no intent to change this process in the near future. Nevertheless, departments and institutions may work together to forge new joint positions of CRCs and I encourage Laboratory Medicine Pathobiology to seek out these opportunities.

### **3.0 Strategic Planning by the Department**

The Faculty of Medicine has completed a major strategic planning exercise that was not quite complete at the time of the external review. The Strategic Plan is now published and widely available. Formal implementation is underway and all academic units in the Faculty will be engaged directly through their Chairs and senior academic and administrative leadership. It is also mandated at the time of appointment or re-appointment of Chairs in the Faculty of Medicine that they prepare a strategic plan no later than the second year of their term. Therefore, the new Chair in Laboratory Medicine Pathobiology will receive the same mandate.

### **4.0 Morale of the Faculty and Students**

The reviewers have identified that the morale of both faculty and students in this department is quite positive despite concern about geographic dispersion and the prospect of a new Chair following the very successful tenure of Professor Gottlieb.

### **5.0 Future Directions**

An international search for a new Chair of the Department is well underway. The mandate of the senior academic leadership positions under Governing Council Policy very clearly limits Department Chairs to a maximum of two five-year terms.

### **Summary**

Professor Gottlieb is again to be congratulated on a highly successful full term as Chair of Laboratory Medicine and Pathobiology. His ability to coalesce the diverse cultures and programs while establishing innovative directions in both education and research have served his colleagues extremely well. This review has identified all the major issues that the Department faces in the next few years and the recommendations are strategic and welcomed. In particular, the opportunity for this department to seize leadership in many elements of translational research must be addressed as quickly as possible.

Dean of Medicine  
March, 2007

### ***Addendum, March 2009***

An advisory committee, Chaired by the Dean, was convened in 2007 to review the external review documents and begin the process of recruiting a new Chair for Department of Laboratory Medicine and Pathobiology. The Chair, Professor Richard Hegele, was appointed and began his first term effective January 1, 2009 to December 31, 2013.

## REVIEW SUMMARY

<b>UNIT/PROGRAM DIVISION</b>	<b>Department of Nutritional Sciences</b> Faculty of Medicine
<b>DATE:</b>	April 14-15, 2008
<b>COMMISSIONING OFFICER:</b>	Dean, Faculty of Medicine
<b>PROGRAMS OFFERED:</b>	
<b>Undergraduate</b>	Nutritional Sciences, BSc : Maj (offered through the Faculty of Arts and Science)
<b>Graduate:</b>	MD: Undergraduate medical program, MD MHSc in Community Nutrition MScCH in Public Health Nutrition M.Sc./Ph.D.
<b>EXTERNAL REVIEWERS</b>	
<b>International</b>	Prof. John Milner, Chief, Nutritional Science Research Group, Division of Cancer Prevention, National Cancer Institute, National Institutes of Health, Health and Human Services, Bethesda, Maryland
<b>Canadian</b>	Prof. Stephanie A. Atkinson, Associate Chair, Department of Pediatrics at McMaster University
<b>PREVIOUS REVIEW DATE:</b>	2002
<b>SUMMARY FINDINGS AND RECOMMENDATIONS OF PREVIOUS REVIEW:</b>	The Department is excellent; it has experienced extraordinary progress and considerable success. The reviewers suggested that the Department scale back its undergraduate specialist program in order to concentrate on research and graduate education.
<b>RECENT OCGS REVIEW DATE:</b>	2006
<b>DOCUMENTATION PROVIDED TO REVIEWERS:</b>	<ul style="list-style-type: none"><li>• Dean's Review Guidelines</li><li>• The reports of the Chair, faculty, research, Undergrad Education and Undergrad students, Graduate Education and Graduate student, MHSc student report, PFSNRA report</li><li>• Graduate student newsletters</li><li>• Department's "Stepping Up" academic plan, Decanal Response</li><li>• Previous External Review Report 2002</li><li>• Faculty CVs</li></ul>
<b>CONSULTATION PROCESS:</b>	The reviewers met with the Dean, Chair, Senior Advisory Committee, Undergraduate Education A&S and Medical, Undergraduate student A&S and Medical, Graduate Education, MSc and PhD students, MHSc program in Community Nutrition, MHSc students, cognate chairs, Vice-Dean Research

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

The reviewers concluded that the Department is dynamic with a high quality faculty and students. The Department is competitive within the University in education programs, in securing external research support, and in conducting scholarly research. Faculty member research interests are diverse and span basic (metabolic) to clinical to population health but not all sectors of the Department are connected. The reviewers highlighted the need to expand the Department's clinical aspects and to improve its research facilities.

#### **Undergraduate Education – Size, scope, quality and priority**

Arts and Science education: Since the criticism received from the 2002 external review, the nutrition specialist program has been eliminated and significant efforts have been made to enhance the Arts and Science nutrition

major (established 2004). This major currently attracts the largest student body of any of the major programs offered by basic science departments in the Faculty of Medicine. As there is a reliance on cross-appointed faculty, the reviewers considered it critical that linkages be maintained and expanded such that the hospital-university interactions are recognized as beneficial to all.

The scope of the curriculum is broad. The reviewers commented that increased emphasis may need to be placed on lab courses, inquiry projects and opportunities to conduct fourth year thesis projects for course credit in order to encourage students to go on to graduate studies. The quality of the courses offered is in general evaluated highly by students. However, because some of the introductory nutrition courses are open to students in other disciplines, “some students indicated that the course content is not as rigorous or in-depth as it could be to optimize learning for nutrition majors.”

The reviewers noted that undergraduate teaching is recognized as a top priority for the core Department faculty: “Impressively, courses (some with up to 500 students) are being taught by professors with significant research programs; one holds a Canada Research Chair.”

As some students felt career opportunities/relevance were unclear, the Department may need to devote more time sharing career related information and ways to disseminate such information.

As some nutritional science students identify as arts and science rather than nutritional science students, the “Department needs to take ownership of the nutrition core of the Arts & Science Program. Some public relations with students would serve to enhance the profile of the Department amongst the student body and perhaps yield more interest in graduate studies throughout the University of Toronto or at other locations of higher education.”

*Medical education:* The reviewers observed that due to changes in program delivery to partially problem-based small group learning there has been a decrease in nutrition teaching department members. “Development of health care problems to date has not involved nutrition professors to ensure incorporation of specific learning objectives or resources targeted to nutrition... Clinical rotations or electives are offered within hospital-based practices by physicians associated with Nutritional Sciences.” The reviewers noted that it not possible for them to evaluate quality of nutrition education as no written student evaluations were available and no medical students were interviewed. The Department should attend to the situation, perhaps adding an additional faculty member with expertise in clinical nutrition. Members of the undergraduate medical education group suggested that the scope and quality of offerings could be expanded with specific online resources.

### **Graduate Education - Size, scope, quality and priority**

Overall, the reviewers viewed the graduate programs as high quality attracting “academically accomplished students” who publish and present. The Nutritional Sciences program is in the top 4 out of 13 PhD programs at the University. The main barrier to expansion is lack of internal funds and space. The reviewers observed that the Graduate Student Association “has an opportunity to be much more aggressive in helping incoming students learn about opportunities for obtaining support and for moving into career paths”.

*MSc/PhD Nutritional Sciences Stream:* The reviewers highlighted details of the curriculum noting that success of the program should be regularly monitored. The quality and productivity of the graduate program is excellent though some students voiced concerns regarding facilities and “lack of interaction between the graduate students who are situated with the supervisors at the university and those situated in hospital labs supervised by status only/associate members and those students in the public and community health programs.” Students expressed the desire for more opportunity for “cross-fertilized” training experiences. Future strategic planning should consider “achieving a balance of students interested in basic and molecular nutrition with those interested in clinical nutrition.” Acceptance of foreign graduate students was considered a challenge due to high tuition fees, although the reviewers observed that the Department has a plan to support 50% of funding for foreign students but some faculty did not appear to know this plan was almost in place.

*MHSc (Community Nutrition)/MScCH (Public Health Nutrition):* Graduate students enroll in these programs through the graduate Department of Public Health Science. The reviewers observed: “Tuition through Public Health Science is higher than for other graduate programs. Although all of the nutrition courses and coordination of nutrition outreach training is directed by one full-time faculty lecturer and two sessional lecturers based in Nutritional Sciences, there is little integration of students in the community/public health nutrition programs with



students of faculty associated with the MSc/PhD programs in Nutritional Sciences.” The reviewers recommended that the Department consider ways to incorporate these students into its daily activities.

The scope of the community-based programs is non-research-based and includes a combination of mandatory courses offered through Public Health Sciences and Nutritional Sciences. The reviewers noted that the content of these courses sometimes overlaps. The reviewers noted the quality of the practica could be enhanced by improving incentives provided to site preceptor (a staff dietitian at the hospital, industry or government agency) such as university library access, electronic networks and increased communication regarding MHSc clinical practicum goals.

The 97% rate of graduates obtaining professional positions is indicative of the program’s success. A barrier to the MHSc program’s expansion is the lack of consistent funding for professional training programs from hospitals and provincial funding. As the students don’t receive stipends during clinical training, expanding other avenues to enrich experiences offered by the program should be explored.

The reviewers conclude that both programs offer “unique training targeted to enhancing the role of the dietitian in the community as opposed to hospital-based practice.” External funding barriers are key factors in limiting expansion of the programs as are low generalization of skills training to practice in non-Ontario provinces that may limit attractiveness of the program for out of province students.

Key recommendations of the reviewers related to education included that the Department:

- Develop opportunities for graduate students to benefit from interactions across graduate programs and between hospital-based and university-based students, including greater exposure to cross-appointed faculty.
- Enrich existing undergraduate (both science and medicine) and graduate programs with “innovative teaching models and focus these to enhance the interest of students to pursue research training and careers in nutrition in the basic, clinical and public health arenas.
- Enhance educational opportunities for students in clinical streams by fostering interest amongst medical students to become physician nutrition scientists; training dietitians to be clinician-scientists; strengthening the graduate training of dietitians to work in public health to become the knowledge translators at the community level; and actively pursuing students in the MD/PhD program.

## **Research Activities**

Research focus is diverse across the Department, partially reflecting the historical merger of Nutritional Sciences with the Nutrition and Food Sciences undergraduate program. The reviewers highlighted that “while individual faculty members have established well-funded research programs, they tend to work in isolation without major consideration of a strategic development of research themes or crosscutting initiatives; thus, a critical mass of researchers does not exist in any one research theme.” The recommended the Department be more proactive in encouraging collaborations and suggested a departmental retreat may be worthwhile.

The research conducted by faculty members, graduate and post-doctoral trainees is of high quality and relevant. “The breadth of research certainly represents bench to bedside to community for practice implementation and policy making. This breadth does not exist in any other Canadian nutrition departments ... and thus provides a unique platform from which to build a stronger, more strategically focused research effort whose composite value would be greater than the sum of the current parts.”

The reviewers commented that there are “no mid-career professors being groomed for leadership positions within the department for research or administration” and all recent new hired faculty members have been junior scientists but not clinician-scientists.

## **Cognate Academic Departments**

Faculty members have established well-funded research programs but “tend to work in isolation without major consideration of a strategic development of research themes or crosscutting initiatives; thus, a critical mass of researchers does not exist in any one research theme.” They recommended that “

“Through cross-appointments, expansion of research in clinical nutrition has grown. It is likely that additional collaboration could be built without much difficulty in areas related to epigenetic, proteomics, metabolomics, human micro biome, etc. A faculty retreat to explore how to enrich or expand these or other areas of collaboration seems justified.”

Although interviews revealed “a spectrum of interactions with regard to cross-department course teaching, co-supervision of graduate students and research collaborations”, [m]ore attention to the merits of cross-appointments in both directions seems warranted.” There are “minimal ongoing research collaborations or formalized partnerships with cognate basic science departments.... There was palpable enthusiasm by most cognate representatives to foster future opportunities for inter-departmental collaborations since thematic linkages exist.... Cross-appointments of core members of Nutritional Sciences with cognate departments should be pursued to foster the linkages between departments and expand research opportunities. A collaborative interdisciplinary program in place between neurosciences, cardiovascular sciences and biomedical toxicology brings students together for cross-fertilization of disciplines working in similar thematic research. Nutritional science graduate students would certainly benefit by inclusion in such a program and would bring an important dimension to others involved with such collaborative educational/research experiences.”

The reviewers recommended that “cross-appointments of core members of Nutritional Sciences with cognate departments should be pursued to foster the linkages between departments and expand research opportunities. A collaborative inter-disciplinary program in place between neurosciences, cardiovascular sciences and biomedical toxicology brings students together for cross-fertilization of disciplines working in similar thematic research. Nutritional science graduate students would certainly benefit by inclusion in such a program and would bring an important dimension to others involved with such collaborative educational/research experiences.”

### **Organizational Structure of Department**

The Department of Nutritional Sciences is one of few academic programs in North America that is situated in a Faculty of Medicine. Undeniably the activities of the Department are consistent with the mission of the Faculty. They observed that although the Department plays a key role in fostering and coordination with core and cross-appointed faculty across the department, university and associated community hospitals, the role of the Chair should be expanded “to aspire to a greater engagement in the global nutrition community, thereby providing opportunities to showcase the excellence of the faculty and students in the Department.”

Although the Department does hold regular departmental meetings, the reviewers recommended that the timing of the meetings be changed to allow greater participation of faculty members whether based in the university, hospitals, industry and public health. In addition, meetings could be periodically scheduled to have a limited and relevant agenda for non-core faculty members. The reviewers reiterated the value of holding departmental retreats for exchanging of ideas and increasing collaborations, including perhaps research areas related to food policy. Consideration of involvement of the departments various committees was highlighted by the reviewers.

### **Vision for Future of the Department**

It seemed that little attention has been given to overall academic planning, the reviewers noting that the Department had been focused in a “maintenance mode”. Development of a Strategic Plan is necessary along with a need to prioritize goals and clarify opportunities.

“The Department has a fundamental responsibility for teaching undergraduate, graduate and medical students. Overall, teaching was not viewed as overly burdensome by the faculty. In fact, faculty overwhelming expressed that teaching forced faculty to stay in touch with new discoveries and took pride in their involvement with the education process.” The reviewers recommended that a comparative assessment of the Department’s educational offerings with other nutrition centres of excellence should be carried out. The Department should determine the major research themes for which the composite faculty can establish goals for modernizing infrastructure and enriching human resources.

The reviewers suggested that the” Department needs to identify what are the critical elements of the core faculty and if given the opportunity what additions might be made to expand its national and international leadership in nutritional sciences.” Furthermore, the “Department would be well served in expanding and enriching linkages with the food and pharmaceutical industries to help with meeting its teaching, research and outreach goals.”

## **Morale of Faculty and Students**

The reviewers were impressed with the strong morale in the Department: “Undeniably all indications point to the overwhelming enthusiasm and dedication of the faculty, staff and students.” However, they reiterated that there was a strong sentiment that the faculty, “given its fundamental role in human health and disease prevention” that expansion of the program is timely.

## **Management, Vision and Leadership Challenges for next 5 years**

The Department background materials provided the reviewers revealed that the future direction is influenced by the belief that nutrigenomics will be at the forefront for personalized health as it relates to diet: “The unraveling of the human genome will make it even more critical that major attention is given to understanding the role of nutritional and lifestyle factors in the development of chronic diseases as the population ages and as new pharmacological agents are developed.” The Department should carefully consider factors that can influence their success including “the ‘discovery’ of circumstances or conditions where dietary intervention is most likely to bring about a benefit or risk, the ‘development’ of appropriate intervention strategies to optimize health, and the ‘delivery’ of appropriate interventions that can be used by society to improve overall health and disease prevention.” The reviewers suggested that faculty member research, facilities and research focus for the Department be considered in light of such a future, including “providing a solid base in nutrition science for discovery of molecular targets and appropriate biomarkers of exposure, effect and susceptibility is key to unraveling a molecular approach to diet and health.”

## **Stature of Department Relative to Similar Size National and International Universities**

The reviewers considered the Department to be relatively small but that it does have “a substantial national and international recognition for its commitment to nutrition education and research.” In order to assess their strengths, a comparative analysis of research and programs should be undertaken.

## **ADMINISTRATIVE RESPONSE (Commissioning Officer)**

On behalf of the Faculty of Medicine and the Department of Nutritional Sciences, I extend a sincere thanks to the external reviewers for their expert, insightful analysis and remarkable report. May I also thank all of the faculty and students who participated in the review process. The Faculty also recognizes and extends gratitude to the administrative staff who assisted in preparing the written materials and worked collegially with the Dean's office to organize the review. Finally, I extend thanks and congratulations to Professor Michael Archer for his excellent and steadfast leadership as the Chair of the Department of Nutritional Sciences over the past 10 years. The report of the external reviewers clearly identifies important recommendations across the spectrum of academic activities. The following focuses on these recommendations.

### **Undergraduate Education**

#### **a. Arts and Science – Education**

As indicated by the reviewers, the previous departmental review 5 years ago recommended elimination of undergraduate A&S education. This was neither feasible nor desirable, and the Department has enhanced both the scope and scale of undergraduate teaching by eliminating the specialist program, creating a major and significantly increasing the number of A&S students enrolled in Nutritional Science courses. The importance of the partnership with our fully affiliated hospitals in support of all aspects of our joint academic mission is recognized and the Faculty will encourage the continued strengthening of this relationship.

Career opportunities in fields of nutritional science are important. The role of this Department in providing information about potential pathways for graduates of the undergraduate major program should be considered. Certainly, the opportunity to consider application to the MHS program in Nutritional Science (now located in the Dalla Lana School of Public Health) is highly relevant. I am delighted that the students are requesting increased academic rigor in their curriculum and strongly agree. This could be accomplished without increased teaching time, but would require review and revision of the curriculum content.

I was intrigued to learn about the potential for collaborative teaching in nutritional science with Ryerson University. We will explore the feasibility, including cross-appointment of faculty members.

The reviewers indicate that they learned some undergraduate A&S students in the major program do not identify with the Department of Nutritional Science. It is true that a student engaged in a double major program may not identify fully with one Department or the other. Nevertheless, I understand the recommendation of the reviewers that the Nutritional Science should do its best to ensure a positive experience and clear identity of the major program students with the Department.

### **b. Undergraduate Medical Education**

The importance of nutritional science curriculum content in our undergraduate medical education program cannot be underestimated. Importantly, the whole curriculum of the medical school is under revision. This report will be passed along to the Vice Dean Undergraduate Medical Education who also chairs the new curriculum committee. Nutritional sciences is relevant to every discipline and disease state and must be fully integrated within the curriculum. We will certainly look into the availability of web-enabled course content as suggested.

### **c. Graduate Education**

A key issue for the graduate program is the lack of appropriate space on campus and the Faculty of Medicine recognizes the need for improved infrastructure. Over the next 2 years the Faculty is planning major renovation to the Medical Sciences Building and we will include a plan for improved space for the on campus scientists and their students in Nutritional Sciences. The success of the CIHR Training Grant cannot be underestimated and the Faculty will strongly encourage and support the renewal of this funding. I agree with the reviewers and the students that the academic strength of this Department is enabled through the interaction of the basic and clinical faculty who integrate their expertise and scholarship. Every effort should be made to facilitate the academic interaction of the faculty who are on- and off-campus.

The MHS in Community Nutrition and the MScCH in public health nutrition are small but very relevant professional graduate programs that will now be located in the Dalla Lana School of Public Health. As such, the Department of Nutritional Science will have the opportunity to work closely with the School to address the important issues raised by the external reviewers. Enhanced integration of these professional programs with both the Department of Nutritional Sciences and the disciplines within public health will be necessary. Expansion of both of these programs should be explored in view of the importance of nutrition as a major determinant of health and disease prevention. For many years, our health professional students have not received stipends during clinical training. The Faculty is not in a position to provide such funding but will advocate on behalf of these and all of our health professional masters students to re-introduce stipendary funding from the Ministry of Health during clinical practica. The curriculum and clinical training should be applicable across Canada. The Department of Nutritional Science should address this issue with their colleagues in the Dalla Lana School of Public Health.

## **3. Research Activities**

The breadth of research interests across the Department of Nutritional Sciences spans fundamental basic science to clinical applications in human subject trials. I agree with the recommendation that it is now important for this department to strategically reflect on the strengths and focus resources including recruitment of new faculty and collaborations in areas of strength and depth. The next Department Chair will undertake a strategic planning process no later than early in the second year of his/her term.

It is gratifying that the reviewers recognize our Department as having a unique advantage in Canada with potential for continued success. I also agree that recruitment of experienced leaders in clinical nutrition is essential. This will require continued collaboration and joint strategic planning with clinical departments, e.g., Medicine (Division of Gastroenterology), and Pediatrics. Although I am sympathetic to Professor Archer's view that with the promotion of a number of relatively new recruits to tenured positions as Associate Professors, there is a gap between these faculty and the most senior professors in the Department. Deliberate recruitment and/or cross-appointment of mid-career faculty would solve this issue.

## **4. Cognate Academic Departments**

The reviewers have highlighted a very important direction for the Department of Nutritional Sciences. Recognizing the inter-disciplinary opportunities for the core faculty in this department, I agree with the reviewers that more opportunities for collaboration with cognate departments and programs in the clinical and basic biomedical sciences should be fostered. Nutrition impacts on almost every aspect of health and disease. I would add that

increased collaboration with affiliated hospital-based clinical investigators and scientists is essential to optimize opportunities for innovation and translation in this field.

## **5. Organizational Structure of the Department**

The report expresses the view that the “Department has a key role in fostering and showcasing the interdisciplinary nature of nutrition throughout the University of Toronto campus and affiliated hospitals.” Facilitating the appropriate and feasible balance between the contributions of the core faculty and those who are cross-appointed to achieve this role is challenging and necessary. Attention to the timing of faculty meetings and engagement of all the faculty in strategic planning and its implementation is very important. The recommendations of the reviewers are appreciated.

## **6. Vision for the Future of the Department - Management and Leadership Challenges in the Next 5 Years**

The reviewers comment that the Department has focused on stability over the past few years. Renewal of the Department has occurred through important hires of core tenure-track faculty. These younger faculty have been uniformly successful in their research endeavours and made significant contributions to teaching. Continued faculty renewal is essential and the next Chair should seek out opportunities for partnerships with cognate departments and programs to strategically co-recruit.

I agree with the reviewers that translational research based on molecular targets and biomarkers of disease related to diet is an important new direction in the evolution of personalized medicine and nutrigenomics. The Department is well positioned at the University of Toronto to strategically target their efforts in some of these areas to build on existing and emerging national and international leadership in research. New sources of funding should be explored including industry relations. Commercialization of discoveries should also figure highly in the direction of the faculty, particularly on campus.

## **7. Stature of the Department Relative to Similar Size National and International Universities.**

The location of the Department of Nutritional Sciences in the Faculty of Medicine at UofT is quite appropriate. Although relatively small, the potential for growth is considerable if new revenues are forthcoming. The implementation of the Faculty's Strategic Plan will require all Departments to benchmark against their peers and prospectively based on their past performance. Therefore, the recommendations of the reviewers are aligned with the expectations of future directions.

### **Summary**

The overall performance of the Department of Nutritional Sciences is very positive indicating excellence in research and teaching. The Faculty recognizes that the space for the core faculty in the Fitzgerald Building is suboptimal and must be addressed in the master space plan for renewal and renovation of all of the older research laboratory and teaching space on campus. Congratulations to the Department and to Professor Archer.

Dean of Medicine  
June 2008

### **Addendum March 2009**

An advisory committee, Chaired by the Dean, was convened in May 2008 to review the external review documents and begin the process of recruiting a new Chair for the Department of Nutritional Sciences. The search for the Chair is ongoing.

## REVIEW SUMMARY

<b>UNIT/PROGRAM DIVISION</b>	<b>Department of Obstetrics and Gynaecology</b> Faculty of Medicine
<b>DATE:</b>	December 4 - 5, 2007
<b>COMMISSIONING OFFICER:</b>	Dean, Faculty of Medicine
<b>PROGRAMS OFFERED:</b>	
<b>Undergraduate</b>	Undergraduate Medical Education – Clerkship
<b>Postgraduate</b>	Postgraduate medical training – PGY 1 to 5 Clinical and Research Fellowship opportunities exist within the department following the 5-year residency
<b>Continuing</b>	Continuing Medical Education at Mt. Sinai Hospital, Grand Rounds and Knowledge Translation Program
<b>EXTERNAL REVIEWERS</b>	
<b>International</b>	Dr. Michael Nelson, Virginia S. Lang, Professor and Vice Chair, Department of Obstetrics and Gynaecology, Washington University School of Medicine, St. Louis, Missouri
<b>Canadian</b>	Dr. Robert Liston, Professor and Head and Gynaecology, Department of Obstetrics and Gynaecology, University of British Columbia
<b>PREVIOUS REVIEW DATE:</b>	2001
<b>SUMMARY FINDINGS AND RECOMMENDATIONS OF PREVIOUS REVIEW:</b>	<p><u>Undergraduate Medical Education:</u> Students raised a number of issues of concern related to their work in their teaching sites, reporting variability in quality among teaching sites and teachers. They expressed a desire for a standardized curriculum and the initiation of a central core-content lecture program. Students would like to see residents participate more actively in undergraduate teaching. Students viewed the general obstetrical and gynaecological experiences at some sites to be inadequate and considered some experiences to be too oriented to subspecialties.</p> <p><u>Postgraduate Medical Education - Residency Programs:</u> With the stress created through the recent mergers of hospitals, the service versus education conflict has come to the forefront. Infrastructure support should be provided to result in a more uniform system of resident evaluation. Improving communication between the Department and residents on several issues, including orientation of residents to hospital-specific policies, programmatic change, and impending infrastructure changes. Residents would like to see the institution of career counseling/mentoring throughout the residency program. Residents see the research block as ill-defined, noting that mentoring of residents as to what constitutes a realistic research project would be valuable.</p> <p><u>Postgraduate Medical Education - Fellowship Programs</u> The administrative structure of the subspecialty programs is unclear, with programs appearing to function independently. A Fellowship Education Committee to address common issues in the programs should be established.</p> <p><u>Junior Faculty</u> The lack of bench lab space for new faculty needs to be addressed.</p> <p><u>Cognate Academic Departments</u> Some cognate chairs perceive that basic science research has flourished in the Department but that there are relatively few clinician-scientists. It was suggested that there is a need for more proactive partnering with the Department of Family and Community Medicine.</p> <p><u>Organizational Structure</u> The Executive Committee members represent a</p>

broad base and are very aware of departmental issues. The research and education committees needs an increase infrastructure support to function effectively.

Management, Vision and Leadership The Department has experienced substantial growth in academic credibility - being recognized as the outstanding academic department in Canada. Although retreats have allowed the Department to identify issues and long term goals, the Department did not have a long-range plan for the whole.

**DOCUMENTATION PROVIDED TO REVIEWERS:**

Dean's Review Guidelines  
The reports of the Chair, faculty members, fellowship, Post Graduate Educat  
Post Graduate students, research, undergraduate education,  
undergraduate students, continuing education, budget, departmental  
communications  
Previous External Review Report  
Faculty CVs

**CONSULTATION PROCESS:**

The reviewers met with the Dean, the Chair of the Department, Departmental Executive Committee, Vice-Dean Research, Undergraduate Medical Students, Postgraduate Medical Education Committee, Postgraduate Medical Trainees, Fellowship Program Director's Committee, Fellows, Hospital CEOs/COO, Continuing Education, Cognate Chairs, Research Committee, Undergraduate Medical Education.

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

The reviewers considered the department to be one of the top ten Obstetrics and Gynaecology departments in the world. There has been a significant net faculty expansion and the department has maintained good lines of communications, with a "clear organizational structure which appears to be very functional". Faculty development and promotion has received significant attention. Despite challenges, they see a bright future for ongoing excellence in the Department.

The reviewers "were very impressed with the productivity and performance of the department at its multiple sites." They lauded "the strong and respected leadership" of the Chair, and the faculty and department leadership's remarkable performance "in building synergy, innovation, and unity of purpose across the many sites for care, teaching and research." The department's biggest challenge is to secure a financial base that will allow the department to maintain the excellence achieved while accommodating the demands of the future in academics. Establishing reliable and adequate resources to support clinician scientists, basic scientists and subspecialty trainees is of paramount importance for the future of the department tri-partite mission.

**Undergraduate medical education**

The department takes its MD education responsibilities very seriously. The MD curriculum and its delivery have been restructured with the student experience in mind. Students appreciate their varied clinical experiences and rate their experience highly. Their national examination performance scores have improved notably. The quality of the educational programs and the communication with faculty members has been maintained even as the department has grown considerably in size.

**Postgraduate education**

Postgraduate education in Obstetrics and Gynecology had recent, complimentary external review reports. Program leaders are committed. There are many fellows pursuing education in Obstetrics and Gynecology niche areas that don't have "subspecialty status" from the Royal College. These individuals are vital to the future of Obstetrics and Gynecology and "the tri-partite mission of clinical care, education and research in Canada and overseas." A common threat to subspecialty programs is funding. "The fellowships are 'division-based' or 'site-based' and the source and amount of support for each fellow varies by division and site. This contrasts with the College approved specialty programs, which have uniformity by division across the city.... One recent innovation is the development of a Fellowship Director's Committee chaired by the Department Head." Encouraging more

cohesion across fellowships, especially in niche areas, should result in broader educational and expanded research opportunities for fellows.

### **Continuing medical education**

Continuing medical education is successful as a result of the formation of the Continuing Medical Education Committee. The department is clearly committed to continuing education and the curriculum is “diverse and extensive”. The reviewers considered that the “success of the CME efforts is clearly reflected in the number of healthcare professionals attending the programs and the overwhelmingly positive responses of CME participants.

### **Research**

The department is a research leader in Canada in Obstetrics and Gynecology. Peer-reviewed grant funding has increased substantially as has the publication record of the faculty members across all the divisions, spanning clinical and clinical areas. International relationships are beneficial.

The reviewers noted that the majority of the department’s general obstetrical and gynecological services, and the sub-specialty services, are “delivered through a geographically dispersed group of independently funded health centers across the Greater Toronto area. The multiple mandates for the department to not only provide clinical care but also to educate professionals at all levels and to produce cutting edge research is critically dependent upon financial support from the partnerships with these varied institutions.” They considered that the variable support from institutions and the fact that it was not “necessarily equitable among faculty at the same level in the same discipline...posed risks to the department’s future growth and development.”

### **Funding**

The reviewers noted that “multi-source funding is critical to allow the department to meet its mandate”. They recommended that a set of guiding principles be developed by a department committee “to provide a framework for parity among faculty and programs within the department as a whole”. The reviewers concluded that “the department would appear to have excellent programs of research and education delivered at multiple sites by a large team of individuals. The resources underpinning this model performance come from a variety of sources in varying ways. The complexity and lack of transparency of this mosaic poses a significant threat to the sustainability of the current excellent department productivity.”

### **Identified issues**

*Funding mosaic:* There is a disproportionate direct grant from the University relative to the size of the department. New funding sources are necessary and new guidelines should be developed to ensure the department head will know the details of all practice plans. Placing control of all educational programs within the centralized department education committee will help “build the multiple tiers of educational programs for which the department is ultimately responsible.”

*Recruitment and support of basic and clinical scientists:* The Chair must continue to use innovative strategies to support recruitment and retention. The reviewers expressed concern that “recently established investigators and potential recruitments of junior scientists are not able to be designated member “status” at the Samuel Lunenfeld Institute” due to historical elitist culture. Such attitudes threaten “the maximal development of the research enterprise within the department on a prospective basis.”

*Fellowships:* There are a number of factors that do not allow the fellowship programs to reach their full potential. A lack of guaranteed secure funding for non-oncology fellowship training positions makes planning and recruitment of the best candidates very difficult. Stable funding and forward planning is critical to future, successful academic endeavors of the department. They reviewers encouraged further development of the activities of the Department Fellowship Committee. Emphasizing the basic importance of fellowship education for the evolution of health site specific excellence in providing health care innovations, medical education and knowledge generation may help to capitalize on the support to enhance the underpinnings of the fellowship programs.

*Dependence upon health centers:* “The support from health care facilities for the department multiple academic mandates is vital and has worked admirably to date. Clearly the department must continue the wonderful work



that the chair in particular and the faculty as a whole has done to partner with the health care facilities, both those that are fully affiliated and those community affiliated hospitals.” The reviewers observed that this support presents a challenge for the department as hospital budgets are “tightened and accountability increased, it may be harder for the health care facilities to maintain the current level of support... Reductions in hospital support for the department would jeopardize all aspects of the tri-partite mission.” The reviewers recommended that the University, the department heads and hospital leaders should commence dialogue with the leadership of the newly established Local Health Integrated Networks (LHIN) as soon as possible.

Medical Class Expansion: Minor site specific issues were raised by some MD and postgraduate students (residents). [T]here are no major problems in any of the training venues.” ... [T]he hospitals valued their vital role in MD and postgraduate education. As the teaching node at Mississauga/Credit Valley is developed, faculty there should be treated as those at existing involved locations. The Department Head should be “involved in communication about evolving developments at Mississauga/Port Credit” and ongoing communication should take place between relevant leaders.

Collaborative Perinatal Care: Most primary maternity care in the Toronto area is provided by obstetrician/gynecologists, many of whom practice at the fully affiliated hospitals and are fulltime clinical faculty. There are “provider shortages that limit the optimal provision of maternity care... there are philosophical, practical and monetary advantages to be gained by enhanced involvement of family practitioners, midwives and nurse midwives in primary maternity care.” The reviewers considered that there was an ideal opportunity for the department to “take the lead in addressing the provincial shortage by development of integrated models.”

Support for the Educational Programs: The review team was amazed that such educational programs could “survive, let alone perform at an exemplary level with such limited administrative support. ...” They suggested “that full time secretarial support for each of the program coordinators would seem the minimum support to optimize the activities of the physician leaders directing the programs.” Finding a balance between maintaining the program and providing guidance to the clinical teaching associates was a concern. A suggested alternative to the current approach “would be to designate this training responsibility outside of the department in the Undergraduate Dean’s office as a part of the “clinical skills” program.”

Succession Planning: The reviewers were impressed by the work of the undergraduate and postgraduate program directors.

Department Home Due to the planned demolition of the departmental building, the reviewers recommended that a new department home should be sought on the university campus.

Department Head/Site Chief “The academic achievements of the department speak to a dedicated, committed, well functioning team, and it speaks for a team that has good leadership, all the more so given the patchy mosaic that is the funding arrangement that supports the department’s mandate... He is respected and his council and wisdom appreciated by the hospital leadership. His peer Department Heads acknowledge his influence in the wider sphere of the medical faculty.” The reviewers acknowledged how demanding it is to have both roles, but they endorsed the dual-role responsibility as desirable at this time. They recommended that “making the practice plans transparent to the perusal of the department head would be the first step in working towards parity among faculty and greater uniformity among practice plans. It would also allow for more rational deployment of resources to expand all mandates of the department. Moreover, it would reduce the need for the department head to be a site chief.”

General Obstetrics and Gynaecology The reviewers recommended that a a departmental “Division of General Obstetrics and Gynecology” be established as generalists are critical to all aspects of the departmental mandate.

## **ADMINISTRATIVE RESPONSE (Commissioning Officer)**

On behalf of the Faculty, I would like to extend my thanks to the external reviewers for their expert, comprehensive and insightful assessment of the Department of Obstetrics and Gynecology. May I also express my gratitude to all the Department members, including faculty, staff, trainees and students who contributed to the documentation for the review and who participated in the interviews with the reviewers. I congratulate Professor Alan Bocking and the Department on a very successful and comprehensive review. Professor Bocking's

leadership as noted by the reviewers has been exemplary and he has led the department in a very positive direction during his first term as Chair.

I will focus my response on the key recommendations of the reviewers and some further issues relevant to the Strategic Plan of the Faculty of Medicine.

## **1.0 Education**

### **1.1 Undergraduate Medical Education**

The Department of Obstetrics & Gynecology have taken very seriously the requirement to engage in curriculum renewal for undergraduate medical education. Under the excellent leadership of Professor Filomena Meffe, the department is now planning for expansion of the medical school class at the UT Mississauga site with the newly affiliated community hospitals in the City of Mississauga. The successful use of standardized patients for teaching and focus on inter-professional education initiatives in maternal and neonatal care, have improved the opportunity for teaching and learning. I am satisfied that the Chair and his team will address the concerns raised by the medical students with respect to the oversight and direction by teaching faculty in this environment. I am confident that the department education leaders will work closely with the Vice Dean Undergraduate Medical Education to resolve these matters.

### **1.2 Postgraduate Medical Education**

The reviewers have recognized the important and outstanding leadership of Professor Shapiro and her colleagues who manage a large postgraduate training program across multiple clinical teaching sites. The increased enrolment of Canadian Medical Graduates, Visa Trainees and International Medical Graduates has increased the administrative and teaching workload considerably in this department. Nevertheless, the full accreditation of these programs by the Royal College in 2007 attests to their high quality and the dedication of the teaching faculty. Innovation within the postgraduate education program that now includes a major international health component.

Specialty postgraduate fellowship education is recognized as unique in Canada and highlights the willingness of our faculty and hospitals to prepare top-quality specialists for improved quality of care in Ontario and beyond. As indicated by the reviewers and the Chair, all stakeholders, particularly the University, must advocate strongly with the Ontario government for financial support of these programs. The Vice Dean Postgraduate Medical Education, Sarita Verma, has been tireless in this effort and we are beginning to see some improved financial support for previously unfunded specialist training positions.

Not mentioned by either the reviewers or the Chair is the future goal of enhancing clinician-scientist education. This Department, one of the top 10 globally, must ensure that they are attracting and training future academic clinicians. In view of the increasing success in research and close collaborations with basic science departments, particularly, Physiology, this clinical department has a major opportunity to promote not only advanced fellowship education that includes a research element, but to establish a robust formal clinician-scientist training program.

### **1.3 Graduate Education**

The graduate homes for this clinical department are the Institute of Medical Sciences and the Department of Physiology where those faculty members who engage in graduate teaching have appointment in the School of Graduate Studies. Supported on a stable research platform, graduate education is central to the education mission of the Faculty and should figure prominently in the teaching dossiers of faculty members engaged in research. Further, clinician-scientist trainees enrolled in the Royal College Clinician Investigator Program are obliged to complete doctoral (MSc/PhD) level research training. Finally, faculty development in education may include graduate level preparation.

## **2.0 Research**

The increase in the faculty number, research grant holdings and publications over the past 5 years represent a gratifying set of success factors in the Department of Obstetrics & Gynecology. Professor Bocking and his leadership team in collaboration with the hospitals and their research institutes are making important progress in advancing the research mission. The Reproductive Biology and Development Group at the Samuel Lunenfeld Research Institute (SLRI) as well as the Development Group in the Department of Physiology have been the

focus of important investments by the Department of Obstetrics & Gynecology. The uncertainty about appointments of faculty members to the SLRI indicated by the Chair should be addressed by the Vice Dean Research in the Faculty of Medicine and the Vice President Research at the SLRI. I am in full agreement with Professor Bocking that recruitment and support of scientists both on campus and in the affiliated hospitals require collaborative and coordinated efforts among the clinical heads and practice plan leaders with the hospital Vice Presidents Research facilitated by the Department academic leadership.

The opportunity for expansion of clinical research in obstetrics & gynecology including maternal and neonatal health care is considerable among the affiliated hospitals including Sunnybrook, Women's College Hospital, St. Michael's Hospital as well as Mt Sinai Hospital and the University Health Network. Further, many of the large community affiliated hospitals are very interested in expanding their academic mission to include research. Over the next five-years, the Department of Obstetrics & Gynecology have the opportunity to considerably expand their human subject research directions to include areas in public health, health policy and systems as well as clinical trials. I am confident that this department will continue to build successful partnership with the affiliated hospitals and among the 3 practice plans to support an expanded research mission.

### **3.0 Hospital Partnerships and Health Systems Issues**

The reviewers and the Chair have commented on key recommendations related to the further development of principles and practice among the practice plans for distribution of the Phase 3 Alternate Funding Plan (AFP) funds in support of the education and research mission of the Department. Also, this department is well poised to assist the Ministry of Health and Long Term Care in the development of new models of integrated maternal and neonatal health care that will establish broader collaborations with the Faculty of Nursing, Schools of Midwifery and the Toronto Central Local Health Integrated Network. I am in full agreement with all of these important recommendations.

### **4.0 Morale of the Faculty and Students**

According to the reviewers, both the faculty and students in the Department of Obstetrics & Gynecology exhibit a reasonably high level of morale. This is a great credit to the leadership and the dedication of all of the faculty and administration of this department in serving the academic mission of the Faculty of Medicine. The Chair has built an expert team of leaders within this department that bode well for future leadership succession planning.

### **5.0 Future Directions**

In addition to the recommendations above, this University Department will be required to move its administrative offices to a new location. The Chair has identified important goals for this relocation with which I am in full agreement. As Professor Bocking notes, the Chair/Chief position is very demanding. Nevertheless, the advantages of holding both positions in this department are obvious. There is no intent to change this arrangement, although I appreciate the concerns that are raised in the Chair's administrative comments. As stated, the Department will need to continue to work closely with all of the relevant partners both on- and off - campus (in the affiliated hospitals). Continued recruitment of outstanding faculty and students to this Department is a fundamental priority.

Again, thanks to Professor Bocking and his wonderful senior leadership team for a truly excellent performance over the past five-years.

Dean of Medicine  
February, 2007

### ***Addendum, March 2009***

An advisory committee, Chaired by the Dean, was convened in March 2008 to review the external review documents and advise the Dean on the reappointment of the Chair. Dr. Alan Bocking was reappointed for a second five-year term effective July 1, 2008 – June 30, 2013.

## REVIEW SUMMARY

<b>UNIT/PROGRAM Division</b>	<b>Department of Occupational Sciences and Occupational Therapy and Graduate Department of Rehabilitation Sciences</b> Faculty of Medicine
<b>DATE:</b>	January 2008
<b>COMMISSIONING OFFICER:</b>	Dean, Faculty of Medicine
<b>PROGRAMS OFFERED:</b>	
<b>Undergraduate</b>	n/a The following programs were discontinued in 2001: Bachelor of Science in Occupational Therapy, BScOT Bachelor of Science in Physical Therapy, BScPT
<b>Graduate:</b>	Master of Science in Occupational Therapy, MScOT MSc, PhD
<b>EXTERNAL REVIEWERS</b>	
<b>International</b>	Dr. Carolyn Baum, Professor, Occupational Therapy and Neurology and Elias Michael Director, Program in Occupational Therapy, Washington University School of Medicine, St. Louis, Missouri
<b>Canadian</b>	Dr. Claire-Jehanne Dubouloz, Doyenne Associée de la faculté des sciences de la santé, Directrice de l'École des sciences de la réadaptation, Université d'Ottawa
<b>PREVIOUS REVIEW DATE:</b>	Department of Occupational Therapy, 1999 Department of Rehabilitation Science, 1999
<b>SUMMARY FINDINGS AND RECOMMENDATIONS OF PREVIOUS REVIEW:</b>	<p><i>Department of Occupational Therapy:</i> The Department is one of the top occupational therapy programs in the world. To maintain excellence the Department will need to increase its research activity and develop its educational program by moving to a professional Master's degree. Planning for space requirements had been initiated. The strategic plan should be operationalized and reviewed annually.</p> <p><i>Department of Rehabilitation Sciences:</i> The Department has grown quickly and significantly and has established a broad scope with excellent research programs. A process for long range planning be established to allow a forum to review discussion regarding relationships with the undergraduate physical therapy and occupational therapy programs. Faculty members would like to see a systematic method to strike a balance between graduate and undergraduate responsibilities. A formal mechanism for communication and collaboration with the Departments of Physical Therapy and Occupational Therapy should be established.</p>
<b>RECENT OCGS REVIEW DATE:</b>	June 2007
<b>DOCUMENTATION PROVIDED TO REVIEWERS:</b>	Dean's Review Guidelines The following reports OS&OT: Chair's report for OS&OT and GDRS, faculty members report, MScOT program report, MScOT student report, community relations, curriculum, research, departmental budget, departmental communications GDRS: faculty members report, doctoral program, doctoral program student report, budget, communications Previous review reports and responses Faculty member CVs
<b>CONSULTATION PROCESS:</b>	The reviewers met with the Dean, Chair, Graduate program leadership group, fieldwork group, MSc occupational therapy students, OS/OT mentor group, GDRS graduate program leadership, GDRS graduate students,

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

The reviewers reported that the Department of Occupational Science and Occupational Therapy (OT&OS) and Graduate Department of Rehabilitation Sciences (GDRS) has experienced substantial growth and become recognized for its disciplinary strengths. Its ability to deliver “excellent education” well positions it to meet future challenges. The mentoring program and fieldwork relationships engage the community and institutional partner clinicians in the mission and work of the program, producing occupational therapists with a “strong theoretical and evidence based approach”. The reviewers reported that the quality of the faculty, volume of the research, the curriculum model and the quality of the students result in its being a top ranked school in Canada and in North America.

### **Graduate education in the Department of Occupational Science and Occupational Therapy**

The reviewers characterized the facilities as “beautiful and functional” and the program size as appropriate given the balance needed between teaching and research. The potential to build a clinic in conjunction with the Speech and Language Program and Physical Therapy was identified.

Students feel that they are in a privileged situation with strong faculty, access to resources and interdisciplinary learning and they respect the opportunities afforded to have open dialogue with the Chair. The reviewers reported that students felt the lack of prerequisites put them in a difficult position as they have different levels of preparation in life sciences: some of the material is over some students’ heads and others are not challenged. The reviewers recommended that as more students apply to the program, the department should consider re-instating of prerequisites so that students are better prepared for the science courses.

Faculty members were described as “very committed to graduate education” and the quality of their work was very strong. The reviewers were impressed with the interdisciplinary in rehabilitation sciences noting that graduate students called it “an excellent learning environment.” More opportunities for interdivisional science in other departments exist and will evolve as the discipline becomes more visible within the University.

The reviewers felt that the Chair protected the time of the faculty supervisors of graduate students in a way that allowed meaningful mentoring to produce highly qualified young scientists. They were impressed with the students, indicating that the University “is preparing future leaders in the rehabilitation sciences.”

The reviewers reported that MsOT students would like more interdisciplinary learning and social experiences with the Department of Physical Therapy and the Department of Speech and Language Pathology. They would like to see ongoing case discussions. First year students would like “a roadmap to understand how their curriculum and thus learning will evolve”.

### **Doctoral educational programs in the Graduate Department of Rehabilitation Sciences**

Preparing doctoral students is a priority for faculty members. Students are offered “the opportunity to study in different settings with accomplished scientists who are asking important research questions that will contribute to the future of the disciplines in the rehabilitation sciences.”

The reviewers viewed the department as a unique and excellent example of interdisciplinary collaboration where “linkages with researchers in the Toronto Health and Rehabilitation Systems places the student’s learning in the context of service delivery.”

Providing funding for students is a challenge for investigators in both departments, as they must write grants that support the students’ graduate studies. Such support is essential for students to enroll in the

program. The reviewers noted that the Faculty of Medicine should consider allowing teaching assistance funds to supplement the stipendiary requirement for the clinical departments.

### **Continuing education programs**

The reviewers spoke very highly of the relationships established through training and educational offerings. Faculty members have developed “targeted and effective” opportunities in teaching hospitals and the community, which allow them to continue their professional development while being mentors and clinical trainers. They receive training in these roles and gain skills that improve their practice and build their professional careers.

### **Research**

The reviewers reported that the “three themes (enhancing participation, advancing the science and practice, and diversity and inclusion) support occupational science as one field of study and act as an organizational framework for the OS&OT faculty. This is a unique approach and is giving structure and organization to the work of the OT&OS faculty and will make major contributions to the development of the discipline. In addition, these themes are carried forward by the research faculty in the GDRS.”

The reviewers heard great praise of faculty research and noted the peer-reviewed publications and successful external funding as a measure of excellence. The scope and quality of research of the OS&OT and GDRS are “well on their way” to addressing the need for rehabilitation sciences regarding “important issues that support the function, the health, and well-being of our populations.” Faculty members are guided by mentoring and an annual review.

### **Relationship with cognate academic departments in the Faculty of Medicine**

There reviewers reported much collaborative work with a strong interdisciplinary focus within the rehabilitation sciences. There is opportunity for greater collaboration with units such as architecture, engineering, social work, psychology, especially in light of the focus toward translational focus in health care. Societal trends (aging population, obesity, etc.) are opening up opportunities for greater external funding.

### **Vision and challenges confronting the Department in the next five years**

The department’s Stepping UP plan is “workable and aggressive”. A plan for space utilization requires attention, and there may be opportunities for joint clinics to be established. Given the need prepare practitioners to move beyond institutional practice, the reviewers highlighted several areas of scholarship and education that could be developed in order to position the department’s research and educational program to serve and provide leadership changing societal needs.

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

The reviewers reported that faculty members are “enjoying their work in research and with students and seem quite productive managing multiple tasks.” There is evidence of respect among the departmental faculty community.

### **Department organizational structure and management**

The departments’ collaborative structure and open communication work well with its various committees and chair. The reviewers commented that the Chair has created an “enabling environment where people are supported in developing strategies to solve problems...There is evidence of respect, sharing and joint development.” The reviewers recommended that there be two coordinators given the increased number of GDRS students. With regards to the structure of the Rehabilitation Sciences in the University, the reviewers encouraged “exploring ways that the Sector of Rehabilitation Sciences can have the level of autonomy that supports the growth of each of the disciplines and fosters relationships with other Faculties in the University.” The reviewers concluded that there has been a wise, creative and strategic use of resources.

## **ADMINISTRATIVE RESPONSE (Commissioning Officer)**

On behalf of the Faculty, I would like to extend my thanks to the external reviewers for their expert assessment of the External Review of the Department of Occupational Science & Occupational Therapy (OS&OT) and the Graduate Department of Rehabilitation Sciences (GDRS). May I also express my gratitude to all the Department members, including faculty, staff and students who contributed to the documentation for the review and who participated in the interviews with the reviewers. I congratulate Professor Helene Polatajko and the Departments on very successful and comprehensive reviews.

The Faculty of Medicine is extremely proud of the achievements of the Departments of OS&OT and GDRS over the past five years. This is in no small measure a result of the outstanding leadership of Professor Polatajko who has served the Rehab Sector and the University of Toronto for 8 years as Chair of OS&OT and more recently assumed the position of Chair of GDRS. Specifically, she has worked tirelessly and diligently with the Chairs of the Departments of Physical Therapy (PT) and Speech/Language Pathology (SLP) to engage them in jointly developing the Rehabilitation Sector at the University. The outcome has been significant and successful growth in faculty numbers and a doubling of professional graduate enrolment in this Sector. The rising enrolment in the doctoral program of GDRS has occurred because of the increased collaboration within and beyond the Rehab Sector Departments. The comment of the external reviewers indicating that OS&OT and GDRS are top-ranked in Canada and among the highest ranked academically in North America attests to the remarkable accomplishments of these evolving Departments.

My responses focus on the key comments and recommendations of the external reviewers. Overall, I am in full agreement with all of responses of Professor Polatajko and I will also focus on future directions.

### **1.0 Size, scope, quality and priority assigned to the graduate education in the Departments of OS&OT (MSc) and GDRS (MSc/PhD)**

#### **1.1 OS&OT**

This Department has established a reputation that elicits a high number of eligible applicants for the 80 entrance positions. This is a clear sign of success and contributes to the achievement of their top-ranked position in Canada with international recognition. The BIU and tuition funding that has accompanied this expansion has served to enable this Department to recruit faculty and expand its research enterprise. The establishment of graduate level professional education for occupational therapy has served the profession and the University of Toronto very well. Under Professor Polatajko's leadership OS&OT has established an innovative and state-of-the art advanced curriculum that is a model for other health professional education programs including medicine.

The reviewers mention the possibility of establishing a clinic (for the purpose of clinical teaching and research) with the Departments of PT and SLP. The feasibility and financial risk analysis of managing a profitable ambulatory clinic must be established before pursuing this potential opportunity. In view of the close proximity of the fully affiliated hospitals, particularly the Toronto Rehabilitation Institute that is planning a large expansion, my recommendation is that the Rehab Sector examine the possibility of new clinical teaching and research partnerships with the affiliated hospitals. I agree that establishing new ambulatory clinical teaching sites that incorporate learning in the context of evidence-based and inter-professional practice skills is of major importance. This Department is encouraged to pro-actively seek out new opportunities within the Toronto Academic Health Science Network of affiliated hospitals for clinical teaching where the teaching and learning goals of OS&OT will advance the clinical care mission of the partner institution.

#### **1.2 GDRS**

The growth of the doctoral (MSc/PhD) programs in GDRS is reflective of the expansion of research directions in both OS&OT and PT. The broad spectrum of students who enter this program also highlight that rehabilitation sciences are not limited to the traditional professional disciplines. The inter-disciplinary scope of research and the collaboration established through support of the fields of in GDRS including biomedical engineering, neurosciences and psychology to name of few, herald a new academic era for the Rehab Sector. The potential for continued expansion of this collaborative environment within GDRS should be cultivated in three directions: 1) internally within the University of Toronto as mentioned by both the external reviewers and Professor Polatajko; 2) within the partnership framework of the fully affiliated and community affiliated hospitals; and, 3) nationally and internationally with collaborative university

partners. The funding for more graduate students will arise from increased resource for research. As well, the growth of the rehab faculty within the affiliated hospital research institutes and the strong support of graduate student funding from the hospital foundations must be recognized by GDRS and the University as very important contributions to academic excellence and innovation.

The Faculty of Medicine, unlike the Faculties of Arts & Science and Applied Science and Engineering, is unable to offer teaching assistant stipends to all doctoral (MSc/PhD) students. In fact, the number of teaching assistant positions within the Faculty of Medicine, including the Rehabilitation Science Sector, is a fraction of that in the rest of the University. If the Rehab Science Sector demonstrated that they could offer teaching assistants for all doctoral students, then the Faculty would reconsider its policy.

## **2.0 Size, scope, quality and priorities of continuing education (and professional development) offered by the Department of OS&OT**

I congratulate the department on the accolades received from the external reviewers on the continuing education and professional development programs established by OS&OT. Professor Debbie Hebert, in particular, has demonstrated wonderful leadership and dedication to innovation in her efforts to build this program. I encourage the department to continue its outstanding efforts within the Rehab Sector in this field of education.

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

### **3.1 OS&OT**

This department is on an upward trajectory in building their research programs. Those faculty with research as a principal component of their position description are appropriately supported by the leadership with time protection. Expansion of the faculty must be undertaken in partnership with cognate departments within the Rehab Sector, with other departments and Faculties within the University and, importantly, with our hospital partners. A deliberate direction for expanding research faculty in partnership should appear in the strategic plan of the next Chair of OS&OT.

### **3.2 GDRS**

The academic achievements of this department are directly related to the collective research accomplishments of OS&OT and PT and, to some extent, partnering departments, Faculties and affiliated hospitals. As the Strategic Plan of the Faculty of Medicine is implemented, the measurement of benchmarks for success will be articulated and applied to all academic units including GDRS. I am confident that GDRS will continue to grow and prosper as it builds on its inter-disciplinary success. The fact that this unit attracts outstanding students from many disciplines who are mentored and headed toward creating the next generation of scientists in rehabilitation is most gratifying.

## **4.0 Morale of the faculty and students**

I agree with the reviewers and the Chair that the morale of the faculty and students is very high. Not surprisingly, the faculty are experiencing some anxiety about the change in leadership. Nevertheless, I am confident that new leadership will emerge that will successfully serve the faculty and students. I will ask the next Chair to engage in strategic planning for the Department of OS&OT, that will assist in focusing the Department of OS&OT on its bright future and many opportunities for continued growth.

## **5.0 Organizational Structure of the Departments**

A change in the governance structure of the Rehab Sciences within the Faculty of Medicine was considered, however, no change to the governance will be made. It is my view that the Sector as a whole has been well served within the disciplinary Departments, but would further benefit from a more independent position among the health sciences at the University. At this time, I support the continued Department structure and am proceeding to search nationally and internationally for a new Chair of OS&OT

The external reviewers comment on the generation of knowledge in rehabilitation sciences in the context of movement (PT), performance (OT) and communication (SLP). I agree that the Rehab Sector should examine advanced graduate studies in this context and consider including the doctoral program in SLP with a more integrated perspective.



## **6.0 Future Directions including management of resources**

The Departments of OS&OT and GDRS have managed their new resources from enrolment expansion both strategically and prudently. The increasing success of obtaining external research grants is extremely important and continues to support the opportunity to fund more doctoral graduate students. Both Departments must look to the future and address two key questions about sustainability of their academic resource. First, the requirement for increased on-campus space at 500 University Avenue, will require considerably more operating funds for this sector. Second, expansion of faculty and students will occur off-campus in the affiliated hospitals and research institutes. It is the experience of the other departments in the Faculty of Medicine that strategic partnerships within and outside the University have enabled diversity in revenue lines including increased opportunity for fund-raising. The Faculty of Medicine is strongly supportive of continued growth of these Departments as a collective in the context of excellence, innovation and strategic partnering.

### **Summary**

The Faculty of Medicine is extremely proud of the accomplishments of OS&OT and GDRS under the leadership of Professor Polatajko. The continued evolution of the Rehab Science disciplines into a broader set of academic partnerships with cognate disciplines and research programs relevant to performance, movement and communication should be considered as an important and perhaps necessary strategic direction for sustained excellence. I thank Professor Polatajko, the faculty and students of OS&OT and GDRS for their outstanding performance.

Dean of Medicine  
March, 2007

### ***Addendum March, 2009***

An advisory committee, Chaired by the Dean, was convened in March 2008 to review the external review documents and begin the process of recruiting a new Chair for Department of Occupational Sciences & Occupational Therapy. The new Chair, Professor Susan Rappolt, was appointed and began her term effective January 1, 2009 to December 31, 2013.

## REVIEW SUMMARY

<b>UNIT/PROGRAM DIVISION</b>	<b>Department of Otolaryngology-Head and Neck Surgery</b> Faculty of Medicine
<b>DATE:</b>	June 12-13, 2007
<b>COMMISSIONING OFFICER:</b>	Dean, Faculty of Medicine
<b>PROGRAMS OFFERED:</b>	
<b>Undergraduate</b>	Undergraduate medical program
<b>Graduate:</b>	Graduate programs offered through Institute of Medical Science
<b>Postgraduate</b>	Postgraduate medical training Fellowship subspecialty training
<b>Continuing</b>	Continuing medical education
<b>EXTERNAL REVIEWERS</b>	
<b>International</b>	Prof. Jonas T. Johnson, M.D., Department of Otolaryngology, University of Pittsburgh School of Medicine, Pittsburgh, Pennsylvania
<b>Canadian</b>	Prof. John Yoo, M.D., Chair and City-Wide Chief, Department of Otolaryngology, Schulich School of Medicine & Dentistry, University of Western Ontario
<b>PREVIOUS REVIEW DATE:</b>	2001
<b>SUMMARY FINDINGS AND RECOMMENDATIONS OF PREVIOUS REVIEW:</b>	<p>The Department is the largest of its kind in Canada and has an immense human and economic resource base when compared to other departments in this country. Faculty are recognized internationally for their skills and academic productivity. Many are involved in the work of national and international societies.</p> <p><u>Undergraduate Medical Education</u> The Department places value on education in general and medical student education in particular. Good teachers are recognized through teaching awards and there is a specific award for teaching that has a focus on principles of molecular biology. Students think that some of the problem-based learning sessions are repetitive, inefficient or inconsistent in quality. There is an impression that faculty teaching and quality of performance are not highly valued, and there is a related low level reluctance of faculty to participate in teaching.</p> <p><u>Undergraduate Arts and Science Education</u> As a clinical department, the Department's involvement in undergraduate Arts and Science education is considered unique and highly innovative.</p> <p><u>Postgraduate Medical Education</u>   The reviewers strongly urge the Dean's Office to support an initiative to increase the number of residency positions in lab medicine from the current three positions. The Department's emphasis on training of clinician-scientists is laudable and good candidates with a primary interest in clinical practice also be encouraged to apply for residency positions.</p> <p><u>Graduate Education</u> The Department's graduate program is seen to be a distinct strength of its educational activity - with the size and breadth of departmental interests and the presence of excellent scientist mentors being a strong attraction for students enrolling in the program. Communication needs to be enhanced between students and between students and faculty. Students and faculty identified the need for new and larger research space and the program would benefit by more centralization of the physical location of the faculty so that more opportunities for interactions between faculty and their students would be encouraged.</p> <p><u>Research</u> The Department shows strong multi-disciplinarity in its research</p>

endeavours as a result of good collaboration between basic scientists and clinically-oriented faculty. The reviewers remarked that the faculty consider one of the main challenges of the research community to be integrating the research activities and roles of the hospital research institutes and the UofT Department. Faculty felt that improving communication would facilitate multidisciplinary group interactions.

Departmental Organizational Structure and Hospital Interface The matrix organization for the Department was established to successfully effect the merger of three groups into one department. The department should explore ways to increase cooperation between hospitals, research institutes, and the University, and recognize that the matrix system may be the best way to achieve this.

The main challenge facing the Department is to continue to provide tertiary level clinical care in an academic setting in light of the significant shortages of clinicians and clinician-scientists. The Chair and the Faculty need to be more generally 'conscious of the concerns of (the Department's) current clinically-oriented faculty'.

**DOCUMENTATION PROVIDED TO REVIEWERS:**

- Dean's Review Guidelines
- The reports of the Chair, faculty members, fellowship, Post Graduate director, Post Graduate fellows, research, undergraduate education, undergraduate students, continuing education, budget, departmental communications
- Previous external review report
- Faculty CVs

**CONSULTATION PROCESS:**

The reviewers met with the Dean of Medicine, the Chair of the Department of Otolaryngology, Vice-Dean Research, Undergraduate Medical Education Committee, Vice-Dean Undergraduate Medical Education, Pre-clerkship Director, Postgraduate Education Committee, Vice-Dean Postgraduate Education, Continuing Education Director, Vice-Dean Continuing Education and Professional Development, Departmental Executive Committee, Audiology Committee, faculty members, residents, fellows, staff and students.

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

The current chair is "an inspired leader who both leads and serves the Department with limitless energy. He is clearly an engaging communicator and effective motivator." His tenure has resulted in "an enthusiastic and productive faculty and a highly satisfied and proud cohort of trainees. His vision of national and international pre-eminence for the Department is clear to all." He has strengthened administrative structure and transparency, provided "support with appropriate autonomy of the important directorships, enhanced collegiality among full and part-time faculty." Resident and faculty morale is high. "The tacit independence of the individual hospital organizations is the foundation of the Department." The Department has "flourished in this environment over the past five years." The reviewers concluded that the Department of Otolaryngology, Head & Neck Surgery experienced remarkable growth and prosperity in all areas during the first term of the current chair. Thus, they strongly recommended his reappointment.

The reviewers highlighted the weaknesses identified in the 2001 external review that had been addressed.

**Undergraduate medical education**

Strengths in this area include the lectures and small group student experience, the hands-on emphasis, the week-long compulsory rotation of lectures and ambulatory care clinics, web-based learning and the fourth year electives. The enormous level of activity in facilitating student learning was lauded by the reviewers. Administrative support appeared well-resourced.

The Academy styled clerkship experience includes important initiatives to ensure high quality and standardization. The electronic log is a novel evaluative tool and web-based learning was a priority. The two medical students who were interviewed indicated appreciation for the dedicated faculty and a perception of a highly valued interaction with the department overall. The limited time available for Otolaryngology was their main criticism. They felt more time was needed in pre-clerkship and for more clinically relevant Otolaryngology material. The lack of early and significant “exposure reduced opportunities for making an informed career choice”.

Medical students valued the clerkship rotation but felt it could be improved by increasing the amount of clinical exposure, introducing flexibility to allow more operating room exposure, and having less disparate opportunities for choosing the Head and Neck Surgery Selective during their surgical block. In light of expanding enrollment, there are concerns about greater reliance on part-time faculty from outside the core academic institutions.

The reviewers recommended increasing the pre-clerkship curriculum to include didactic lectures that could include “an Otolaryngology block or integration of various lecture topics with other blocks.... Didactic lectures may be moved to year 2 in lieu of more clinic time. Head and Neck Surgery Selectives should be available as a choice for students at the Academies other than University Health Network.

### **Postgraduate medical education**

The reviewers concluded that the “residency program is clearly one of the pre-eminent Otolaryngology programs in North America....Most, if not all, of the perceived and real weaknesses identified at the previous External Review have been addressed.”

There is a “remarkable sense of pride and satisfaction among the trainees at all levels from residents to clinical fellows” with an appreciation that the program is “resident-centric”. The curriculum and educational experience is “rich and multilayered: from hands-on courses, didactic lectures, and preparatory examinations. The educational time is very well-defined and protected.” The clinical fellows have well-defined objectives. The addition of several community rotations is positive for the training program.

The University's budget limits the number of primary appointments in Otolaryngology and the program's effectiveness depends on the hospitals, and this responsibility may increase for undergraduate and postgraduate teaching. Hence, the reviewers commented that “establishing an alternative method of formal recognition for the non-Geographic Full Time (GFT) educator is needed.... at least the very basic infrastructure support (such as offices, secretarial support, clinic space), will be essential in delivering consistent and quality education.” There is high demand on the residence staff.

Meeting the academic mission of the comprehensive surgical training program is challenging in light of the Ministry of Health (MOH) identifying certain programs as “priority” (for example, cancer surgery). Programs such as laryngology and rhinology have “suffered from relatively less emphasis among other clinical programs.” The reviewers considered that the department would benefit from the development of an endoscopic cranial base program as this would be an “important and unique program of excellence in Canada”.

The reviewers recommended increasing the number of residency positions to 6-7 per year, enhancing community experience for residents, considering increasing elective time during core Otolaryngology training, strongly endorsing infrastructure support at community hospitals for non-GFT teaching faculty, meaningfully recognizing non-GFT faculty for their educational contributions, strategizing for fostering academic growth of non “MOH priority” programs, and establishing an endoscopic cranial base program and a complementary tertiary rhinology program.

### **Continuing Education and Professional Development**

The reviewers concluded that the “breadth and depth of continuing education activities is outstanding.” They noted the department's vision for being a national/world leader. The fact that the same person acted as Director for professional development and continuing education maximized learning opportunities and coordination. The administrative structure is working well with several events in co-operation with the hospitals. The reviewers suggested that professional development opportunities for part-time faculty could be beneficial.

### **Research**

“Remarkable clinical volume and a highly motivated faculty have resulted in clinical research productivity that is reflected in extensive publication, and surpassing the expectations of a small clinical department.” Mentoring and nurturing residents is well done. The Surgical Scientist program seems to be developing well. There are productive

collaborative research programs in many disciplines within the Department. The reviewers note that the Department has received unprecedented private sector endowment for scholarship and it has been highly successful in receiving significant grants and awards.

The reviewers considered that the Department was in a good position to develop and support clinician-scientists, acknowledging that recruitment of a research-intensive clinician will be challenging. The model of recruiting a clinician scientist along with basic researchers appears to be working in the department. Oncologic research program opportunities exist and would be ideal for successful clinician-scientist.

The reviewers recommended mentorship for residents beginning at the research block, the recruitment and support of young investigators into programs of excellence such as Oncology, Neurology, Pediatrics, increase collaboration with basic and translational researchers from other departments, and the external support of senior research positions jointly with collaborating department, or partnering with Faculty of Medicine.

### **Future challenges**

The Alternate Funding Plan (AFP) for Academic Health Science Centres (AHSC) may “change the relationships among faculty and between the faculty and the University. Opportunities for centralization through a faculty-wide practice plan should be welcomed in order to provide consistency and authority for the Chair.”

Peripheral hospitals and part-time faculty will need to be engaged and appropriately acknowledged due to increasing medical student and resident enrollment, and the need to emphasize community-based learning. “Substantive motivation may be needed and some effort will be required to solve this issue.”

“Ministry of Health clinical care priorities such as cancer and pediatrics may create an imbalance in the overall academic mission, surgical training needs, and patient access. The importance of maintaining strong clinical and research programs in “non-priority” subspecialties such as laryngology, rhinology, and facial plastics need to be addressed. There is a risk that such programs may become orphaned and will decline in value.”

Currently, the majority of external-review funding is awarded to principle investigators mainly outside the Department (cross-appointment). Clinician-scientists, basic research scientists, and possibly joint positions with other departments may enhance the research profile of the Department.

In terms of human resources, strategic recruitment is vital for several upcoming positions and the importance of recruiting clinician-scientists will be important, although salary support options are limited. The “no mandatory retirement” policy makes hospital resource allocations and overall recruitment less predictable.

### **ADMINISTRATIVE RESPONSE (Commissioning Officer)**

On behalf of the University, may I thank the external reviewers. May I also express many thanks to the Department of Otolaryngology - Head and Neck Surgery staff, faculty and students who contributed to both the written material and discussions with the external reviewers. Congratulations to the Chair, Professor Patrick Gullane for his outstanding leadership and achievements highlighted by the external reviewers over the past five years. The Department has progressed very significantly and this is a credit to Professor Gullane and the committed faculty who have strongly supported their Chair and his Executive team.

The external reviewers comment on the strengths, challenges and opportunities for the Department of Otolaryngology - Head and Neck Surgery. Their recommendations are both insightful and target points of major importance not only for this Department, but for the Clinical Sector as a whole in the Faculty of Medicine. My responses will be limited to the recommendations and Professor Gullane's responses.

### **I. Undergraduate Medical Education**

This Department is fully committed to undergraduate medical education and both the students and the Faculty recognize the highly valued contribution of the faculty to the clerkship curriculum. The observation of insufficient clinical exposure during pre-clerkship to this important discipline is not unique. Both our medical students and many other clinical departments have requested redesign of the undergraduate medical education curriculum to implement

earlier clinical training. To this end, the Vice Dean Undergraduate Medical Education has launched a Steering Committee for curriculum renewal including close attention to the issue of earlier clinical exposure in pre-clerkship. I am in agreement that clerkship should focus predominantly on hands-on clinical teaching and more didactic material made available during pre-clerkship and through web-based programs. Availability of clerkship selectives in Head and Neck Surgery for students in all Academies would be valuable.

The reviewers have also identified the importance of curriculum delivery in the community by part-time faculty. Enrolment expansion of the medical school class will require further distribution of clinical training in our community affiliated sites. The Department of Otolaryngology - Head and Neck Surgery has established strong academic ties with a number of the Community affiliated hospitals for the purpose of undergraduate and postgraduate clinical education. Another important aspect of community-based teaching is the integration of primary care and specialist disciplines. Otolaryngology is practiced also by family physicians and the blending of the undergraduate medical education curriculum between the Departments of Family and Community Medicine and Otolaryngology - Head and Neck Surgery would be innovative and desirable.

## **II. Postgraduate Medical Education**

The very positive comments of the reviewers about the excellence of the postgraduate medical education program and its leadership are gratifying. The recent successful accreditation of this program by the Royal College of Physicians and Surgeons of Canada echo the external review. Professor Gullane and I are both in agreement with all of the recommendations provided by the reviewers. Indeed, expansion of the postgraduate training positions would be most welcome. Continued expansion of community-based clinical training and enhanced administrative support and recognition of the part time faculty in community sites are essential. Curriculum renewal in some areas of perceived weakness is being addressed through targeted faculty recruitment in laryngology and establishment of a new academic clinical unit in minimally invasive endoscopic sinus surgery as described by Professor Gullane.

## **III. Continuing Education and Professional Development**

The strong endorsement of the external reviewers of the continuing education and professional development programs in this Department underscores the commitment of the faculty and its leadership to these important academic activities. This Department is truly a model of practice within the Faculty. Increased attention to continuing education offerings for part-time faculty align with the above recommendations for expansion of community-based teaching both at the undergraduate and postgraduate training levels.

## **IV. Research**

This Department has been very successful in advancing research and is now increasingly engaged in training surgeon-scientists and research fellows. Professor Gullane has prioritized research by facilitating collaboration with cognate disciplines in Surgery, Radiation Oncology and Laboratory Medicine & Pathobiology. He has successfully recruited new faculty who are engaged in research. He is also actively fund-raising for research chairs. Overall, Professor Gullane has contributed significantly to the advancement of research in this Department.

I agree that the reporting of research funding requires careful delineation of on-campus and hospital/research institute-based resource and the types of funding available. This is a logistical issue that will be addressed by the Faculty of Medicine Office of Research. Improved benchmarking must be established for all the University Departments with faculty located in multiple hospitals across the Toronto Academic Health Science Network (TAHSN).

The recommendations of the external reviewers, including external support for senior research positions, are relevant to improving research capacity in this Department.

## **V. Future Challenges**

The implementation of the next phase of the Alternate Funding Plan is an opportunity for the Department of Otolaryngology - Head and Neck Surgery to further align funding with academic activities, both education and research. Horizontal integration of the clinical divisions across TAHSN is both a challenge and an opportunity for further consolidation of the academic vision and mission. Enhanced training and recruitment of surgeon-scientists in this Department are top priorities over the next 5 years.

In summary, may I again congratulate and thank Professor Gullane for a remarkable 5 years. Under his tireless and expert leadership, the Department has experienced unprecedented "growth and prosperity in virtually every measurable parameter" - to quote the reviewers.

Dean, Faculty of Medicine  
August 2007

***Addendum March, 2009:***

An advisory committee, Chaired by the Dean, was convened in September 2007 to review the external review documents and advise the Dean on the reappointment of the Chair. Professor Patrick Gullane was reappointed for a second five-year term effective January 1, 2008 to June 30, 2012.

## REVIEW SUMMARY

<b>UNIT/PROGRAM DIVISION:</b>	<b>Department of Surgery</b> Faculty of Medicine
<b>DATE:</b>	October 4-5, 2007
<b>COMMISSIONING OFFICER:</b>	Dean, Faculty of Medicine
<b>PROGRAMS OFFERED:</b>	
<b>Undergraduate</b>	Undergraduate medical program
<b>Graduate:</b>	Surgeon Scientist Program – students are registered in the Institute of Medical Science, OISE and the Department of Health Policy, Management and Evaluation
<b>Postgraduate</b>	Postgraduate medical training Fellowship subspecialty training
<b>Continuing</b>	Continuing medical education
<b>EXTERNAL REVIEWERS</b>	
<b>International</b>	Dr. Jonathan L. Meakins, Chair, Nuffield Department of Surgery, Oxford, UK
<b>Canadian</b>	Dr. Garth L. Warnock, Woodward Professor and Chair, UBC Department of Surgery, Vancouver, BC, Canada
<b>DATE OF PREVIOUS REVIEW:</b>	2002
<b>SUMMARY FINDINGS AND RECOMMENDATIONS OF PREVIOUS REVIEW:</b>	<p><u>Undergraduate Medical Education</u> The morale of students is excellent. Student perception of an unevenness of the evaluation process from site to site as well as problems with the exam questions.</p> <p><u>Postgraduate Medical Education</u> The decreased number of residents has increased the workload of the attending staff. Consideration should be given to a whole variety of physician extenders, physician's assistants, hospitalists, and other means of replacing the work done of a service nature by the residents.</p> <p><u>Continuing Medical Education</u> The Department should consider developing its substantial commitment to continuing education as a potential revenue stream.</p> <p><u>Research endeavours</u> are stronger in some departmental divisions.</p> <p><u>Organizational Structure</u> The issue of paying clinical teachers needs to be clarified. A larger Chair's budget would allow for resumption of support for teaching as well as continuation of support for research. The level of collegiality within divisions of the Department of Surgery and between the Department and other cognate departments is 'striking'.</p> <p>Morale of faculty is considered by the reviewers to be 'fragile' due to a number of circumstances, both University -based - such as lack of funds for clinical teaching - and hospital-based - such as fiscal restraints and increased case complexity - with a resulting increase in service commitment for attending staff. There is concern in the Department as to how the increase in medical student tuition fees that come to the Faculty are allocated - particularly as it is felt that they do not trickle down to clinical teachers.</p>
<b>DOCUMENTATION PROVIDED TO REVIEWERS:</b>	<ul style="list-style-type: none"><li>• Dean's Review Guidelines</li><li>• The reports of the Chair, faculty members, fellowship, Post Graduate Education, Institute of Medical Sciences, Post Graduate students, research, undergraduate education, undergraduate students, budget, departmental communications.</li><li>• Previous external review report</li><li>• Faculty CVs</li></ul>



**CONSULTATION PROCESS:**

The reviewers met with the Faculty of Medicine Dean and Vice-Deans, the Chair of the Department of Surgery, the Surgery Executive, the Surgeons-in-Chief, the Research Committee, University Division Chairs, undergraduate medical students, representatives from Undergraduate Medical Education, the Postgraduate Medical Education Committee, Postgraduate Medical Trainees, senior hospital administrators, the Fellowship Program Committee, Fellows, Surgeon Scientists Program trainees and graduates, representatives from Continuing Education, Cognate Chairs, and the Clinician and Non-Clinical Investigators Committee.

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

The reviewers concluded that the Department of Surgery “continues to innovate in its programs of research and teaching. The stature of the department remains extraordinary as the leading Canadian University of Department of Surgery and amongst the top 10 internationally.” Generally, student trainees’ and faculty morale is “superb” and recruitment in the past five years has been impressive.

**Undergraduate Medical Education**

Undergraduate medical education is a clear priority in the Department. The Department is responsive to student concerns and trainees have many positive comments. There is excellent variety of clinical exposure despite some concern about subspecialty focus “constraining exposure to a broader range of relevant community surgery.” The robust Licentiate of the Medical Council of Canada (LMCC) examination results reflect of the success of the teaching program. Teaching effectiveness scores indicate recognition of the teaching skill of surgeon faculty. Trainees and faculty lauded the “innovative crash course” in surgery.

Three potential concerns and associated recommendations were reported by the reviewers:

- Students noted an uneven experience depending on the residents in the clinical teaching unit; some residents are more interested than others in students’ learning. The reviewers recommended development of a brief refresher on medical student learning objectives in residents’ orientation package.
- Academy expansion to the University of Toronto Mississauga where community-based training may lead issues in an environment that is unused to the time allowed to provide clinical service. This could reduce the student educational experience. The reviewers noted that continued departmental input is required to develop an effective clinical teaching unit in light of expansion to U of T Mississauga.
- Generalist versus specialist training may imply reduced surgery clerkship for undergraduates that may result in “reduced exposure of undergraduate trainees to surgical specialties and shortfalls in the quality of surgical education”. The reviewers recommended that reduced clerkship concerns should be addressed through strategic discussion with the Faculty’s Undergraduate Education Committee.

**Postgraduate Education Program**

All the programs have received full accreditation from the Royal College of Physicians and Surgeons. The reviewers commented: “Striking innovation is evident in some of the programs which are blending the objectives of training.” Examples of programmatic innovation include a pilot training program in surgical and radiology skills that incorporates subspecialty skills and a trial of non-traditional teaching with modular competency based learning. Educational needs are being met and trainees hold their mentors in high regard.

Some concerns were expressed by the residents regarding the “very diverse rotation assignments which make it difficult for them to interact with each other and feel that they are part of the same community”. Events that provide an opportunity to assemble as part of the same cohort are lauded while concerns persist about adequate preparation for practice on smaller communities. The recording operative experience in the log book practice, which “will eventually govern hospital credentialing and the procedures the resident or fellow will be permitted to perform”, is often inconsistent and unmonitored.

The Surgical Skills Centre at Mount Sinai is very impressive despite the struggle for funding, especially in developing surgical teaching for medical undergraduates. The relationships of the Centre to other skill centers provide excellent opportunities.

The reviewers reported residents' concerns regarding the large and active fellowship program. There is a sense that fellows take their cases with residents then providing post-op care for patients operated on by fellows. This has created some tension as fellows feel this is a factor that results in senior residents not having enough specialty experience. The reviewers reported that attempts to address these issues have been mixed.

The reviewers recommended the following:

- Help develop a “resident community” by holding more frequent, structured but less formal, education days for residents.
- Review entry level criteria for fellows to address issues between resident and fellow trainees.
- Develop a regularly reviewed mandatory resident case log system.
- Review potential community-based learning sites to address the adequacy of preparation for practice in small communities.
- Create a system with regulated standards and exit evaluations, recognizing that there may be a risk that some fellows do not succeed. The standards for accomplishment will be based on performance rather than attendance.
- Review and augment faculty of medicine funding support for surgical skills teaching at the Mount Sinai Surgical Skills Centre.
- Review the skill center governance and seek to link their programs.

### **Continuing Professional Development**

There is an excellent flourishing relationship between the department and the University to develop continuing medical education. Greater linkages with knowledge translation through the Department of Health Policy and Innovation should be pursued. Opportunities for expansion should be explored through the Centre for Faculty Development in order “to foster research development in knowledge translation”.

### **Research**

There is a very impressive record of clinical and basic science research at the department. Concern exists around the declining amount of funding for research. The department's highly regarded Surgeon Scientist Program (SSP) is particularly threatened. Elimination of the cap on funding for SSP trainees is a priority to erase financial obstacles which detract from their willingness to undertake extended periods of research training. The reviewers reported that the Division of Anatomy, which provides traditional research support, is burdened by a significant amount of teaching for the University that detract from the ability to attract peer-review funding, particularly for junior faculty.

The excellent and objective academic point system falls short of recognizing challenges for the mid career investigators, surgeon scientists and career-track scientists, and they require better support. Attention is needed to restructure the academic point recognition system to better-recognize the contributions and challenges of the mid-career investigators. Sustainable sources of support should be developed. The “established clinician-scientist” award model, developed in partnership with hospital research institutes, to bridge support for mid-career investigators was highlighted by the reviewers.

The department's faculty members should strive for a greater presence on hospital research institute committees in order to leverage support for departmental research and recruitment.

The department continues “to achieve significant benchmarks in research funding which reflect the top ranking for Canadian university departments of surgery. The amount of peer-reviewed funding from Tri-council sources is increasing which is a barometer of high quality of research. Despite this, there is a discrepancy in the University of Toronto's report and the report provided by the department itself. It appears that attributions of grants to the department suffer from a lack of tracking of the contributions provided by surgical investigators. Reasons for budget reductions from the University of Toronto should be made more transparent. Tracking of the attributions of grants derived from the department's faculty in the University of Toronto research service database should be improved.”

## **Cognate units**

The cognate departments convey a “resounding recognition” for the Department of Surgery. The reviewers reported that “excellent relationships” have been developed. “In particular, blended training programs are strongly supported as an innovative approach to the future of training specialists... Furthermore, the department’s leading role in developing simulation for acquisition of skills has a salutary effect on the faculty as a whole.”

The reviewers reported a general sense of frustration from the departments with their stated need for “more cross-cutting multi-disciplinary approaches to develop scholarship” between all of the Faculty’s departments. The reviewers recommended a review, through the Toronto Health Sciences Network and the Dean of Medicine the prospects, to address the strategic alignment between the Department of Surgery and all of the Faculty’s departments.

“The Anatomy division’s faculty are struggling with high teaching expectations which detract from the ability to attract peer-review funding, particularly for junior faculty.” That Division’s heavy support for teaching programs should be recognized while protecting time of new faculty who need to land competitive funding by hiring 2 junior faculty with the salaries currently used for retiring members of the Division.

## **Morale**

The reviewers commented on the “superb” morale of student trainees and faculty members. The search process is producing excellent results, including the recruitment of women. The reviewers recommend the establishment of a “sophisticated mentoring system for the large cadre of new recruits.” The reviewers noted that the end of mandatory retirement brings new challenges. The need for significant performance appraisals, including academic and education, were well established but not necessarily aligned with clinical performance appraisals.

They suggested continued “support of the department chair and committees in conducting mandatory search for new positions in the department.” In addition, they recommended that criteria for performance appraisal and re-credentialing be reviewed and refined in this era of greater flexibility in retirement and career practice options.

## **Organizational Structure**

The Department and Chair were lauded for the open and transparent governance structure. The surgery executive works well. Relationships with the surgeons-in-chief at the various hospitals are generally positive and any perceived uneven trust issues between hospital affiliates should continue to be addressed through surgeons-in-chief. Senior hospital administrators acknowledge the need for integrated teaching programs and they support the department’s plans in the evolving health structure as well as the blending of surgical specialties with others. This should be fostered. New challenges with integrated information technology systems and quality of care monitoring were acknowledged by the senior hospital administrators. The department has managed resource allocation in an era of reduced research funds and reduced operating budgets with fair and transparent processes.

## **Vision in Future**

The reviewers commented positively on the Department’s Strategic Plan of 2004-2009. They noted, however, that rapid changes in the Toronto environment should not encumber the department with a time frame that has been previously set: “For example, rapid changes in training program structures, challenges with the amounts of funding through research and evolving hospital governance structure through the Local Health Integration Networks as well as expansion to non-traditional teaching campuses require the strategic planning be flexible and adjustable with short notice.” The reviewers recommend that the department should conduct another strategic planning session no later than 2008.

## **ADMINISTRATIVE RESPONSE (Commissioning Officer)**

### **Preamble**

On behalf of the University of Toronto I thank the external reviewers. We are most grateful for their expert, thoughtful and very helpful review of our Department of Surgery. I am most gratified to receive their view that this

Department is in the top ten globally - a wonderful tribute to the faculty and leadership of this Clinical Department. May I also thank the staff of the Department who worked so diligently to assist in the preparation of the review materials and the interview schedule. Also, major thanks to the faculty, trainees and students who met with the external reviewers providing important first-hand information so necessary for a successful review. Finally, I commend Professor Richard Reznick, the Chair of the Department of Surgery on his five years of remarkable leadership. The reviewers indicated at the outset of their report that all the previous issues raised by the external reviews in 2002 had been effectively addressed and that Professor Reznick's is recognized as "the first strength of the Department of Surgery", a sentiment that I gladly echo.

I will focus my comments on the recommendations of the external reviewers with a view to the future 5 years of this Department.

### **Undergraduate Medical Education**

The hierarchical and team relationships in Surgery that facilitate effective teaching and learning of medical students are sometimes challenging, particularly in the complex environment of our Medical School that is expanding into community affiliated teaching sites. The reviewers have articulated the challenges very clearly and I concur with all of their recommendations. "Teaching the Teachers" is a critically important aspect of residency training and is embodied in the CanMEDS roles. The academic leadership of our University Clinical Departments must be engaged in all aspects of the development of effective training sites in our community affiliates. This is particularly challenging when establishing surgical education at the clerkship level outside the fully affiliated hospitals where academic practice plans support full-time appointed university faculty. Nevertheless, we have already experienced some excellent examples of surgical education in community affiliated hospitals, e.g., St. Joseph's Health Center, and will continue to learn from and build on successful models.

The Vice Dean Undergraduate Medical Education and I have recently created a newly formulated Undergraduate Medicine Curriculum Committee with direct engagement of the University Clinical Department Chairs. We anticipate major and important changes to the curriculum that will enhance overall clinical exposure of our medical students in advance of the CaRMS application. The purpose will be to facilitate medical student exposure and understanding of all of the generalist and specialist disciplines and to encourage interaction with mentors in their fields of choice. Our medical students are also requesting these changes. Finally, the opportunity for medical students to use the Surgical Skills Lab more effectively at Mt Sinai Hospital should be explored.

### **Postgraduate Medical Education Program**

The Department of Surgery is recognized for its innovation in advancing curriculum and skill development that integrates with other specialties such as Medical Imaging and, as such, assumes leadership in Canada in innovation. The Surgical-Scientist training program, described as a "pinnacle of achievement" by the reviewers and the celebration and promotion of research by the surgical residents remain defining academic features of this Department. I fully agree that the Surgical Skills Lab should continue to expand and, as part of the new Network Centers of Excellence in Simulation Teaching and Learning, I anticipate that new opportunities for enhanced resource will arise.

The reviewers have identified important challenges that are relevant not only for Surgery, but for all of our Clinical Departments, namely the academic oversight and opportunities for fellows within the postgraduate medical education and training environment. The University of Toronto attracts a large number of fellows and has recently experienced rapid expansion of postgraduate spots for both Canadian and international medical graduates. Coupled with the complexity of the clinical care environment in our fully affiliated and community hospitals, it is not surprising that tensions develop within this heterogeneous and complex framework. The recommendations of the reviewers to address the issues raised by the postgraduate trainees and fellows are welcome and reasonable.

### **Continuing Professional Development**

The reviewers comment on the opportunity for the Department of Surgery to develop programs in knowledge translation linked to our Department of Health Policy, Management and Evaluation, the home of our clinical epidemiology research and graduate program. I would add that collaboration with the LiKa Shing Knowledge Institute at St. Michael's Hospital and the application to continuing education in conjunction with the Center for Faculty Development are also important opportunities.

### **Research**

The research track record in the Department of Surgery and its promotion of career investigators through the Surgical Scientist Program (SPP) is excellent with particular mention of the accomplishments of the

Cardiovascular, Neurosurgery and Orthopedic Divisions. Nevertheless, the reviewers correctly point out existing challenges that require attention.

The lack of growth of funding for the SPP has certainly been on the priority agenda of the Chair and continues to be the focus of fund-raising by the Department. The recognition of debt relief of trainees in the SPP is of concern in all the Clinical Departments. The Dean's Office will work with the Department of Surgery and the other Clinical Departments to address this significant problem. It should be noted that the Faculty is launching a specific campaign with the Medical Alumni Association to raise bursary funds to reduce the debt load of our medical students. The Clinical Departments could also raise funds through their extensive postgraduate medical alumni network to reduce the debt load of trainees in clinician-scientist programs.

I fully agree with the reviewers that mid-career investigators no longer have access to sufficient career awards in Canada and particularly in Ontario. The Department of Surgery has worked tirelessly with the Faculty of Medicine Advancement office and with the affiliated hospital Foundations to fund raise for new endowed research chairs. It is imperative that the University, in concert with the affiliated hospitals, advocate for new investigator salary support award from CIHR and the Ontario government.

The Faculty will facilitate more effective communication between Clinical Department Chairs and the Vice Presidents Research at the affiliate hospitals to address the challenges that the external reviewers have identified.

The financial management at the University and consequently, the Faculty of Medicine, has undergone a major change that was fully launched in the 2007-08 year. For the first time, all revenues aligned with our academic programs and research overheads, and all expenses, including central university expenses and the full operating cost of our campus buildings, are fully transparent. The multiple lines of revenue that support all of our University Departments clearly indicates that the historical government grant for teaching in all of our programs and the lack of funding for the full cost of research in Canada, requires every Department and Program to carefully analyze its long term financial risks and plan to obtain new revenues. The Department of Surgery will obtain new revenue over the next 5 years with continued expansion of their postgraduate residency training spots and fund raising. Importantly, the academic portion of Phase 2 of the alternate funding plan (commencing this year) will align with research and education activities of all full time faculty in the Department of Surgery.

The recommendations about more accurate tracking of the Department of Surgery's research funding and the Division of Anatomy's financial status are on target.

### **Cognate Departments**

Opportunities to increase integration of the academic mission of our Clinical Departments among University Departments and the Toronto Academic Health Science Network (TAHSN) stakeholders are sought proactively by the decanal leadership of the Faculty of Medicine. Focus on convergence of resource for human subject translational research across the TAHSN partners is a major priority of the Dean's Office. Integration of undergraduate and postgraduate medical education curriculum across Clinical Departments is emerging as a necessary part of inter-professional and team care teaching and learning.

### **Morale and Organizational Structure**

The reviewers have highlighted that the morale of faculty and students is "superb". I concur that sustaining the level of support for academic achievement, mandatory searches for all faculty positions and establishing a more sophisticated mentoring and performance appraisal framework will continue to enhance morale.

I agree with the recommendations for continuing to foster effective and collegial relations with the surgeons-in-chief at the affiliated hospitals and to work with the hospitals and LHINs to establish integrated surgical care that will also support education and research.

### **Vision of the Future**

Revisiting the strategic planning process no later than 2008 is quite appropriate and welcomed.

## **Summary**

The Department of Surgery is well positioned to continue to evolve its academic mission and increase in international stature. The decanal team looks forward to working with the leadership of the Department to fully address the challenges and opportunities recommended in this report. Again, I thank the reviewers for their most helpful and insightful review and congratulate Professor Reznick and his leadership team for their outstanding service to their Department and the University.

Dean, Faculty of Medicine  
December, 2007

## ***Addendum March, 2009***

*Vision for the Future:* The department is now working on a 'light' strategic planning process; the planning exercise is underway and they will be working this spring to finalize their plan.

*Chair's reappointment:* An advisory committee, Chaired by the Dean, was convened in December 2007 to review the external review documents and advise the Dean on the reappointment of the Chair. Professor Richard Reznick was reappointed for a second five-year term effective January 1, 2008 to December 31, 2012.

## Ontario Institute for Studies in Education

## REVIEW SUMMARY

<b>PROGRAM/UNIT DIVISION</b>	<b>Department of Curriculum, Teaching and Learning (CTL)</b> Ontario Institute for Studies in Education (OISE)
<b>DATE:</b>	November 1-2, 2007
<b>COMMISSIONING OFFICER:</b>	Dean
<b>PROGRAMS OFFERED:</b>	
<b>Undergraduate</b>	Bachelor of Education, BEd: Participation in the initial teacher education program
<b>Graduate:</b>	Master of Teaching, MT Master of Education, MEd Master of Arts, MA Doctor of Philosophy, PhD
<b>EXTERNAL REVIEWERS</b>	
<b>International</b>	Prof. Victoria Chou, Dean, College of Education, University of Illinois at Chicago
<b>Canadian</b>	Prof. Dennis Sumara, Head, Department of Curriculum and Pedagogy, University of British Columbia
<b>PREVIOUS REVIEW DATE:</b>	2003
<b>SUMMARY FINDINGS AND RECOMMENDATIONS OF PREVIOUS REVIEW:</b>	<p>Departmental strengths include the high quality of teaching, commitment to preservice teacher education and of faculty, staff and students to solving problems, a strong research funding record, high quality and reputation of graduate programs in Second Language, Measurement and Evaluation, and Comparative, International and Development graduate programs.</p> <p>There is a tension between the preservice and graduate programs. This is common in major research universities. Universities that have high-enrolment teacher education programs have a very high percentage of teacher education classes taught by seconded and contract teachers.</p> <p>OISE has made a commendable commitment to the preparation of teachers, and to involve tenure-stream faculty in the program. Following organizational tensions and concerns were noted: (1) the perception that CTL has little control over the preservice programs, even though it has major responsibility (in terms of numbers of faculty participating) for preservice education; (2) decision-making is currently divided between CTL and the Associate Dean's Office, and there is consequent confusion about locating and allocating resources; (3) the model for making teaching assignments for tenured and tenure-stream faculty, with an attempt to assign .75 of the workload to preservice teaching; and (4) the danger of CTL losing some of its most prestigious graduate programs if the department is required, in a context of declining resources, to devote substantial resources to preservice programs.</p>
<b>RECENT OCGS REVIEW DATE:</b>	2003/04
<b>DOCUMENTATION PROVIDED TO REVIEWERS:</b>	<ul style="list-style-type: none"><li>• Self-Study</li><li>• Terms of Reference</li><li>• Department's Academic Plan, 2004-2009 (2004)</li><li>• Ontario Council of Graduate Studies reports for two graduate programs (Curriculum and Teacher Development, Second Language Education)</li><li>• Previous external review report (2003)</li><li>• Faculty member CVs</li><li>• OISE 2007/2008 Graduate Studies in Education Bulletin, 2007/2008 Initial Teacher Education Calendar</li></ul>



**CONSULTATION PROCESS:** Reviewers met with the Dean and Associate Deans; the Department Chair and Associate Chair; members of the OISE Research Advisory Committee and Manager's Administrative Team; CTL Council Chair and Vice-Chair; faculty, teaching and administrative staff; graduate and undergraduate students, CTL's external community. The reviewers also met with CTL external community members, and chairs of cognate OISE departments.

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

The reviewers commended the Department Chair's leadership, accomplishments and enormous positive impact on the department. His accomplishments were described as "significant and many" including the introduction of the establishment of Curriculum, Teaching and Learning (CTL) Council as a substantive governance structure; promotion, retention and hiring of valued faculty; creation of a programmatic home; attention to quality of the student experience; increased transparency and fairness in administrative matters; a more coherent curriculum, and professional development for staff.

The departmental culture was characterized as welcoming, supportive and focused on mentoring. Future challenges and opportunities are related to resolving ongoing tensions between the initial teacher education and graduate programs, and negotiating ownership, and decision-making and budgetary authority for these programs.

### **Research**

The Department has an excellent research record with many areas of strength and depth. Its senior scholars are distinguished and internationally recognized and there are also many talented new professors. The depth and concentration of CTL faculty knowledge and expertise about social justice, equity, and diversity; anti-oppressive approaches to education; indigenous knowledge and second-language learning; and critical perspectives is at its strongest level to date. It has much to contribute to both "teacher education and educational praxis in a globalizing educational context."

The sponsored conferences arranged by the Department for teachers and teacher educators were innovative and well-received by community constituencies (schools, media, professional educator groups). Community members recommended more formal structures for the sharing of research with themselves and schools.

Some faculty indicated that those who are not garnering large grant awards have disproportionate responsibilities for running the teacher education program. This may make them more vulnerable at promotion and tenure time if they do not have the time to devote to securing large research grants. Conversely, senior faculty recipients of large grants feel overextended with research and supervisory responsibilities. The reviewers strongly endorsed the Research Advisory Committee's five year plan and especially the proposed mentoring program. The proposed mentoring program provides support for collective mentoring of tenure-line faculty in preparation of grant proposals and promotion/tenure files, data analysis, manuscript review for publication in high quality journals.

The reviewers noted a strong interest of faculty for interdisciplinary and collaborative research. Lack of administrative support and the fact that the Department is very large contribute to the difficulty of achieving such research. The Research Advisory Committee proposal for centres to assist in creating academic homes was noted by the reviewers.

Faculty reported progress in developing departmental criteria to define "valued scholarly work," though the nature and value of creative and professional activity is an ongoing conversation between the University's professional faculties and the Provost's office.

### **Graduate Studies**

Distinctions between the MT, MEd and MA need to be more explicitly stated in informational materials as the distinctions are not perceived very clearly by students. Programmatic improvements are ongoing with

greater contributions from the faculty. The Department has merged two graduate programs into one (Curriculum Studies and Teacher Education) and has deleted one program (Measurement and Evaluation). Recently appointed faculty members are academically strong and making contributions to the Programs. Communication and decision making are improved and organizing faculty into area groups is positive. Full time students were pleased with the program and University financial support; there is a good sense of community. The reviewers suggested that more attention should be given to part-time students' needs.

The reviewers reported that graduate students are interested in assisting with or teaching courses. The reviewers recommended that the Department identify opportunities for students to teach in order to gain experience in teaching.

The Master of Teaching is a new initiative for the Department that appears to be satisfying both students and faculty. The reviewers characterized it as important for the Department and OISE as it provides students with a "more robust academic and research experience." They suggested extending the MT program to secondary education "but only if CTL faculty are formally brought into the decision-making process and sufficient resources are allocated." Research might be conducted to determine accomplishments of graduates of this program as compared to BEd graduates as the Program's viability and growth seem to depend on such evidence.

The MEd/PhD programs, though more cohesive than in the past, need continued evaluation and a clearer identity. The MEd Program has "great promise for showcasing the considerable professional development expertise of the OISE faculty and staff" but some part-time students feel they are given less status and resources. This group merits attention from program faculty and administrators. The team recommended consideration of more courses, particularly in theory and research methodologies. The Studies in Second Language Education (SLE) graduate programs are high quality, internationally recognized research training programs. New hiring is necessary to maintain quality and reputation and take on new program responsibilities.

### **Initial Teacher Education (ITE)**

The ITE programs are administered centrally at OISE, however, "CTL faculty and staff are more involved with the BEd than faculty and staff from any of the other departments." CTL provides significant leadership in ITE. Its faculty teach in all program components, including 75 percent of the required BEd courses and two thirds of the MT courses. Department faculty are "responsible for the majority of the BEd curriculum and the housing of the seconded and contract faculty, but are unfamiliar with the day-to-day management of the program and unaware of the revenues associated with the program."

Students had positive field placement experiences. Students noted that there is a great theory component that is not attached to "real world applications" or to educational practice. The reviewers commented: "Faculty discussed the difficulty in sustaining a programmatic focus on equity, diversity, and social justice, when extreme inconsistency in what that focus looks like exists from cohort to cohort, and program option to program option, given the different individuals in charge."

The reviewers suggested the Department consider a mix of more tenure/tenure-track faculty and fewer seconded/contract instructors in the BEd and MT programs. This would ensure appropriate leadership for the proposed programming mix as "these roles are best served by faculty who are most familiar both with the scholarly fields of knowledge associated with teacher education and with teacher practice in schools and communities, if research-based programming is a value."

With regards to the recently initiated Concurrent Teacher Education Program (CTEP), faculty members did not object to the main concept of the program but were concerned about workload. "It is important to note that teacher education programs require leadership from the same CTL faculty at the expense of their research and scholarship, and opportunities to teach in non-teacher education courses. The reviewers reported that faculty members "would like to see a greater proportion of the revenues generated by the initial teacher education programs be dedicated to CTL support for these programs, and they would like to see these issues addressed before further expansion takes place."

The reviewers recommended "that CTL study how its teacher candidates are supervised and supported. Tenure-stream faculty members in CTL who are teaching curriculum courses either need to receive teaching credits for

providing practicum supervision or, if this is not possible, they should not be assigned these duties.” They raised the question of whether Associate Teachers qualifications to supervise teacher candidates are being evaluated.

The reviewers recommended that the existing “cohort” model for teacher education might benefit from some revision given the significant human and fiscal resources it requires, although they acknowledged that “there are many positive features of this program (such as experiences of coherence and community for students and faculty members).” Though staff are generally extremely happy, there is evidence of some redundancy and inefficiency and some confusion around roles and expectations. The latter can make it confusing for students.

Demands of the graduate research-focused programs and ITE often compete. As CTL faculty are “the most involved with the teacher preparation programs, they are most affected by these competing demands.” The reviewers recommended that in light of possible plans to expand CTEP and add a secondary MT cohort, there is a need to directly, transparently and collaboratively address the “widespread perception that CTL is responsible for much of the labor of initial teacher education,” while OISE centrally controls the ITE decision-making and finances.

The reviewers recommended OISE “consider consolidating infrastructure and staff support for certain functions centrally.” Despite its “extraordinarily talented and dedicated group of support staff” perhaps their duties are not as well coordinated or articulated with one another as they could be. The reviewers nevertheless emphasized that “[t]he oversight and leadership provided by the Administrative Managers of the Department is extraordinary.” The reviewers felt “the fragmentation [they] noticed emerges from the way in which the teacher education and graduate program duties are shared with the Dean’s office. To the extent that CTL or the entire OISE faculty can be brought into a common understanding of the opportunities and constraints imposed by the province and other entities with authority over OISE, a collective solution to resolving existing tensions might be found.”

## **ADMINISTRATIVE RESPONSE (Commissioning Officer)**

Since the review, Professor Tara Goldstein has become the Chair of the department, and she is enthusiastically committed to building upon the work that Dennis Thiessen and his administrative team, especially the two Associate Chairs and Manager of the Department, have accomplished.

### **1. Research**

The department continues to support knowledge generation, knowledge application and knowledge integration at a high level of sophistication, in a global context. Research funding has increased and the new Chair meets with junior faculty on a regular basis to counsel and support them. CTL’s Research Advisory Committee (RAC) has made recommendations to strengthen the research culture in the Department and collectively mentor early and mid-career faculty. Last year, such mentoring began under the direction of the Department’s Associate Chair of Research and Development and the RAC. The Department’s recently appointed Associate Chair, Academic, is working on research and faculty development across all CTL programs and with the Chair on processes related to promotion, tenure and review.

It is an expectation that all faculty will involve themselves in research, as well as teaching at the graduate and teacher education levels. This workload reflects OISE’s and the University’s commitment to integrating undergraduate teaching, graduate teaching and research activity. The average course load in CTL in 2007/08 was within both departmental and divisional norms. The department and the Dean’s Office are working on an equitable and transparent work assignment guideline that is balanced over a three year time period and available to scrutiny.

The tension between undertaking individual and collaborative research in order to create vibrant long-term research careers characterizes the research lives of many academics, not only those in the Department of Curriculum, Teaching and Learning (CTL). While such a tension cannot be completely resolved, it can be negotiated throughout a research career. The Research Advisory Committee is holding discussions in order to ensure expectations in the department are shared.

CTL includes five research centres, which provide opportunities for interdisciplinary and collaborative work that draws on the broad array of research expertise found in this large department. The centres

have a mandate to diversify research funding and engage in outreach with schools and communities. For example, the Centre for Urban Schooling (CUS) engages in a number of knowledge application and knowledge integration projects through its Building Capacity for Urban School Success (BCUSS) program. Researchers associated with CUS and the Modern Language Centre have obtained funding from a wide range of sources, including SSHRCC, the Ontario Ministry of Education and the Toronto Board of Education. CUS has secured funding from private donations. All CTL research centres work with the Associate Dean of Research's office at OISE to learn about new funding opportunities.

CTL is committed to scholarship that includes knowledge application and integration, as well as knowledge generation. It is engaging in discussions about the nature and value of "creative professional activity", and documenting evidence of creative professional achievement more consistently, as many CTL tenure and promotion cases are characterized by all three kinds of activity.

## **2. Graduate Studies**

The MEd/MA/PhD Curriculum Studies and Teacher Development (CSTD) degree program is the result of a merger of two previous programs, and the reviewers state it is "still in search of a clearer identity", would benefit from even greater coherence and from more courses in theory and research methodologies. Two strategies have been adopted to address this. First, the number of coordinators of the CSTD program has been increased from one to two. One coordinator is responsible for program design and timetabling while the other is responsible for program admissions and program requirements. The first coordinator is analysing the needs and interests of CSTD students and working with CSTD faculty towards greater coherence and relevance in the program. Second, a new foundations course, Foundations of Curriculum Studies and Teacher Development and a new Doctoral Colloquium for CSTD PhD students have been developed. The new foundations course will be piloted for 60 students in January (2009) and the Doctoral Colloquium will be piloted in 2009-2010.

The new foundations course, which addresses basic concepts in, frameworks for, and approaches to the study of curriculum and teacher development, interweaves three major themes:

1. Historical foundations of curriculum theory and philosophy;
2. Diverse approaches and conceptualizations of curriculum theory and teacher development and
3. Contemporary debates in the fields of curriculum studies and teacher development.

Within the next two years, all courses in the CSTD program will be linked to the ideas and conversations begun in the foundations course.

The department's PhD Task Force has agreed with the reviewers that more attention needs to be given to the needs of part-time students. A Flex-Time PhD Program Planning group has a mandate to recommend new programming initiatives for CTL's part time PhD students. The group will also look at the access part-time students have to orientation and other student activities. Early suggestions to improve access include virtual strategies for sharing information and scheduling events on weekends.

The reviewers recommended that CTL find more opportunities for graduate students to assist with or teach courses. OISE's Teaching Task Force has made the same recommendation, our data from graduate students show that they want more teaching experiences, and the Dean has established a Task Force on Student Funding to explore ways to increase teaching opportunities for students. Several substantial challenges limit the number of TA positions that can be created. 1) The BEd Initial Teacher Education (ITE) programs have been developed on a cohort model, which has teacher candidates working together in small learning communities of 30, 60 and 90 students rather than in large-lecture style courses, which would more easily support large numbers of TAs. This cohort model has been cited in the teacher education literature as a powerful model for educating new teachers and there are no plans for adopting a different model within the ITE program at OISE. Therefore, TA positions must work within cohorts. 2) Our collective agreements make the graduate assistantship (GA) rather than the TA a default option for graduate students. 3) Our graduate programs do not line up easily with our teacher education program in terms of expertise. Despite these challenges the Task Force is finding some ways to move forward.

The new secondary focus of the MT degree has been approved by the governance structures at both the Department and University level and the Ontario Council of Graduate Studies (OCGS). The accreditation visit from the Ontario College of Teachers took place in December 2008. Following up with OISE graduates is difficult, but a survey is underway to assess the preparedness and outcomes of BEd and MT graduates.

The primary difference between the MT and the other master's degree types offered by CTL (MA/MEd) is that the MT program qualifies students to teach at the elementary or secondary levels in addition to providing them with advanced theoretical knowledge and research skills, whereas the MA and MEd degree programs do not provide teacher certification. This distinction is made clear on the OISE and CTL websites and in the OISE Graduate Studies Bulletin. The MA and MEd programs are differentiated as follows: 1) Prospective students are advised on the CTL website and in the Bulletin that "Students who anticipate going on to further study at the PhD level are advised to apply for enrolment in an MA rather than an MEd degree program." 2) Prospective and newly admitted students are advised at open houses, orientations and through the department website that the MA degree program involves coursework and a thesis, whereas the MEd is a coursework only program. At this time master's level courses are not divided into MA and MEd offerings. The distinction between the MA and the MEd degree is not consistent across research universities; other faculties of education in Ontario offer only an MEd, and use it for admission to the PhD. The distinctions are a matter of ongoing conversation, both at OISE and within the education community, as is the appropriateness of the MEd degree as preparation for doctoral programs.

The reviewers noted that while the SLE program continues to be internationally recognized as a high-quality research-training program, SLE faculty are worried about maintaining their program without new hires. Of the three faculty searches CTL is holding this year, one is looking for a new faculty member for the SLE program (the French Language Pedagogy search), a second is looking for a new faculty member for the CSTD program (the Curriculum Studies search) and the third is looking for a new faculty member who could work with students from both the SLE and CSTD programs (the Multiliteracies search). We feel this will maintain the program in a strong position.

### **3. CTL'S Contribution to the BEd Initial Teacher Education Programs**

The Reviewers' mandate did not extend to a review of OISE's Initial Teacher Education programs (ITE), and they were not provided with general information about that program. The report contains some fundamental misconceptions about the relationship between the department and the program. For example, the notion that CTL "study how teacher candidates are supported" indicates no awareness of the research the ITE program already carries out and shares with instructors. The suggestions about redistributing revenues indicate no awareness of the budget models that provide CTL with revenue from ITE. The suggestions about associate teachers indicate no awareness of the work of our School-University Partnership Office (SUPO). The suggestions about hiring sessional instructors ignore the very consultative processes that are in place for ITE, and the suggestion that there is redundancy in staffing suggests a lack of understanding of cohorts and component coordinators, though this is something that ITE might fruitfully pursue in its upcoming review.

There are now three pathways to initial teacher education programming at the University of Toronto in which CTL participates: the consecutive BEd program; the concurrent BEd program (CTEP), and CTL's Master of Teaching (MT) program. The governance of the consecutive BEd and CTEP programs crosses departments, using what is known as a "matrix" model, led by the Associate Dean-Teacher Education. The MT program is entirely run out of the department and was discussed under graduate programs above.

CTL tenure stream and teaching stream faculty participate in and provide leadership for both of the ITE programs that are run on a matrix model. The Associate Dean-Teacher Education, the Director of CTEP, the Director of the secondary program, the Director of the elementary program and the Executive Director of ITE are all CTL faculty. They are responsible for and very familiar with the management of the program; the new budget model at U of T has made all administrators much more aware of the revenues and costs of the program. Moving forward, the Dean's Office and the Chair of CTL will work to ensure that CTL faculty gain a greater understanding of the academic and financial implications of the matrix model programs.

As noted above, while our ITE program has a common set of courses, values and objectives, the cohort model encourages differentiation of focus from cohort to cohort. This could look like “inconsistency” but there is a good deal of literature that supports cohorts as most effective at creating student engagement and integrating theory and practice with teacher candidates.

At the moment, about one third of the teaching in ITE is carried out by teaching or tenure stream faculty. As 200 places of the 1200 in the program are funded in a contingent way with the Ministry of Education in Ontario, and recent teaching experience is of great value for faculty in the program, we value the contributions of sessional and contract instructors. Permanent faculty provide coordination, leadership and substantial teaching, but it is not financially feasible to increase the level of full time faculty involvement at the moment. Because of its contributions to ITE, CTL is the largest department at OISE; its workload is similar to that of the other departments.

Teaching assignments are established annually through discussions among the CTL graduate program coordinators, the Chair of CTL, the Associate Dean–Teacher Education and the Associate Chair–Teacher Education. They must take into account both undergraduate and graduate programming needs. Currently faculty supervision of the practicum carries no workload credit. Practicum supervision is specified in contracts with non-permanent faculty. Permanent CTL faculty work out their responsibilities with the Chair and the Associate Dean–Teacher Education, trying to ensure that there is a connection between the practicum and the coursework in the program, while not overburdening faculty. Agreements have been reached, but the status of the practicum is under review.

Finally, we do not feel that teaching detracts from scholarship; as discussed in the section on Research, OISE is committed to a synergy between teaching and research, and we value both teaching and research.

#### **4. In Summary**

The tensions between serving the pre-service teacher education and graduate program commitments will persist in CTL as they do in all research intensive faculties of education. Managing them productively involves annual and multi-year program and staffing planning conversations between the Chair of CTL and the Associate Dean–Teacher Education.

As the reviewers point out, CTL has made “tremendous progress” in establishing a strong identity in the past five years and continues to make progress in establishing robust and stimulating graduate programming. It provides first-rate, cutting-edge leadership in OISE’s teacher education programs and supports knowledge generation, knowledge application and knowledge integration in the area of curriculum, teaching and learning.

## University of Toronto Mississauga

## REVIEW SUMMARY

<b>UNIT/PROGRAM DIVISION</b>	<b>Department of Economics</b> University of Toronto Mississauga
<b>DATE:</b>	November 14 - 15, 2007
<b>COMMISSIONING OFFICER:</b>	Dean, University of Toronto Mississauga
<b>PROGRAMS OFFERED:</b> <b>Undergraduate</b>	Economics (Commerce and Finance) BCom (taken jointly with Specialist program in Commerce and Finance) Economics BA: Spec, Maj, Minor Economics and Political Science BA: Spec Industrial Relations, BA: Spec International Affairs, BA: Spec
<b>EXTERNAL REVIEWERS</b> <b>International</b>	Prof. John Ham, Chair, Department of Economics, University of Southern California
<b>Canadian</b>	Prof. Michael Veall, Chair, Department of Economics, McMaster University
<b>PREVIOUS REVIEW DATE:</b>	n/a Department established in 2003
<b>DOCUMENTATION PROVIDED TO REVIEWERS:</b>	<ul style="list-style-type: none"><li>• Terms of Reference</li><li>• Department self-study</li><li>• Faculty member CVs</li><li>• <i>U of T Mississauga Stepping Up Academic Plan</i></li></ul>
<b>CONSULTATION PROCES</b>	The reviewers met with the U of T Mississauga Dean and Principal, the Department Chair and Acting Associate Chair, faculty members, undergraduate students, and administrative staff.

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

The Department is one of the top few Economics research departments in Canada due in large part to its “amicable and effective arrangement with St. George campus” which has supported the recruitment of high quality faculty. Students were satisfied with their program and access to faculty.

However, the reviewers consider that current resource levels will not be sufficient to sustain the Department going forward. The reviewers suggested that the most critical short-term factor is a shortage of departmental administrative staff. In order to maintain the quality of the student educational experience, the high and growing ratio of students to tenure-stream faculty will require hiring of faculty.

#### Teaching and Research

The reviewers observed that faculty members are productive in terms of research and the “quality of hiring is directly attributable to the close relationship the U of T Mississauga economists have with those downtown. Any attempt to weaken this connection will result in a rapid outflow of faculty to other universities and an overall decline in faculty quality.”

Faculty members are available to students and the quality of teaching is at a good level. The reviewers highlight that 40% of classes are taught by non-tenure stream faculty and this has resulted in a “major teaching shortfall emphasized by the students and faculty: the insufficient number of third and fourth year classes.” While sometimes U of T Mississauga is able to offer smaller class sizes than the Faculty of Arts and Science, there are still serious problems in relation to providing “significant hands-on applications”. There is the challenge of faculty “preferring to teach downtown” both in terms of commuting from their homes and graduate class teaching.



The reviewers noted that there is reported a lack of administrative support for the Department faculty and students. There is an apparent lack of cooperation from the Registrar's Office in relation to student grade requirements.

Although a future possibility, the reviewers felt that developing a specialized professional masters degree program at U of T Mississauga Economics should not be pursued at this point due to understaffing. The issue of revenue sources for the Department should be reviewed before new initiatives are discussed.

### **Students**

Students appear quite happy with the program. There is an active Economics Club. The reviewers reported that "students very much like the opportunities to be TA's and to have tutorials led by senior undergraduates who have recently taken similar courses. Hence we think the current practice of using undergrads as tutorial leaders in the 100 and 200 level courses serves the students well."

The reviewers considered several concerns that students had were legitimate.

- Students "resent the fact that there is a separate Commerce placement centre on the St. George campus and that they have the lowest priority at this centre. Students feel that U of T Mississauga should fund a similar centre on the U of T Mississauga campus. More generally, it seems likely that there will be growing dissatisfaction as Commerce students pay premium tuition to attend overlarge classes along with students who have not paid the premium. Such dissatisfaction could well compromise undergraduate student recruitment."
- Both Economics and Commerce students feel they need better advice about course selection in order to prepare for graduate school. The reviewers outline several suggestions for course and prerequisite content of the program.
- The software used by the Registrar's office appears to not be able to meet the needs of faculty and staff to check grades in core courses so that the minimum grade requirements are checked before students can enroll in the higher level courses Economics major program. The reviewers note there is a "weak link in the admission to the Economics major seems to occur in the beginning of the Fall semester, as ...the Registrar's office lets transfer students into the Economics major without consulting the department."

### **Staff**

The reviewers consider that support staff understaffing is serious, especially in the areas of office support and student counseling. The department should be able to hire the requested staff member as soon as possible. The counseling ratio is inadequate as is having one secretarial staff member. Economics is justified in asking for two additional staff members.

## **ADMINISTRATIVE RESPONSE (Commissioning Officer)**

### **Teaching and Research**

This is an impressive department that has made some first-rate appointments. At the same time, the department has had numerous retention struggles (and some faculty losses) in the last few years that have eroded its faculty complement, the result being that, like many other departments at U of T Mississauga, the reliance on non-tenured/tenure-stream and teaching-stream faculty to teach classes is very high (40% in this unit). Years of structural underfunding have resulted in an unacceptably high student:faculty ratio at U of T Mississauga. This number for the campus is approximately 39:1 as compared with the FAS (St. George campus) ratio of 26:1. In time, we believe the new budget model, as well as Provostial commitments to reducing the structural underfunding, will help to rectify this ratio, and the Dean has made a lower student:faculty ratio a central goal, particularly in areas of scholarly strength such as Economics, and a unit whose losses have been so acute. This year Economics was allowed to search for three positions, the highest number (with Management) of any department at U of T Mississauga. Economics is expected to remain a high priority area for investment given its enrolment, involvement in the Commerce program, and staffing needs.

## **Students**

The Dean and Department are very pleased with its first year tutorial program, which came in for praise from the reviewers, and all hope it will continue in the future. We have taken steps to address the other issues concerning students raised by the report. A student levy matched by the Dean is being used to provide financial support to student academic societies and so should help consolidate and stimulate the activities of the Economics Club.

The software used by the Registrar's office, while it has its limitations, is in fact a unique contribution at U of T in helping departments with the tedious work of prerequisite checking. Transfer students arriving late in the admission cycle and/or those who register themselves for courses for which they may not have the prerequisites have caused some confusion, and the Dean urges the department to work with the Registrar to identify ways that this might be minimized.

The Department is taking steps to advise students better about which Mathematics courses they should take, and how to prepare for graduate schools. U of T Mississauga students *do* have limited access to Rotman employer information sessions but also have access to centrally organized employer information sessions that are part of the on-campus recruitment process. U of T Mississauga has not and does not support the establishment of separate career centres for different academic programs, particularly at a time when we are better integrating our services for students. Instead, the U of T Mississauga Career Centre has tailored services to the needs of specific programs. The Career Centre hopes to expand and enhance job search coaching, employer activities and curriculum-based career development modules for Commerce students. The Career Centre has already mounted a range of events and workshops for Commerce students, including a "Fall Conference to Prepare for On-Campus Recruitment", "Specialized Networking Breakfasts", and "In-Class Management 300", to give a few examples.

## **Administrative Staffing**

The Dean agrees that historic staffing levels have been inadequate, particularly in light of the services expected by students in the commerce program who pay deregulated fees. In a period in which staffing levels are otherwise frozen at U of T Mississauga, the Dean has approved and increased staff complement for the department to help alleviate staffing pressures.

## REVIEW SUMMARY

<b>UNIT/PROGRAM DIVISION</b>	<b>Department of English and Drama</b> University of Toronto Mississauga
<b>DATE:</b>	October 11 - 12, 2007
<b>COMMISSIONING OFFICER:</b>	Dean, University of Toronto Mississauga
<b>PROGRAMS OFFERED:</b> <b>Undergraduate</b>	English, BA: Spec, Maj, Min Canadian Studies BA: Maj Theatre and Drama Studies, Spec, (joint with Sheridan College), Theatre, Drama and Performance Studies BA: Maj, Min
<b>EXTERNAL REVIEWERS</b> <b>International</b> <b>Canadian</b>	Prof. Russ McDonald, English, University of London Prof. Ina Ferris, English, University of Ottawa
<b>PREVIOUS REVIEW DATE:</b>	n/a Department established in 2003
<b>DOCUMENTATION PROVIDED TO REVIEWERS:</b>	<ul style="list-style-type: none"><li>• Terms of Reference</li><li>• Department self-study</li><li>• Undergraduate Handbook</li><li>• Graduate Handbook</li><li>• 2007-08 brochure of Theatre Erindale.</li><li>• <i>U of T Mississauga Steps Up: Plan 2010</i></li><li>• Information and statistics on U of T Mississauga and U of T</li><li>• Theatre &amp; Drama Studies Annual Report 2007</li></ul>
<b>CONSULTATION PROCESS:</b>	The reviewers met with the U of T Mississauga Principal, the Department Chair and the Chair of the tri-campus Graduate Department of English; Director, Graduate Centre for the Study of Drama. St George; Director, U of T Mississauga Theatre, Drama and Performance Studies; Program Coordinator of Theatre and Drama Studies (who is located at Sheridan); Production Manager of Theatre Erindale; and Technical Director of Multi-media Studio Theatre in the Contemporary Communication Technologies Building. The reviewers met with faculty members, sessional instructors, undergraduate students, administrative staff, and teaching assistants.

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

The reviewers laud the department in having “a first-rate faculty, and its teaching and research profiles make it compare very favourably with departments much larger in size on both the national and the international scene.” However, the reviewers concluded that the Department is “gravely understaffed” so that it is impossible to fulfill its mission responsibly and successfully. The Department relies increasingly for undergraduate teaching on a large numbers of sessional instructors; the imbalance between instructors and tenure track faculty is “extraordinary”. At the time of the review, 78% of courses were being taught by sessional instructors. Permanent faculty members cannot cover the standard areas and periods and important emerging fields are not covered.

#### Curriculum and research

The curriculum is generally sound representing “a prudent mixture of traditional, canonical literature and newer, emergent forms and approaches, both of which are necessary for a successful program.” The Department recognizes the need for flexibility and variety. Its 2004 two-year study considered changes in personnel, disciplinary shifts, and student demand in evaluating and modifying its curriculum. The reviewers observed that the fourth-year seminars are especially valuable in providing a small classroom experience. The seminars allow instructors to share their scholarly research in a modest way with their advanced undergraduates, and more than one faculty member commented affirmatively on the exceptional work done by the students in such courses.

U of T Mississauga faculty scholarship is “first-rate, meeting the highest international standards” and the Department has a large number of external research grants. Reviewers commented: “Their books and articles are signs of a thriving research culture, evidence that the members of the Department of English and Drama are engaged in, and are seen by their peers around the world to be engaged in, the most significant, up-to-date thinking in the discipline.”

The Department’s Research Opportunity Program (ROP) is the result of efforts to make students more aware of faculty research. ROP faculty and students appeared enthusiastic about this initiative that places certain 2<sup>nd</sup> and 3<sup>rd</sup> year students with professors doing research. As ROP does not count as part of a regular teaching assignments and students’ research involvement is minimal, it remains to be seen how long faculty enthusiasm will last. The reviewers noted that a “senior seminar, in which some twenty students are exposed to the mind and instruction of a world-class scholar, is itself a way of perpetuating high standards of research, an effective site for the dissemination of research practices and analytic techniques. It needs to be recognized and promoted as such.”

The reviewers conclude that the joint Drama program with Sheridan College is a clear success: “The students are thriving, the faculty seem gratified with the programs, and the inescapable problems of institutional bridging appear to have been minimized.”

### **Academic Community**

Given the challenges that can arise with few students living on campus or spending large amounts of time there, the creation of the Department’s Student Advisory Committee is a meaningful and impressive way to foster community.

Faculty splitting time between U of T Mississauga and St. George campuses creates some tension between faculty and administration. The reviewers report that “faculty members believe that they do a good job with the U of T Mississauga students, that they should not be expected to spend more time at the U of T Mississauga campus, and that the U of T Mississauga’s senior administration should not begrudge them the time spent in research or in teaching graduate students at St. George.” The reviewers concluded: “The administrative idea that faculty members ought to be in their offices ready to interact with students is laudable in the abstract and might, in other academic circumstances, still be practicable. But the model of faculty-student collegiality pertinent to another era and another kind of institution does not apply here... we learned that most U of T Mississauga students spend little time on campus when not in class, working at demanding jobs elsewhere or returning to the nearby neighbourhoods and towns where they live.”

### **Organizational and administrative matters**

English and Drama were consolidated in 2003 into a single Department. The reviewers observed that the organizational structure functions well largely due to do the initial Chair’s leadership. Formalizing some of the implemented procedures would assist continuing the excellent pursuit of Department’s joint mission.

The Chair’s significant administrative burden was a concern and the reviewers recommended that the administrative load be more evenly dispersed. As junior faculty are starting to come up for tenure, the situation should improve in the next few years, but will not disappear. It is c

*Faculty members:* Despite efforts, “the pace of hiring is not keeping up with the pace of the increase in student numbers.” English and Drama teach almost one thousand more students than it did in 2003 and the number of students enrolled in specialist and major programs has also increased. The reviewers were concerned that “without substantial additional hiring of junior tenure/tenure-track faculty, the Department’s programs will become drastically attenuated.”

*Sessional instructors:* There is a split between the Department’s teaching (largely sessionals) and research mandates. These parallel streams do not meet and there is a feeling of a two-tiered structure. This is exacerbated by the fact that sessionals teach the bulk of U of T Mississauga courses. “Currently, the Department has twice as many sessional instructors as tenure/tenure-track faculty, and this situation may well portend the future, when one may anticipate not only higher student numbers at the University of Toronto Mississauga but an increase in research-related course releases and secondments of tenure/tenure-track faculty. The Department should thus explore and pursue initiatives that would

encourage a fuller integration of its sessional instructors.” The reviewers reported that sessional instructors were concerned about job security.

*Teaching assistants:* There was general agreement from members of the department for the need for more hours for teaching assistants. The reviewers reported that while student numbers have risen, the hours of teaching assistants have not kept pace proportionally with the rate of expansion. St. George doctoral students work as Teaching Assistants at the University of Toronto Mississauga. As markers, TAs are usually involved in the relatively new first-year Writing Improvement Initiative. The TAs suggested the initiative was sound but could benefit from being “more fully integrated into the courses and that the guidelines should be more clearly explained to students.” The reviewers reported administrative issues, for example, the lack of personal mail boxes on the St George campus that resulted in important mail being inadvertently mislaid.

### **Administrative Staff**

The reviewers reported that staff considered that the Department was presently working well but that staff indicated some concern if there were to be further expansion. A lack of technical support and expertise was a real source of frustration as were inadequate computer and internet service. Staff “felt that U of T Mississauga as a whole should recognize more fully the importance of the internet as a recruitment and publicity tool, and they suggested the possibility of hiring an external company to manage web sites.”

### **Infrastructure**

The reviewers noted that the facilities are inadequate for the needs of the Department and that the space “compares very poorly to the new buildings on campus”. There were widespread complaints about the building in particular that, because of lack of space, English and Drama courses are taught across the campus and this dilutes any sense of community among students”. The reviewers indicated that a “new building or an extension of the existing building should be a priority in U of T Mississauga’s building plans. So too should the promised addition to the Erindale Theatre, which would consolidate and upgrade backstage facilities.”

## **ADMINISTRATIVE RESPONSE (Commissioning Officer)**

### **Curriculum and Research/Academic Community**

The Dean appreciates the reviewers’ recognition of the scholarly and curricular strengths of the department. Over the past few years the department has undertaken a rigorous re-evaluation of its curriculum leading to a reform of the programs in 2006. Their programs are immensely popular, well-taught and continue to attract large numbers of U of T Mississauga students.

The Dean shares the reviewers’ estimation of the scholarly strengths of the department’s faculty. This department has recruited gifted scholars and supported their scholarly trajectory. He appreciates the importance of the linkage to the graduate department and the efforts that the Chair makes to enable faculty members to enjoy this relationship.

The Dean is committed to the intellectual development of our students, both within and outside the classroom. The recent establishment of student academic societies, funded jointly by the Dean’s Office and a student levy will facilitate this. The department’s plan to organize noon get-togethers with students will also be beneficial. The Dean encourages faculty involvement in, and support to, students as they establish the first English and Drama Academic Society and organize events to enrich the academic experience.

Members of this department have played key roles in fostering undergraduate research through the Research Opportunity Program. The Dean agrees with the reviewers that we need to explore ways of rewarding such supervisory service as well as highlighting the role that experiences such as fourth year seminars play in exposing students to original research. He will discuss with U of T Mississauga chairs expanding our vehicles for celebrating and showcasing this aspect of our enterprise.

## **Organizational and Administrative Matters**

The department is fortunate to be well served by a talented cadre of sessional instructors and commends the Chair on her efforts to integrate and foster the careers of these instructors. The chair and members of the department took exception to the reviewers' implication of two solitudes involving, respectively, tenured/tenure-stream faculty and sessional instructors, one noting that "there is ongoing professional dialogue between all instructional staff in the department."

Currently 78% of the program's courses are taught by non-tenured/tenure-stream faculty, a ratio that is the highest for any department at U of T Mississauga. Years of structural underfunding have resulted in an unacceptably high student:faculty ratio at U of T Mississauga. This number for the campus is approximately 39:1 as compared with the Faculty of Arts and Science ratio of 26:1. In time, we believe the new budget model, as well as Provostial commitments to reducing the structural underfunding, will help to rectify this ratio, and the Dean has made a lower student:faculty ratio a central goal. However, in the interim, U of T Mississauga departments will need to continue to rely on a variety of instructional resources. The Dean is very receptive to the reviewers' recommendation for more tenure-track positions in the department, and has this year authorized two searches. The Dean's Office will continue to monitor the faculty:student ratio as future complement allocation decisions are being made.

The administrative burden on the Chair continues to be an issue. A number of tenured faculty in this Department have been seconded to the St. George campus to fulfill administrative roles in the graduate program and in centres and collaborative programs, exacerbating this problem. The Dean is sensitive to the challenges this situation poses for the Chair and will do whatever possible to ensure the workload does not become untenable.

Contrary to the reviewers' findings, TA hours have indeed increased with enrolment growth (although they have not kept pace). TA hours remain, however, on a par with those in the St. George (FAS) English department. The Dean's Office (supported by the Student Experience Fund) has sponsored a variety of writing initiatives that have increased teaching assistant resources. In addition, the Dean has flowed 70% of the tri-campus graduate enrolment expansion funds that it receives directly to departments to build budgets that can be used to ameliorate conditions for graduate students and to increase TA budgets. Finally, with the assistance of our Chairs and our Business Services Department, the Dean's Office has developed a set of templates for the departments to establish their base TA needs as a means of flowing regular and predictable budgets to the departments.

## **Infrastructure**

As a result of enrolment and staffing increases, the quality and availability of space is a problem for both our administrative and academic departments. In contrast to some implications of the report, no pattern of divisional preferences can be ascertained in the allotment of space and facilities resources. Lab-based scientists labour in comparable conditions of outdated and tight facilities in the South Building. New buildings, such as the Hazel McCallion Academic Learning Centre (and the new gymnasium and student housing) benefit all students, and the Culture, Communication, and Technology building houses humanities, social science, and science initiatives.

We have developed a comprehensive plan for the expansion and renewal of the North Building and Erindale Theatre, and this plan was submitted to the University as one of our five proposals for provincial infrastructure support. As it was not final ones presented for the University overall, in the meantime, we have been upgrading the department offices within the North Building, such that the quality and attractiveness of departmental space there is now comparable to most offices across campus and the "high school appearance" cited in the report is steadily being diminished. This includes the provision of more study space and computer stations. A small renovation to the MiST (theater) is in process creating more flexibility and better utilization of the space. Without doubt, U of T Mississauga needs more classrooms (and an Instructional Centre is currently being considered by the Province for funding) but, in the short term, there is no remedy to the dispersion of English and Drama classes across a number of buildings.

The Dean has been in regular communication with the Director of the Jackman Humanities Institute concerning a U of T Mississauga facility to provide advanced digital humanities workstations and allow for broadband interactivity with humanists on other campuses.

## REVIEW SUMMARY

<b>UNIT/PROGRAM DIVISION</b>	<b>Department of Management</b> University of Toronto Mississauga
<b>DATE:</b>	November 2007
<b>COMMISSIONING OFFICER:</b>	Dean, University of Toronto Mississauga
<b>PROGRAMS OFFERED:</b>	
<b>Undergraduate</b>	Management, BA: Specialist Management, BA/BSc: Major Commerce and Finance, BCom: Specialist Commerce and Finance: Accounting, BCom: Specialist Commerce and Finance: Finance, BCom: Specialist Commerce and Finance: Human Resource Management, BCom: Specialist Commerce and Finance: Marketing, BCom: Specialist Commerce, BA: major
<b>Graduate:</b>	Master of Management & Professional Accounting, MMPA Master of Management of Innovation, MMI
<b>Diploma/Certificate:</b>	Diploma in Investigative and Forensic Accounting (DIFA)
<b>EXTERNAL REVIEWERS</b>	
<b>International</b>	Prof. Stephen A. Zeff, Herbert S. Autrey Professor of Accounting, Jesse H. Jones Graduate School of Management, Rice University
<b>Canadian</b>	Prof. Mary Dean Lee, Desautels Faculty of Management, McGill University
<b>PREVIOUS REVIEW DATE:</b>	n/a Department established in 2003
<b>RECENT OCGS REVIEW DATE:</b>	DIFA: 2005/06
<b>DOCUMENTATION PROVIDED TO REVIEWERS:</b>	Terms of Reference Departmental Self-Study Faculty CVs Department Stepping Up Plan Joseph L. Rotman School of Management External Review Report, 2004 DIFA OCGS report, 2006 Course Outlines, Undergraduate Program Maps MMPA Information U of T Mississauga Steps Up Plan 2010, Tri-Campus Framework, Performance Indicators, University of Toronto Facts and Figures 2006, University of Toronto Mississauga Academic Calendar 2007-2008, University of Toronto Viewbook 2007-2008
<b>CONSULTATION PROCESS:</b>	The reviewers met with the U of T Mississauga Dean and Vice-Principal Research, Undergraduate and Graduate Students; the Department Chair; faculty members; lecturers undergraduate and graduate students; administrative staff; the Directors of graduate programs (Diploma in Investigative and Forensic Accounting, Master of Management and Professional Accounting Program, Master of Management of Innovation); the Director of Management and Commerce; and the Chair of the Department of Economics.

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

### **Size, scope, quality & priorities of the undergraduate programs**

The Department's undergraduate programs, in collaboration with the Department of Economics, "appear to provide a rich and varied set of offerings for U of T Mississauga students." Overall the students are happy and the quality of programs is high. Students are generally satisfied.

The reviewers were concerned with the over-reliance on non tenure-stream faculty to teach both necessary courses in Management (58%) and Economics (40%) in the undergraduate programs in which they collaborate. Tenure-stream faculty were teaching on an overload basis. Though this practice was initiated so that the Department could introduce its independent programs, it was now deemed unsustainable beyond the short term. They conjectured that, as non tenure-stream faculty are generally not involved in research, they may not bring the research perspective to the curriculum finding possible support for this assumption in their examination of the accounting course contents and lack of reading assignments. However, the reviewers did note that those engaged in significant practice in the business community are enriching and essential.

The reviewers characterized the undergraduate management faculty as very high quality, enthusiastic and committed. Faculty indicated they felt under-resourced and under-valued by U of T Mississauga and Joseph L. Rotman School of Management despite high student demand for programs. The reviewers considered that an amazing percentage of faculty were performing at an unusually high level, thus attesting to their value.

The review team was concerned with "the capacity of the current faculty to deliver the necessary electives to fulfill the promise of the variety of programs being offered to students." They suggested the Department consider streamlining their specialty and major programs and reexamine the set up for students to take courses on other campuses to ensure a minimum number of spots for U of T Mississauga students in Rotman courses. They considered that offering a Bachelor of Business Administration (BBA) in addition to the honours BA was a good idea that might consolidate offerings. Students commented that the HBA should be converted to a BBA for the Management Specialists as it is a more relevant degree.

Overall, "students seem very satisfied with their programs, especially the teaching, the sense of community, and faculty and staff responsiveness to their concerns". Students raised a few issues that may or may not be widespread. Examples of these included: Some students who were not focused on accounting felt the BCom offerings were too oriented towards accounting; HBA students had switched from BCom and found it more flexible and management oriented; BCom students felt the Career Placement Centre focuses too much on the a few accounting firms; a frustration in not getting spots in Rotman courses; and specific concerns regarding the curriculum.

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

The reviewers were impressed with the tenure-stream faculty's research success and note that "all appear to continue to be active and strong contributors in their respective fields". Reviewers were "very impressed" with the quality of the assistant professors: "They have published or are seeking to publish papers in respected peer-reviewed journals, and they either currently have research grant funding or are actively seeking grants as collaborators with others. They also have been proactive and systematic in their efforts to establish ties and working relationships with their colleagues at Rotman."

In terms of the non-tenure stream faculty, the reviewers note that they are "a very professional and dedicated group, and we are convinced that they make an essential contribution to the students' educational program, through bringing their professional expertise and experience to bear on the learning process. Some have been evaluated very highly for their teaching excellence, and others have been active in textbook publishing or in leading initiatives to facilitate students getting more opportunity to gain work experience while still in school.

### **University of Toronto Mississauga faculty members and graduate programs**

The reviewers were "very impressed" with the graduate and diploma programs: "All three respond to important needs, and they are offered and managed at a high level of quality." They commended faculty's



readiness to develop and launch innovative programs as indicative of the Department's strength. They felt it would be premature to convert DIFA to a Masters program until U of T Mississauga provides the resources to substantially increase tenure-stream faculty.

MMPA students were very enthusiastic and quite satisfied with the program. They desired a dedicated social space for management students and wanted better access to Rotman.

### **The Department's collaborative activities with other programs and departments**

The long-time relationship with the Department of Economics is valuable, collaborative and amicable. The Chairs agree about the need for more tenure-stream professors "to serve the needs of the academic programs adequately at both the undergraduate and graduate levels."

The MMI program is offered jointly with the Department of Health Policy, Management and Evaluation of the Faculty of Medicine.

The Department programs have notable ties with external organizations. The DIFA program is a partnership with the Montréal's École des Hautes Études Commerciales (HEC), and the Canadian Institute of Chartered Accountants (CICA). There is strong support for the MMPA program by large accounting firms -- 46% of its students have found co-op positions during the last three years.

The reviewers observed "clear evidence of strain or tension between" the Department and Rotman. Despite benefits of associating with Rotman, many faculty members felt like "second-class citizens", indicating that Rotman was not providing access to Rotman private work space and Department faculty were not integrated with Rotman faculty on the UofT website. Though junior tenure-stream faculty are held to Rotman standards at hiring time and are judged by Rotman faculty and held to the same standard at tenure review, they have to work extraordinarily hard to make and sustain relationships with Rotman colleagues. Compensation inequities across campuses were noted. The team considered the high quality junior faculty "to receive less support and encouragement from senior faculty than their peers at Rotman; they also reported less back-up research support in situations where their applications for external research grants were not successful." This sense of poor interaction came out in interviews with non tenure-stream faculty.

Senior tenure-stream faculty at U of T Mississauga were disappointed with the "discontinuation of Department faculty automatically receiving an appointment in the graduate management department at the University when offered a position at U of T Mississauga". A few years ago, there was a change that meant new faculty receive a "cross-appointment" in the graduate management department, which is more restrictive and is seen as further evidence of Rotman moving to distance itself from the Department of Management at U of T Mississauga."

Tensions in the relationship between the Department of Management and U of T Mississauga administration were noted by the reviewers. Faculty and staff perceived the Department as a source of revenue for the campus but with a lack of respect from U of T Mississauga administration. Staff members feel overworked. There were "miscommunications" on recent hiring decisions and salary offers, some of which seemed to be exacerbated by the relationship with Rotman.

The reviewers recommended that the Department obtain much "greater affirmation of support from U of T Mississauga in order to build its tenure-stream component of the faculty and establish a better foundation for being a more independent and well-respected unit on its own merits rather than be viewed as operating in the shadow of Rotman." They suggested that the Rotman School "adopt a posture of proactively fostering a climate in which the management programs at the other two campuses can develop and flourish." The team was "disappointed and dismayed" by the way Rotman separates itself from colleagues in whose appointments it has played a decisive role.

The reviewers were heartened by the "positive reports of constructive and appreciative relationships between individual faculty on the two campuses." They concluded that the "long-term well-being and future growth and development of U of T Mississauga's Department of Management is more dependent on sustained and supportive relationships between faculty across the two campuses."

## **Organizational structure, collegial culture, governance system and morale of the Department**

Spirit and morale of the Department are exceptionally high. The reviewers report that the Department perceives that there is an “imbalanced budget” allocated to the Department in relation to proportion to generated revenue.

Administrative staff are overstretched and feel there is no acknowledgment or appreciation for the additional work they have taken on due at U of T Mississauga. The reviewers note that the students “are paying deregulated tuition and should expect a level of service meeting a high standard.”

When the MMPA program is completely transferred from Rotman to the Department, the reviewers suggest that there will be a great opportunity for fundraising from accounting firms who greatly benefit from the talented U of T Mississauga candidates. Such funds could support or endow Chairs in Accounting “to provide additional senior leadership both to carry forward the MMPA program and to build a core group of research-oriented faculty in accounting which will be critical to the academic soundness of the Department’s undergraduate and graduate degree programs.”

### **Long-range plan**

The Department of Management has a clear vision of its mission. The reviewers endorsed the plan to develop in directions that capitalize on the uniqueness of the U of T Mississauga site by setting out specific niches through innovative programs that are highly differentiated from the downtown campus. They believed that the potential for the Department is great if it adheres to this vision, however, the goal may not be achievable unless there is an increase of tenure-stream faculty, an expansion of facilities and the infrastructure of administrative support. The small number of tenure-stream faculty has implications on leadership, students and staff development. The new Finance Centre needs a new staff person to manage it. Further expansion plans should not be considered until resources to support expansion are committed.

### **Stature of the Department**

The reviewers conclude that the “quality of the tenure-stream faculty is very high, and that those hired in recent years are clearly comparable to those being hired at other research-intensive and highly ranked management schools in Canada.” The reviewers reiterate concerns regarding funding for the Department, lack of senior faculty.

## **ADMINISTRATIVE RESPONSE (Commissioning Officer)**

### **Size, Scope, Quality and Priorities of the Undergraduate Program**

The Dean was pleased to see the positive comments made about the department’s commitment to teaching and the students’ positive assessment of their programs. Despite the fact that its complement has doubled in the last 8 years, the department, like many at U of T Mississauga, continues to rely heavily on part-time and sessional instructors. With funding from the Dean, the Chair has made some strategically astute part-time and term-limited appointments of very high quality instructors to provide more instructional stability to the undergraduate programs.

Since the report was written, the Dean worked with the Department to develop the Bachelor of Business Administration (BBA) degree, and this new degree designation for U of T Mississauga has been passed through all levels of governance (the first cohort was admitted in September 2009).

The Chair was concerned that the report focused too much on the accounting program but appreciated some of the suggestions for enhancement of the program. Management and Commerce students are not permitted to take courses on St. George (and vice versa) and it is doubtful this will change in the near future.

The reviewers rightly comment on the need for an increase in the size of the tenure-stream complement. This year the department has 3 tenure-stream searches underway (the highest number — shared with

Economics — at U of T Mississauga) so significant progress is being made to increase the faculty complement.

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

The Dean appreciates the very positive assessment of the faculty's research success and dedication. The Dean also shares the reviewers' appraisal of the department's success in recruiting and retaining a cadre of non-tenure-stream faculty who are highly regarded within their professions and are not only current, but indeed shaping the education of future professionals in Management. The Chair has played and continues to play a key role in this process.

The need to redress the Department's sense of being undervalued and misunderstood has been a priority of the current Dean since he took office. Since the review, the Dean has met 3 times with the full Department faculty and has made progress in fostering better communication.

### **U of T Mississauga faculty members and graduate programs**

The Dean concurs with the reviewers that emerging current cluster of professional masters programs and diplomas is helping to create an innovative, distinctive, and potentially high-profile role for the Department and campus in graduate education in management. The Dean is highly committed to the Department's graduate programs, including the recently introduced Master of Management of Innovation (MMI), providing it with new faculty and staffing until it consolidates itself financially. The Dean and Chair are working to design a model for the proposed Convergence Centre that will place training in the management of professions at the core of our various professional masters programs across a range of disciplines.

The Dean and Chair are fully committed to the creation of this "Convergence Institute" as be a home to Management's and U of T Mississauga's professional master's programs and are actively seeking funding opportunities for this project.

### **The Department's collaborative activities with other programs and departments**

While the Department enjoys healthy collaborative relationships with many partners, including departments within U of T Mississauga, U of T, and external professional organizations, its relationship with the Rotman School has clearly been the source of some frustration over time. Certain features of this relationship, such as the ambiguity about tri-campus protocol and lack of clarity about the actual role of the graduate department in general – and particularly in the lives of U of T Mississauga faculty can be further addressed. Sorting out the details of a tri-campus graduate program for the arts and sciences has been a difficult endeavour, and the tri-campus management issues mirror some of these difficulties and create some of their own.

The Dean has reinstated semesterly meetings with the Deans of The Rotman School and U of T Scarborough to address tri-campus management issues and to improve relationships. The Dean has been assured that the current plans for an expansion of Rotman facilities will provide appropriate shared office space for U of T Mississauga campus faculty and will help to create a better sense of cohesion among faculty with similar research interests. Although some of the issues (how faculty are listed on a Rotman web page) are the prerogative of the Rotman School, the Dean believes that continued high-quality hiring, the strengthening of U of T Mississauga Department, and continued collegial discussions can best yield a tri-campus system designed for maximal international profile for the University's management programs as a whole.

The concerns raised about inequities between Rotman and U of T Mississauga salaries have been partially addressed through a Provost-led review of salaries of tenured faculty, which resulted in salary adjustments, where appropriate. In addition, all new faculty salaries are reviewed with the Rotman administration to determine the appropriate range, and we have begun to harmonize policy on (non-executive MBA) stipends.

Since arriving, the Dean has sought to understand and ease tensions in the relationship between the Department of Management and U of T Mississauga administration by opening up lines of communication, and he has focused in particular on achieving clarity with respect to funding issues.

The Department appears to have derived considerable benefit from the enhanced revenues generated by its programs: the Department's administrative complement has increased substantially since 2003, more dramatically than in any other department at U of T Mississauga. The Dean and Principal supported the recent establishment of the Li Koon Chun Finance Learning Centre, a state-of-the-art trading simulation laboratory, housed in the Hazel McCallion Academic Learning Centre. In addition to continuing positions, the Dean has authorized the appointment of part-time and term-limited appointments, allocations based solely on the enhanced revenues the department generates.

The question remains as to whether the funding that is flowed to the department is commensurate with the revenues it generates. A major priority for the Dean and the department is clarification of the revenue generated by the Department, as well as clarification of what portion of shared programs, such as Commerce, should flow to Economics, which has seen little benefit from this funding source. The Dean has asked U of T Mississauga Business Services to create a revenue and expense audit of the Department's programs under the new budget model, so that the Department and the campus administration can work with the same set of numbers regarding the Department's budgetary position.

### **Organizational structure, collegial culture, governance system and morale of the Department/Future of the Department**

The overarching thrust of the review was the need to infuse more resources to enable this department to achieve its aspirations at the graduate and undergraduate level and to be an internationally prominent centre of management education. The Dean and Chair agree with the reviewers' perspective that a fundraising campaign to increase complement and provide more senior leadership is essential. This, combined with the measures outlined in this response, should help the department to overcome the obstacles now facing it.

## REVIEW SUMMARY

<b>UNIT/PROGRAM DIVISION</b>	<b>Department of Mathematics and Computational Sciences</b> University of Toronto Mississauga
<b>DATE:</b>	October 29 - 30, 2007
<b>COMMISSIONING OFFICER:</b>	Dean, University of Toronto Mississauga
<b>PROGRAMS OFFERED:</b> Undergraduate	Computer Science, BSc: Spec, Maj Information Security, BSc: Spec Mathematical Sciences (Science):L Spec, Maj Statistics, BSc: Spec, Maj
<b>EXTERNAL REVIEWERS</b> International Canadian	Prof. Vahid Tarokh, Harvard University Prof. Niky Kamran, McGill University
<b>PREVIOUS REVIEW DATE:</b>	n/a Department established in 2003
<b>DOCUMENTATION PROVIDED TO REVIEWERS:</b>	Terms of Reference Departmental Self-Study Faculty member CVs U of T Mississauga Steps Up Plan 2010, Academic Calendar 2007-2008, and Viewbook 2007-2008 U of T Tri-Campus Framework, Performance Indicators, Facts and Figures 2006, Viewbook 2007-2008 University of Toronto Mississauga Viewbook 2007-2008
<b>CONSULTATION PROCESS:</b>	The reviewers met with the U of T Mississauga Dean, the Vice-Principal Research and Vice-Dean, the interim Chair and outgoing Chair, tri-campus Graduate Department Chairs of Mathematics and Statistics, administrative and technical staff, faculty and teaching staff, and undergraduate students.

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

### Scope, quality and relevance of faculty research activities

The reviewers consider the Department's research profile to reflect a remarkable variety. This, along with faculty collegiality, is an asset to the Department. In order to strengthen research, the reviewers recommended the Department "leverage the existence of the reputable existing programs at U of T St. George by using better communication media such a video conferencing tools to hold joint seminars and research lectures... This can bring graduate students at U of T Mississauga and faculty at FAS (St. George) together and foster new research collaborations."

The reviewers recommend that U of T Mississauga consider providing a variety of incentives to enhance the presence of postdoctoral fellows and teaching assistants on campus.

### Size, scope, quality & priorities of the undergraduate programs

The reviewers were impressed with the Department members' dedication to teaching. The undergraduate student experience is positive in part due to smaller class size and the availability of friendly faculty and staff. They noted that there is "a good set of U of T Mississauga-specific initiatives that complement the existing programs at the St. George campus, including, bio-informatics, mathematical finance, forensic computing, the Laboratory for Geometry, Algebra, Number Theory and their IT Applications (GANITA) and RISK labs." The reviewers were "impressed by the community building effort amongst computer

science lecturers across campuses, which manifest itself by the existence of a special retreat during which mutual concerns and suggestions for improvement can be freely aired.”

The reviewers expressed concern regarding over reliance on non-continuing instructors, temporary staff, graduate and undergraduate students for teaching needs. They indicated that teaching resources were “stretched beyond imagination.” Though instructors and temporary staff were extremely dedicated, they reviewers commented that they are operating under “extremely difficult conditions.”

The reviewers were concerned with the lack of unified admission standards amongst U of T campuses. They felt that lower U of T Mississauga admission standards perpetuate a perception that would be detrimental in the long run and recommended an increase in admission standards.

The computational infrastructure in the Department is appropriate to the needs of faculty and students.

### **Department administration**

The former Chair had a strong vision for the Department's future and played a key role in encouraging a number of initiatives that strengthened the Department's role and visibility within U of T Mississauga in terms of teaching and research. The interim Chair has a genuine appreciation for the Department's three Mathematical Sciences disciplines and is dedicated to the Department's further growth, as well as introducing successful innovative programs. Support staff, though lean, handles a “wide variety of tasks with extraordinary dedication and competence.” However, the situation may not be sustainable. More incentives or assistance through the hiring of additional staff could be introduced to reduce workload.

### **Facilities and infrastructure**

The reviewers identified that the need for space is currently a “serious obstacle to further cohesion and community building in the Department.” Space shortage makes it very difficult for the teaching, research and operation of the department and can result in unnecessary costs.

There are no faculty or student lounges and the reviewers indicated a need for lounges one each for undergraduate and graduate students, and faculty and teaching staff. Student lounges should help improve sense of community, may motivate students to spend time on campus, and could house weekly student seminars.

The reviewers recommended that the current faculty office sharing arrangements end as soon as possible. The arrangements do not allow for all faculty to attend work simultaneously or to mount large faculty meetings. Those who share offices do not have a strong sense of privacy or belonging. Some faculty members identify more with St. George where they have individual offices and resources. Though a faculty member may be supported by U of T Mississauga, he or she may not feel a strong allegiance to the U of T Mississauga campus.

The reviewers further recommended that faculty members be moved to a common building and that faculty from different disciplines should be “uniformly distributed within the same block in order to create a feeling of a more homogeneous department and to stimulate cross-disciplinary interactions.” They suggested that the underused, library free up some of its space for faculty offices and move more towards providing its collection electronically.

### **Relations with other units**

The reviewers reported a disturbing sense of lack of co-operation with St. George campus in that U of T Mississauga students and staff appear to be treated as “second class citizens”, and that St. George administrative staff are not sufficiently sympathetic to the needs of U of T Mississauga instructors. There was evidence of a lack of constructive dialogue within the U of T system. The reviewers urged that these issues be openly addressed and resolved quickly and amicably.

Despite the significant local presence of mathematical and computer science related industry around the U of T Mississauga campus, no significant effort has been made to leverage this advantage: “interactions with computer science related industry, financial institutions, actuarial science firms, data mining related industry, etc. could be very healthy both for the research of faculty and for undergraduate development (e.g. internship, co-op programs).” The reviewers recommended a co-op coordinator be recruited as a

liaison with the local industry, and the co-op program should be overhauled and modeled after successful existing programs.

## **ADMINISTRATIVE RESPONSE (Commissioning Officer)**

### **Scope, Quality, and Relevance of Faculty Research Activities**

The Dean agrees with the report's finding about the quality and collegiality of U of T Mississauga faculty. With respect to the idea of fostering closer linkages with the St. George department through videoconferencing of colloquia, etc. the Dean would leave that up to the department (although we are developing the facilities to facilitate such exchanges): he expects that faculty members would currently generally prefer to arrange their schedules so as to be able to attend colloquia and other events on whichever campus they are occurring. The Dean is aware that U of T Mississauga departments that do not conduct their research or have graduate students studying onsite have difficulty generating a strong intellectual atmosphere on campus. This is an issue that his office, the Vice-Principal Research, and the U of T Mississauga chairs have been working to address. The idea of providing supplemental funding to postdoctoral fellows and graduate students as incentives to work at U of T Mississauga is not an attractive option to the Dean and would likely contravene the collective agreement for TAs.

### **Size, scope, quality and priorities of the undergraduate programs**

The Dean welcomes the positive comments about the undergraduate experience and about the dedication to teaching the reviewers found among members of the teaching staff. The reviewers' comments that teaching resources were 'stretched beyond imagination' is not shared by the Dean. This department has, relative to many other departments at U of T Mississauga, a low student to faculty ratio, with a relatively low reliance on non-tenured/tenure-stream and non-tenured faculty to deliver its programs. Teaching assignments and loads among the continuing faculty appear to be reasonable. Of course, these numbers have to be put into context of a very high overall student to teacher ratio at U of T Mississauga. The use of graduate students to teach some of the first and second year students is not unique. A preliminary review of TA allocations to the department did not reveal that resources are inadequate; rather, we noted that some courses with 10 – 20 students had TA support. Some internal redistribution of TA funds may be needed to fortify TA support for first year courses. The Dean and the new Chair are in consultations about this prospect.

Over the period of growth, U of T Mississauga's admission average cutoffs have been rising, almost approximating those of St. George. However, a unified admission standard is contrary to University practice which sets admission and enrolment targets in consultation with individual divisions. The Dean, Registrar, and the department are all united in their determination to continually raise the quality of the entering classes, reflected in, among other indices, their entering averages.

### **Department Administration**

Since the time of the review, the Dean has agreed in principle to the addition of one additional staff member to the Department through the creation of a position of Department Manager. The timing of the allocation of such a position will be determined in consultation with the CAO.

### **Facilities and Infrastructure**

Space remains the most pressing concern of the Department, as it does for many departments at U of T Mississauga. As a campus we are currently functioning with less than 80% of the Council of Ontario University guidelines for space. We have recently moved all MCS faculty out of the portable buildings and expect to be able to consolidate MCS facilities considerably upon completion of the Mississauga Medical Academy and the South Building renovations (Phase 1). In addition, we have proposed a Science Building for Provincial infrastructural funding, and the sum total of these projects will allow for a consolidation of the MCS footprint and the provision of full offices to all full-time faculty. The Department currently has some internal flexibility to alleviate some of the issues raised in the report (including the practice of shared offices) and the Dean would strongly urge the Department to provide single dedicated offices to all full-time faculty members. The Dean is currently working with the Chair and the CAO's office

to provide laboratory space following the move of the GANITA lab downtown (given the relocation of the former chair).

Given the premium on space, the recommendation regarding multiple lounges is not a priority for either the Department or for the Dean.

### **Relations with Other Units**

The current chair was confounded by the suggestion of discord between the U of T Mississauga and St. George departments or of a sentiment of being 'second class citizens'. Relations are strong and positive. The only interpretation that might be plausible is based on an evolving practice in one of the discipline's undergraduate programs, specifically the fact that U of T Mississauga Computer Science students continue to need access occasionally (but far less so than in the past) to St. George courses in order to fulfill their degree requirements. As a result, a quota for spaces for U of T Mississauga was imposed. Nonetheless, every effort is made to facilitate our student's enrolment, where necessary, in St. George courses.

### **Community Outreach**

The department and the Dean do not share the reviewer's criticism of the Professional Experience Year or their view that we should move to a co-op program along the lines of Waterloo or UTSC. While not perfect, the program offers students real-world experience. In addition, the Dean has approved the relocation of the Experiential Learning coordinator into the Dean's office to enhance and coordinate service, experiential, and co-op learning opportunities.

The Dean supports more vital and various linkages with local industry and the community to generate opportunities for research, placement, and fundraising and both he and the Chair will invest time in furthering these objectives. The Chair has initiated the Mathematical Circle, a course offered at U of T Mississauga for gifted mathematical students in the high schools. The chair is further exploring the consolidation of linkages with local industry, and the Dean has discussed such links with our new Vice-Principal for Advancement.



## REVIEW SUMMARY

<b>UNIT/PROGRAM DIVISION</b>	<b>Department of Sociology</b> University of Toronto Mississauga
<b>DATE:</b>	November 8-9, 2007
<b>COMMISSIONING OFFICER:</b>	Dean, University of Toronto Mississauga
<b>PROGRAMS OFFERED:</b> Undergraduate	Sociology, BA: Spec, Major, Minor Crime Law and Deviance, BA: Spec, Maj
<b>EXTERNAL REVIEWERS</b> International Canadian	Prof. Christine Williams, Sociology, University of Texas at Austin Prof. Lauren Snider, Sociology, Queen's University
<b>DATE OF PREVIOUS REVIEW:</b>	n/a Department established in 2003
<b>DOCUMENTATION PROVIDED TO REVIEWERS:</b>	Terms of Reference Departmental Self-Study Faculty member CVs U of T Mississauga Steps Up Plan 2010, Academic Calendar 2007-2008, and Viewbook 2007-2008 U of T Tri-Campus Framework, Performance Indicators, Facts and Figures 2006, Viewbook 2007-2008
<b>CONSULTATION PROCESS:</b>	The reviewers met with the U of T Mississauga Dean, Department Chair and Associate Chair, faculty members, undergraduate students, administrative staff, and Academic Counsellor. At the St. George campus, the reviewers met with the Graduate and Associate Graduate Chairs, faculty members, and graduate students who serve as U of T Mississauga Teaching Assistants.

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

The Department of Sociology has many strengths. Intermediate and senior U of T Mississauga faculty are highly productive, well funded scholars with national and international reputations. Junior faculty are all publishing regularly in excellent venues and look very promising. In general, students were satisfied with the quality of teaching, library facilities and the structure of the program. The reviewers reported no complaints about resource constraints or salaries. Staff are excited to be part of a new and expanding campus and a growth initiative that is vigorous and ambitious.

The Department is undergoing expansion and improvement. This process has included the hiring of a number of talented young researchers. Optimism is weakened by low morale resulting from "contradictory pressures and unrealistic expectations placed on the junior faculty." The reviewers felt that cultivating the faculty's relationship with St. George, promoting greater transparency and democracy in governance, rewarding outstanding undergraduate mentoring, and broadening the criteria for excellence, these issues can be overcome.

#### Morale

The reviewers considered that the morale as related to tri-campus matters is the number one issue of concern. They reported contradictory, inconsistent and unclear expectations have led to pervasive anomie across the department's faculty members. It is the administration's view that faculty at U of T Mississauga are expected to involve themselves in the life of U of T Mississauga. This could include improving the undergraduate experience by engaging in a range of activity from spending time on campus to involvement in community outreach and recruitment. Simultaneously, the University is supposed to promote first class, internationally recognized research and nurture scholars and scholarship. "[H]iring, promotion and tenure are contingent on developing successful research careers by

securing peer-reviewed grants and publishing in first class venues....This requires access to first class graduate students, through informal interaction and teaching in the graduate program. The students and the courses are all downtown... Graduate students and faculty, especially junior faculty, identify with St. George campus... The result is a constant tension between the requirement to spend time at U of T Mississauga and enrich the undergraduate experience there, and their obligation (and desire) to supervise graduate students and develop their research and publication careers by spending time at St. George.”

The reviewers reported that faculty expressed concern regarding the tenure process and its attenuation, annual reviews, and the “apparent second-class status accorded to U of T Mississauga faculty.” U of T Mississauga faculty do not have permanent office space in the downtown sociology building although they are required to teach and mentor graduate students, and are expected to attend downtown meetings, lectures, and recruitment talks. U of T Mississauga faculty have little ability to select their own teaching assistants – there appears to be no institutionalized means to allow U of T Mississauga faculty to attract and keep particular TAs.

The reviewers recommended:

- Measures are developed to better integrate U of T Mississauga faculty with the downtown campus. Permanent, central, upgraded office space should be made available to each U of T Mississauga faculty member.
- Promotion of greater involvement of U of T Mississauga faculty with the TA allocation process. A system of assigning TAs should be considered, with faculty and graduate students both given the opportunity to state their preferences.
- Annual reviews of junior faculty should be conducted by the graduate chair.
- Greater transparency in the tenure process is recommended.
- Consider extending the pre-tenure probationary period to six years.

The reviewers reported that administrators and faculty stated that “Harvard was the model that the U of T sought to emulate. Junior faculty told us that this influenced the advice they received about publishing. They were told to develop an “international” reputation, but they understood this to mean that they must publish in the top U.S. journals.” The reviewers highlighted that this definition of scholarly excellence was overly narrow and inaccurate. They recommended that standards for excellence are expanded to include a broader range of high status publishing outlets, in recognition of the diversity of American/Harvard sociology. High status peer-reviewed articles, book chapters, and books published in Canadian, British and other non-U.S. international venues should be explicitly recognized as meeting the standards of excellence.

### **Process/Governance Issues**

The reviewers observed that there was virtually no Departmental democratic governance structure and lack of transparency for Departmental processes. This is of particular concern during the transition to a new chair as the selection process was unclear. The reviewers recommended that the U of T Mississauga Chair and faculty schedule an off-campus meeting or retreat to address governance issues. They might wish to draw up a constitution, form standing committees, or establish better lines of communication. The reviewers commented that faculty members should be allowed and encouraged to participate in the process of selecting the chair.

### **The Undergraduate Experience**

Class sizes have been growing, “in part to make up for lower-than-average course offerings, which were attributed to maternity leaves, successful research grants that permit faculty to teach fewer courses, and regular course reductions given to junior faculty.” Recent improvements to the curriculum have “rationalized and streamlined the degree programs.” The undergraduate major has selective entry requirements for its upper-level courses, and faculty sanctioned this requirement. The reviewers considered that undergraduate teaching is appropriately supported with teaching assistants per student.

Faculty, staff, and students were concerned that the U of T Mississauga campus lacked both community and vibrant student culture. Students generally only came to campus for classes. The reviewers noted that despite their physical absence from campus, “faculty were responsive, typically via email and phone,

to specific and routine questions and requests from staff and students” The reviewers flagged concerns related to the University’s mission to involve undergraduates in research given faculty do not receive individual credit for this often time-consuming effort.

Undergraduate student leaders expressed frustration at their inability to develop and sustain a sociology club. They described unsuccessful efforts to organize faculty activities and expressed desire for an internship program and involvement in faculty meetings. They lamented the lack of institutional access to other student groups and activities throughout the U of T campuses. The reviewers noted that though the student body is ethnically diverse, the faculty is not.

The reviewers recommended:

- Organization of course schedules and office hours so that at least one faculty member is present in the department during regular business hours.
- Rewarding faculty members who involve undergraduates in their research.
- Assigning a faculty member (preferably someone who is already tenured) to sponsor the sociology club, and reward this person accordingly.
- Developing a process by which students elect one or two representatives to attend faculty meetings.
- Consider hiring in the area of race/ethnicity, with the goal of enhancing the racial-ethnic diversity of the faculty.

### **ADMINISTRATIVE RESPONSE (Commissioning Officer)**

The report presents a somewhat negative image of the department’s accomplishments and challenges. As the former chair noted in his response to the review, it “devotes much attention to concerns expressed ... but paid little if any attention to the department’s achievements in renewing curriculum”, nor did it “comment on the department’s future staffing needs.” Rather than dwelling on the inadequacies of the report, the Dean’s response will focus on the main thrust of the report and how we might address the report’s key themes.

### **Teaching and Research**

The overriding recommendation emerging from the review relates to the morale of faculty, particularly junior faculty, whose principal concerns are the path to tenure and the desire to maintain a presence and meet expectations on two separate campuses. There are also concerns about work-life balance. The Chair has met with the pre-tenure faculty and focused on positive development in the wake of the three-year review to address their concerns. Consultation between the U of T Mississauga and the graduate chair is underway to address issues that can only be addressed under his purview, such as office space for U of T Mississauga faculty on the St. George campus. U of T Mississauga faculty are currently in a shared space, but the graduate department and FAS (St. George) Sociology Department have their own space constraints.

The Dean recognizes that relationships between departments and the St. George counterparts are highly differentiated at the U of T Mississauga, and to enforce a standard model would be highly destructive. He has met with the faculty on two occasions to hear their concerns and to strategize solutions.

With respect to the issue of time spent at the U of T Mississauga, the relocation of the department to an entirely newly renovated space in 2009, combined with the new library, the opening of a new child-care facility and state-of-the-art athletic facilities, should all increase the desirability of being on the U of T Mississauga campus. The Dean’s Office recognizes the historic difficulties of certain departments in the Humanities and Social Sciences in bridging a two-campus life, but he also argues that the increased opportunities for digital access to library holdings, the investments in graduate life (and academic life) on campus, and the current and future improvements to office and research space at the U of T Mississauga will help to reorient faculty attitudes over time.

**Process/Governance Issues:**

The new Chair has strived to make all decision-making in the department as transparent and inclusive as possible. She has held individual meetings with all faculty to identify individual concerns and find resolutions, where problems exist.

**The Undergraduate Experience**

The Dean and Chair believe that the report does not accurately reflect the reality of the undergraduate experience in this department (which is detailed in the self-study document.) Undergraduate teaching is very strong. The department also does well on other quality indicators such as its peer mentoring initiatives, participation in the Research Opportunity Program, employment of students in the Work-study program, submissions to the Dean's Essay Prize, the number of upper level undergraduates making paper or poster presentations at scholarly conferences, the proportion of fourth year students going on to graduate or professional training, etc. In addition, the reviewers neglect to comment on the department's achievements in curriculum renewal and improvement of the undergraduate experience.

The concerns raised about a lack of community and need for a more vital student community are genuine – and are not unique to this department. The establishment of a Sociology Undergraduate Society with enhanced funding (provided jointly by the Dean and by a student levy) is stimulating student involvement. The department will need to address students' desire to have more engagement with faculty and with their TAs, whose presence on campus is often very limited. The Dean urges the department to provide opportunities for students to engage with faculty and other students more actively, perhaps through “meet and greet your professor” social events.

The Chair has revitalized the curriculum committee – which is working towards more balanced upper year programming, particularly at the fourth year level.

**Expectations for tenure**

Neither the Chair nor the Dean hold the view espoused in this section of the report concerning a “Harvard of the North”, and we are troubled that such a view has any traction whatsoever among junior faculty. In fact, we advocate the pursuit of excellence in scholarship very much in accordance with the recommended avenues cited by the reviewers. The balance between a dedication to teaching and pursuit of scholarly excellence is no different in this department than elsewhere on campus or throughout the University. U of T has a single standard of excellence for tenure and a coherent focus across all three campuses on the student experience.

## University of Toronto Scarborough

## REVIEW SUMMARY

<b>UNIT/PROGRAM:</b>	<b>Department of Social Sciences</b> University of Toronto Scarborough
<b>DATE:</b>	January 17-18, 2008
<b>COMMISSIONING OFFICER:</b>	Vice-Principal (Academic) and Dean
<b>PROGRAMS OFFERED:</b> Undergraduate	Anthropology, BA/BSc: Spec, Maj, Co-op City Studies, BA: Maj, Co-op Diaspora and Transnational Studies, BA: Maj Health Studies, BA/BSc: Maj, Co-op Human Geography, BA: Maj International Development Studies, BA/BSc: Spec, Co-op, & Maj, Co-op International Studies, BA: Maj, Co-op International Development & Environmental Studies, BA/BSc: Spec, Co-op Medical Anthropology, BA/BSc: Spec New Media Studies, BA: Maj, Joint with Centennial Physical and Human Geography, BA: Maj Political Science, BA: Spec, Maj Public Policy, BA: Maj, Co-op Society and Environment, BA: Maj Sociology, BA: Spec, Co-op and Maj
<b>Graduate:</b>	Participates in the tri-campus M.A., Ph.D.
<b>EXTERNAL REVIEWERS</b> International Canadian	Prof. Trevor Barnes, Department of Geography, University of British Columbia Prof. Robert Silverman, Department of Sociology, Queen's University Prof. Reeta Tremblay, Dean of Arts, Memorial University of Newfoundland
<b>DATE OF PREVIOUS REVIEW:</b>	2004
<b>SUMMARY FINDINGS AND RECOMMENDATIONS OF PREVIOUS REVIEW:</b>	<p>The reviewers reported that the Department underwent a period of rapid expansion, adding ten new colleagues since 2000-01. Several programs either added a co-op option, or newly created a co-op component. These programs were very popular with students. Some of the strongest increases in enrolment were being seen in the interdisciplinary programs (e.g. City Studies, Health Studies).</p> <p>Despite the research activity and teaching success of the group, a culture of faculty absenteeism seemed to pervade the department. Such a pattern was of concern.</p> <p>Departmental management:</p> <ul style="list-style-type: none"><li>• The Department needs to develop <i>a scholarly vision</i>.</li><li>• <i>Undergraduate program delivery though strong, could be improved.</i> Students appear concerned about the culture of absenteeism among faculty, resulting in the sense among students that their inquiries and attempts to talk with their professors constitute an imposition. It was hoped that the new Chair might construct collegial networks and an attractive infrastructure so that faculty are motivated to spend their days at UTSC.</li><li>• <i>The link between classroom content and the co-op experience needed to be strengthened in some programs.</i> While the UTSC administration had given a high priority to co-op and its expansion, faculty members</li></ul>

in the Department felt poorly informed about the co-op programs and the operations of the Arts Co-op Office. A more meaningful consultation process between the Chair, UTSC administration and Department faculty members needed to be established.

- *The Department should consider adding Economics to its range of disciplines.* Reviewers were concerned about the absence of appropriate economic content to programs in Health Studies, City Studies, International Development Studies and others.
- *The culture of the Department should continue to encourage research excellence.*
- *More support staff should be hired.* This was a firm recommendation of the 2000 review, yet there has been no action on the matter.

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

- Terms of Reference
- Department Review and Self-study
- External review, 2004
- Department academic plan 2004-2010
- CVs of department faculty members
- Relevant calendars
- Reviewer guidelines for reviewing academic programs
- Department review, 2000
- Guidelines for Review of Academic Program and Units

#### **CONSULTATION PROCESS:**

The reviewers met with the Dean; the Chair; Undergraduate and Graduate Students; faculty and teaching staff from Geography, Sociology, Anthropology, Political Science, Health Studies, Social Sciences, Inter-Disciplinary Group, International Development Studies, and staff.

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

The reviewers characterized Social Science at UTSC as “great but untapped potential, a place where a special kind of education might be possible”. They were impressed by the “wide array of innovative interdisciplinary programs, by the diversity of the student body” by the new building, teaching facilities and faculty and teaching staff. The new faculty members generally have good research profiles, and several of the senior faculty have disciplinary reputations.” They concluded that all are “committed to and enthusiastic about the diverse student body.” They found commendable the availability of co-op in a wide range of programs, the recent addition of a departmental staff person, and an increase in the budget for teaching assistants.

Despite some improvements since the 2000 review, the reviewers considered that many critical issues from that review have not been addressed and require attention. The reviewers felt that the self-study was unusual and did not provide adequate information to allow them to comment on the nature or quality of most of the unit’s programs, departmental structure, curriculum and teaching issues, faculty member accomplishments, and other matters relevant for the department. The reviewers concluded that they could not comment on the “nature or quality of most of the programs” offered by the department.. The inconsistent style of the faculty CVs made the reviewers’ work more difficult. The reviewers strongly suggested a consistent style be employed in future.

#### **Structure of the Department of Social Sciences**

The reviewers concluded that the “current structure is dysfunctional and must be changed for the disciplines to move forward”:

“The department was, evidently, established on the supposition that interdisciplinarity would result from housing four individual disciplines within the single one of social sciences. This has not happened. We heard of no interdisciplinary research initiatives generated in the department. There are interdisciplinary programs but likely they would have developed irrespective of the Departmental model. In effect, there is a Department of Social Sciences

with four (or more) distinct disciplines, each one as much an intellectual silo as one would find on most North American campuses.”

Considering that “strong interdisciplinary programs require strong disciplinary programs”, the reviewers noted that only two departmental interdisciplinary programs were strong. The others were described as “orphans” that “emerged idiosyncratically, associated with the agendas of particular individuals, rather than being planned and integrated systematically from the outset.” Once mounted, the “University provided limited or no resources for their operation. Had appropriate resources been available from the beginning, the current situation might not have occurred.”

The reviewers recommended that four interdisciplinary programs be “housed within the current disciplines”: City Studies and Society and Environment in the department of Geography; International Studies and Public Policy in the department of Political Science (“If that department is not willing to take ownership of International Studies and give the curriculum the rigor it currently lacks, the program should be dropped.”); New Media Studies and Diaspora and Transnational Studies need to remain, more or less, as they are given their nature. They reported that the New Media Studies program is currently being reviewed separately.

They strongly recommended that: “All of the interdisciplinary programs should be subject to serious curriculum review. There should be a moratorium on new interdisciplinary programs until such a review is complete.” The reviewers were “struck that students could obtain a degree with two interdisciplinary majors. We are doubtful that this is either good pedagogy or serves students well.”

*Alternative structures:* The reviewers considered that the least useful alternative for program and departmental structure would be to continue with the current departmental structure but align the programs as above. They considered that keeping the programs but forming independent departments of Geography, Political Science, Sociology, and Anthropology. Perhaps Sociology and Anthropology could be combined though that likely would not last.

*Governance changes:* The reviewers considered that the department of Social Sciences could be retained as an “administrative superstructure” with housing of the programs as noted above. The disciplinary representatives could be set as Associate Chairs for the department, with authority to set the disciplinary vision, responsibility for hiring areas and budget requests. A clear selection process should be set, as well as a specific term for their service. Planning for the department could be undertaken by the group of the Chair and Associate Chairs.

## **Academic programs**

Overall, the reviewers recommended that all programs undertake a curriculum review. In addition, students should be tracked after graduation as this would provide “an important measure of success of the programs, which can be used both in program evaluation and planning”.

### Health Studies

The reviewers noted that the program is attractive for students but, as it currently stands, the program “lacks intellectual rigor and rationale”. Students’ needs were not being met and they were under the impression that enrolling in the program was a means to enter medical school. They considered that least one full time appointment is necessary for the viability of the program.

The reviewers concluded that the Health Studies program “needs a comprehensive review” by a “task force of strong faculty members”.

### International Development Studies

The reviewers considered this to be a strong program that “attracts the very best students in the Department.” However, the program must undergo a thorough review, including a review of the curriculum as it appears that students do not have core courses that represent the discipline. Then, given its success, this program should be added to the discipline mix in the Department of Social Sciences. Permanent dedicated faculty are required.

### Sociology

This area was highlighted as it had “shrunk enrolments” by using grade requirements, considering that this would increase the quality of the applicant pool to the program. The reviewers found members of this discipline to be the most “demoralized and skeptical”, believing Sociology was a “cash cow... generating significant revenues from



very large classes, but with no increase in the faculty roster.” Faculty members viewed new hires as critical. Despite attention given to their department in the 2000 review, it seems that appropriate action was not taken. The reviewers recommend that “attention be paid to Sociology. The issues they believe are affecting them should be examined, and some remedy be offered.”

### Co-op Program

The reviewers reported that the co-op program is a “major selling point” for UTSC, noting that it is “generally a successful program” led by an enthusiastic director. The program has attracted excellent students to the International Development Studies program. However, there are some problems: It is difficult to secure Social Sciences placements; sometimes there is lack of clarity in specifying the expectations of students in the program or in the disciplines. They noted the Director was aware of these issues.

### **The student experience**

The reviewers noted that “neither the materials we examined nor the interviews referred to the student experience as central or important to the mission of the Department. Perhaps, it was considered “a given” but we suspect not.” They highlighted that the department’s vision and mission “must consider the student experience as a central one”.

The attrition rate is “far above” what the reviewers considered acceptable or desirable. The reviewers considered that the student admission criteria should be explored. The classroom experience should be reviewed as “no indication of the quality of education” provided to students was presented to the reviewers. Students “are under the impression that their instructors are hired by St. George and spend most of their time there so they never get to see them. While they generally like this campus, there is clearly a disconnect between them and faculty members. The students also complained that there were a lot of courses in the calendar that were not offered, and that interdisciplinary programs had few dedicated courses. More serious was a complaint that a student could not take a 4<sup>th</sup> year seminar she needed to graduate.”

The diversity of the student population is desirable, however, according to faculty members “ethnic diversity, especially in combination with English as a second language, can create problems of adjustment at University... Student-teaching is more labour intensive and special resources may be necessary to ensure their success in a University environment. In particular, special attention should be given to writing skills. While the writing facility has enjoyed success with science students in writing lab reports, a different model will be necessary for the social sciences and humanities. Several faculty members noted that the writing skills of many students are below what they expect at a University level.” The reviewers suggested that tracking students early so that intervention can be offered where academic difficulties arise would be a good idea.

### **Resources**

The reviewers concluded that the department did not have sufficient resources to “do their job well” and this had not changed since it was noted in the 2000 review. The classroom experience, including student:faculty ratio should be reviewed, with smaller class sizes in seminar classes. The number of faculty members are not enough to sustain the current and planned needs of the department. UTSC should commit the resources to deal with the issues identified by the review.

### **Faculty experience and the relationship with the St. George Campus**

The reviewers noted that faculty members “feel stretched and are aware of the danger of divided loyalties but are generally content with the arrangements at UTSC. There is allegiance to this campus.”

There was a lack of mentoring of junior faculty members, lacking also in feedback during the annual review process and appropriate assistance with research proposals. The recommended that the department should put in place “more formal mechanisms for introducing faculty members to Departmental expectations and to research help” to guide, clarify expectations, resources and procedures. The reviewers considered that it was not a good practice for junior faculty to teach large classes.

With regards to the graduate program, faculty and graduate students were “comfortable with the two campus arrangement”. Most faculty members taught courses and/or supervised students at St. George. There are a few graduate students at UTSC. The reviewers reported that these students seem “quite happy with the arrangement

benefiting from the availability of office space and TA support, but to some extent missing the 'culture' of the graduate program downtown."

However, the reviewers noted that there was a cost to this arrangement for UTSC undergraduate students in that there is a feeling on the part of UTSC undergraduates that they don't have enough access to professors: "They believe they are all appointed downtown and come up to Scarborough to teach and then disappear." The reviewers noted that "if there was more of an intellectual life at Scarborough, faculty members would be attracted to spend more time on campus. Further, undergraduate students might be given a taste of the discipline in ways that are not available to them in the classroom. For instance, if Scarborough had a high profile speaker series in which the speakers only spoke at this campus (not downtown), it might generate traffic from downtown to Scarborough, rather than the other way around."

### **Staff**

The reviewers reported that "everyone is enthusiastic about the abilities of the staff". Their complement has increased and is at the appropriate level. The reviewers considered that the distribution of workload, in terms of workload periods, could do with an assessment.

### **Administration**

The reviewers reported that faculty members considered that decision-making was centralized, without consideration of their input, or at some times their opinions or recommendations. The reviewers recommended that: "Measures should be taken either to ameliorate the perceptions or to be honest."

### **The New Chair of the Department**

It appeared to reviewers that no one was willing to take on leadership of the department as the current chair's end of term, especially "given the low morale of the faculty members regarding their lack of involvement in the planning process and the lack of financial and staff resources". The reviewers recommended that the administration "seriously consider the restructuring of the department and think of hiring an external chair. But before this can be done, the senior administration will have to commit to substantially increasing the department's resources."

## **ADMINISTRATIVE RESPONSE (Commissioning Officer)**

We are grateful to the reviewers for their many thoughtful comments and suggestions and for their positive evaluation of the strength of potential among faculty, faculty's sense of allegiance to the campus, the innovative programs offered by the Department and the availability of co-op in a wide range of programs. These strengths will form a solid foundation upon which to rebuild the disciplines in new departmental forms. The reviewers observations point to many issues of great importance to the future of social sciences at UTSC.

The external review also discussed at length several problems, including the "dysfunctional" structure of the Department, the lack of rigour in a number of programs, low morale among faculty and a seeming disregard for the student experience. These issues were deemed by the Dean to be serious enough to halt the search for a new Chair and to focus immediately on addressing these matters. The Dean is pleased with the progress that has been made thus far.

It is our belief that the future direction of the Department must be determined in a collaborative and collegial manner. The active participation of all members of the Department is crucial, if we are to find a solution that is meaningful and inspires enthusiasm and commitment. In March 2008, following receipt of the external review, the Principal and Dean met with the members of the Department to initiate a discussion about the future direction of the Department. This meeting was a constructive first step in the process and subsequently the Dean invited all members of the Department to provide input on the following six areas: Issues arising from the Report of the External Reviewers; Curriculum review; Mentoring issues; Interdisciplinary programs; Strategic vision for the campus; and the new Chair of the Department.

In May 2008, the Dean provided a summary of the input and his response. Excerpts from that document follow:

### *1. Issues arising from the Report of the External Reviewers*

There is general agreement among the respondents that the External Reviewers raise important issues. The detrimental impact of too few faculty on the quality of the students' educational experience and shared concerns about the graduation rate, especially as a result of enrolment expansion is acknowledged.

#### **Dean's Response:**

- Some progress in addressing the problem of underfunding has been made through an increase of TA support. We expect to be in a position to enable adequate on-going funding for TA support.
- In 2008 the Department had 3 vacant faculty positions, down from 9 in 2003-2004, but during the same period the number of CLTA positions had increased from 3 to 13 and the number of active positions had increased substantially. Some searches in the Department have been difficult, with a number of them unsuccessful for several years. The challenge facing the Department is to develop academic positions that not only meet a clearly articulated academic need, but also are broad enough to attract a wide and deep pool of applicants. The Dean urged the Department to consider carefully possible reasons for the failure of the searches and to develop meaningful ways to address them and to consider the composition of the teaching staff across all appointment categories (tenure-stream and teaching-stream faculty, CLTAs, and post-doctoral fellows).
- The Dean acknowledged that the resource situation was not acceptable and recognized the importance of maintaining a high standard for admission to UT Scarborough. These are areas that have been given high priority in the UTSC Strategic Plan.

There was also general agreement with the Reviewers' conclusion that the departmental structure is dysfunctional. It was noted that there is no compelling pedagogical reason for the current structure and some believe that student interests would be better served by single-discipline departments, removing one more layer of hierarchy and providing closer alignment with departments at the other two campuses. The current structure further complicates tri-campus relationships, impedes senior faculty from taking on leadership positions because the high administrative workload does not come with commensurate authority, complicates the integration of new faculty and affects transparency of decision-making. However, rather than restructuring, some respondents considered the most pressing problem to be the shortage of faculty. This fundamental resource deficit presents enormous obstacles to providing innovative and quality education for students. This having been said, it was also noted that the Department must have something with which to attract new faculty and, as a first step, ways must be found to solve ongoing problems such as low morale, lack of collegial support/rapprochement and faculty absence from the campus.

Many took issue with the reviewers' remark regarding the Department's apparent lack of interest in the student experience and suggest that the reviewers possibly reached this conclusion after too little investigation and conversation with too few students. In the self-studies, e.g. that of Political Science, concerns about the student experience formed a major theme. During conversations with the reviewers faculty members expressed concerns about the high student-to-faculty ratio, too few small seminars, and insufficient writing support. It was noted that the teaching evaluations of many faculty in the Department are very positive, despite rising enrolments and class sizes, and examples were given where faculty have experimented with ways of improving the students' learning experience, such as incorporating active learning methods in classes and creating mentorship opportunities.

**Dean's Response:**

- The Dean is committed to working with the faculty to find ways to augment resources, however, it is also incumbent on the teaching staff to consider new options to address the challenges described above. He urged them to work with the Centre for Teaching and Learning at UTSC and cognate services at the University to explore pedagogically sound approaches towards enhancing the student learning experience and strengthening the education process.

It was noted by some respondents that there are several reasons for faculty, graduate and undergraduate students to be absent from campus, in particular the lack of space and limited library resources, TA opportunities and access by public transportation. Further, graduate teaching obligations take faculty members downtown.

**Dean's Response:**

- These are problems that are faced by all the Departments at UT Scarborough. The challenge is for us all to find imaginative solutions to overcome these obstacles.
- As a means of providing immediate space relief, modular temporary buildings have been opened on the campus.
- Efforts continue at UTSC to find ways to make this campus the academic home for faculty, through, for example, developing graduate programs that are distinctive and attract the highest caliber of graduate students.

**2. Curriculum review:**

Respondents expressed support for curriculum review, not only of each program but also of the Department's programs as a whole and of general standards, e.g. for class size by year of program. There was agreement on the recommendation for a moratorium on new programs prior to the completion of the review.

**Dean's Response:**

- The Dean was gratified by the very strong support of respondents for a thorough curriculum review. He stressed the importance of including not only a careful look at the academic goals and structure of each program but also how the programs meet students' aspirations. Those programs that do not generate sufficient student interest should either be discontinued or significantly reconstituted.

**3. Mentoring issues:**

Among faculty who responded there appears to be a variety of experience, ranging from no mentoring at all, to casual "corridor conversation" style mentoring from senior faculty, to formalized mentorship programs provided by the Graduate Department. Generally, junior faculty indicated an interest in mentorship programs, including access to a pool of people who can offer advice on different aspects of their career, information sessions on, for example, the tenure process, as well as being assigned a single mentor; however, it was noted that care must be taken to ensure that the information provided is consistent across each format. It was suggested that a staff person be assigned to administer the mentorship program in order to maintain a formalized arrangement.

**Dean's Response:**

- Similar matters have been raised in the other academic departments at UT Scarborough, despite current efforts to provide mentoring support and orientation (for example, the New Faculty Orientation sessions offered by the Dean's Office and the Centre for Teaching and Learning and Grant writing support offered by the Vice-Principal, Research). Clearly more must be done. We intend to assess all mentoring programs with a view to finding ways to improve support of our new faculty. We will also conduct focus groups of recently hired faculty to solicit their input.

#### 4. New Chair

There was overwhelming agreement that an Interim Chair be appointed for a period of one or two years, with a mandate to lead the Department in addressing the issues, including restructuring the Department. There was strong support for the appointment of Associate Chairs during this interim period.

After consultation with the Principal and members of the Department, the Dean appointed Prof. Ted Relph as Interim Chair for a two-year term, effective July 1, 2008, with his primary mandate being to work with the Department and UTSC administration to address the problems facing the Department.

During the Fall of 2008, the Interim Chair led a number of intense discussions about the structure of the Department. Several options for splitting the Department were considered, including that suggested by the reviewers. None of the options discussed had much support, in part, because there appears to be no obvious way to subdivide without running the risk of simply reproducing existing problems in smaller units. In the coming months, we will continue to grapple with the issue of departmental structure(s) until a satisfactory solution is reached. An approved plan for the new structure(s) must be in place by the end of the summer 2009, so that a new Chair(s) can be in place by July 1, 2010. In the meantime, the Interim Chair has developed a stronger administrative structure for the Department, which includes the establishment of two Associate Chairs who will be responsible for a cluster of programs and a shift from discipline representatives to program directors.

As part of a campus-wide planning process, the Department has developed an academic plan that focuses on addressing tensions and imbalances that were created over the past five years primarily by the poorly implemented introduction of additional programs while at the same time coping with massive enrolment increases and stagnant growth of faculty and budgetary resources. The main goals of the academic plan are to correct problems in academic organization, to put in place an administrative structure that will be able to handle an extraordinarily high level of faculty replacement over the next five or six years and to use these two forms of structural reorganization to enhance the best aspects of recent innovation in programs in the Department. The convergence of these three aims will require substantial changes in the Department that will need to be carefully managed. The Department plans to put in place a stable structure(s) that will simultaneously provide excellent programs, provide a foundation from which future innovative programs might grow and enhance the experience of students in Social Sciences. In addition the plan calls for improving governance so that decision making becomes more transparent and democratic.

The Department's academic plan calls for a rationalization of programs, including the reduction of the number of programs offered. This focus on rationalizing the programs and courses offered will enable the Department to realistically assess staffing needs so that a sustainable level can be reached. Some progress has already been made. The New Media Studies program has been moved to the Department of Humanities, where it is well integrated with that Department's new Major program in Media Studies, which has a strong core curriculum that unifies its three concentrations: Critical Journalism, Cinema and Visual Culture and New Media. Society and Environment, which has had a total annual enrolment of less than 30 for over five years, has been discontinued. In addition, there here have been initial discussions about ways to integrate International Studies into Political Science. City Studies has developed an innovative service learning component, and has added two dedicated courses to its curriculum.

The Department would like to see the Health Studies program moved out of the Department. This is the most heavily enrolled program in the Department with 850 program students, though it has only two contract faculty associated with it and there are three biological anthropologists who do much of their teaching in this program. Some progress has already been made to make the Health Studies curriculum more rigorous, including the introduction of a required foundations course on the social determinants of health and it is planned to follow this initiative with core courses on ethics and research methods. The administration is committed to offering a program in health, but as we move forward we will need to consider how the program might be restructured in order that an appropriate departmental home can be found or created while maintaining the strong undergraduate enrolment. The administration also acknowledges that additional faculty resources must be allocated to this program.

The Department has adopted the recommendation of the reviewers to treat International Development Studies as a discipline and will incorporate this into its administrative and governance structures. The IDS program is in high demand, attracts high caliber students and faculty are committed to seeing it continue to succeed but it has been based on an unsustainable model. During the 2007-08 academic year, a task force was established to review the program, in particular the protocols for the safety of students on placement abroad and for admission to the program. The Task Force submitted its report in May 2008. Many areas of concern, including safety abroad and admission to the program, have been successfully resolved. Other issues, such as the curriculum, will be addressed as part as the ongoing resolution of departmental concerns.

With regard to the reviewers' comments on the student experience, we recognize that the reviewers had very limited opportunities to meet with students and based their comments about the student experience largely on a discussion with a small group. We regret that we were not able to bring together more students to meet with them. Unfortunately, such a small group of students cannot be considered a representative sample of the approximately 3,500 students enrolled in Social Sciences programs. There is a general sense among faculty that the students' comments do not reflect the general view of students in Social Science programs. On the basis of course evaluations, the standards of teaching in the Department are high, and many of the senior undergraduate students interact closely with faculty by serving as RAs, working as assistants on field projects, or taking supervised research and reading course. Nevertheless, we take their comments about the student experience very seriously and will continue to seek ways to improve it.

Following the development and adoption of UTSC Degree Level Expectations in 2008/09, this academic year UTSC is revising its degree and program requirements as well as developing guidelines for the review of academic programs. The Department of Social Sciences will be one of three Departments whose academic programs will be thoroughly reviewed and revised during the 2009/10 academic year. At that time, careful consideration will be given to the external reviewers comments regarding the Department's programs as well as to ensuring that course offerings are commensurate with resources available. The Department plans to introduce social science foundations courses and capstone courses that will significantly improve the student experience, as well as making all the programs more solid.

The reviewers noted that the Department has insufficient faculty to sustain current and planned needs. We concur. The campus as a whole has been operating under very constrained circumstances following a doubling of student enrolment over a time when resources increased at a substantially lower rate. Now, during this time of general constraint, UTSC is in the fortunate position of being able to hire additional faculty. Four additional faculty positions were added to the Department complement during the current year and we anticipate adding more faculty in the coming years. The Department is requesting an increase over the planning period of seventeen faculty, with twelve in the tenure-stream and five in the teaching-stream. Department plans are still under review and any increases in complement will be commensurate with available resources. We are committed to ensuring that no further growth in student enrollment occurs until the campus in general, and this Department in particular, has reached a sustainable platform.

## REVIEW SUMMARY

<b>PROGRAM/UNIT DIVISION</b>	<b>Environmental Science and Technology Program</b> Department of Physical and Environmental Sciences, University of Toronto Scarborough
<b>DATE:</b>	June 5-6, 2008
<b>COMMISSIONING OFFICER:</b>	Vice-Principal (Academic) and Dean
<b>PROGRAMS OFFERED:</b> Undergraduate	Offered jointly with Centennial College: Environmental Science and Technology, BSc
<b>EXTERNAL REVIEWERS</b> International Canadian	Dr. J. Buttle, Department of Geography, Trent University, Peterborough Dr. S. Liss, Department of Environmental Biology and Associate Vice-President for Research, University of Guelph, Guelph
<b>PREVIOUS REVIEW DATE:</b>	This is the first review of the program which was first offered in 2003-04.
<b>DOCUMENTATION PROVIDED TO REVIEWERS:</b>	Terms of Reference Program Self Study Course materials and textbooks; Agreement on Academic Aspects of the Implementation of the Joint Program in Environmental Science and Technology (June 16, 2003) Program descriptions from UTSC Calendar and Centennial Calendar CVs of all faculty associated with the Program <i>Guidelines for Review of Academic Programs and Units</i>
<b>CONSULTATION PROCESS:</b>	The review team met with students, faculty members and administration of the University of Toronto at Scarborough and Centennial College. At UTSC, the reviewers met with the Vice-Dean, the Chair of the Department of Physical and Environmental Sciences, the current UTSC Program Supervisor, and students of the Joint program. The reviewers toured the teaching and research facilities in the Physical and Environmental Sciences. At Centennial the reviewers met with faculty members, the Manager of the Centre for Innovation and the Chair, Applied Biological and Environmental Sciences.

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

The reviewers consider that the Joint Environmental Science and Technology Program offered by UTSC and Centennial College is a “valuable option for preparing graduates with a combination of key theoretical and practical skills to work in the environmental field. UTSC and Centennial College bring considerable strengths, expertise, and excellent facilities in support of environmental science education and training. The program operates well below its potential despite being generally embraced by both partners. UTSC and Centennial College are well positioned to brand the Scarborough campus they share as a leading centre for environmental science.”

The reviewers noted the lack of coordination of the program on an academic and administrative level by both institutions and its faculty members, and make a number of recommendations to address these issues.

#### Quality of joint program

*Demand for the program:* The program does not seem to be in demand at either institution. It is undersubscribed and this is a great concern to faculty at UTSC and Centennial College who see it as a

unique and valuable program. Centennial College students who go on to obtain a university degree after receiving the college diploma and UTSC students who obtain a college diploma after their university degree appear to be obtaining professionally relevant work. The joint program appears to suit the needs of such students.

*Quality of the students:* Student quality is mixed. Some UTSC faculty expressed concern that Centennial College students who enter the program struggle with UTSC courses. It's unclear whether such students are a result of an articulation agreement rather than relating to students in the joint program. There are biases from faculty at both institutions regarding student performance but no real evidence of a problem

*Appropriateness of the program's structure:* The structure is sound on paper but the reviewers consider the program to be "bipartite" as opposed to joint in nature. The reviewers strongly support the program's emphasis on a strong background in chemistry. Course information provided to students is inconsistent at UTSC and more uniform at Centennial College. The reviewers recommend that attention be given to the expectations for undergraduate academic performance. Evaluation of the degree to which these courses are meeting students' academic needs is needed. Such evaluation needs interaction between UTSC and Centennial College faculty and a common curriculum committee for the joint program is recommended.

There should be focus on the use of modeling in the environmental sciences in upper year classes. This will address environmental issues and demonstrate the need for introductory calculus and physics. A capstone course that integrates student experience into the joint program should be advocated.

The reviewers recommend joint discussions between UTSC and Centennial College regarding the program's structure and ways to set it apart from the competition. UTSC's successful Masters of Environmental Science program could be used as a model to help promote "the joint program and cultivate interest amongst incoming undergraduates in it".

*Level of achievement of students:* Although evidence suggests that students who complete the joint program go on to graduate work, employment or further educational training in professional programs, there haven't been enough graduates to adequately assess this.

*Quality of teaching:* Centennial's emphasis on supporting students through the joint program is impressive as is UTSC's high level of teaching commitment in introductory sciences.

### **Scope of faculty members' involvement**

*Participation in teaching and delivery of the program:* The reviewers observed that this is difficult to gauge at both institutions, as joint program courses are regularly taught by faculty at these institutions for non-joint programs as well. They recommended that greater "faculty engagement in the joint program (initially through internal promotion of the joint program and through a joint curriculum committee) might encourage discussions about revising the joint program structure.... It might identify material covered in one or more courses at one institution that could be addressed to a greater or lesser degree or from a different and complementary perspective in course material at the other institution."

The reviewers considered that course delivery is at an appropriate level; however, faculty at both UTSC and Centennial College indicated that they were not aware of which students in their courses were enrolled in the joint program. Bringing this to their attention might result in the inclusion of course material that was particularly relevant to the joint program students.

*The extent to which research activities benefit students in the program:* The reviewers saw no clear evidence of this and suggested that "setting aside summer research assistantships to support joint program students to work on joint research projects with UTSC and Centennial College faculty would be one way of establishing a link between teaching and research in the joint program." They recommended that the two institutions "explore the possibility of establishing a matching program (with monies from faculty research program and from each institution) to support student research projects, some of which might be done as part of a co-op or internship placement".



## **Scope and nature of the relationship between UTSC and Centennial College**

UTSC's Program Supervisor and Centennial College's Program Coordinator are responsible for the operation of the joint program at each of the respective institutions. They have tried to sort out students' issues but there has been no attempt to have a meeting of UTSC and Centennial College faculty involved in program delivery since the programs inception. Faculty members from both institutions consider that a meeting is a good idea. Both "have expressed a commitment to the joint program, and UTSC has indicated they would support up to a 0.5 position to deal with administration of joint UTSC-Centennial College programs." The review team recommended that Centennial College contribute to this support in order to create a single full time equivalent position to administer all the joint programs.

## **Scope and nature of the program's connection to external government, academic and professional organizations.**

Connection to external government, academic and professional organizations was deemed difficult to judge by the reviewer but could be enhanced by an internship or co-op program. How external interactions with the joint program take place is unclear. Existing contacts should be taken advantage of "as a means of marketing the joint program. Strategies for developing these linkages should be developed jointly by UTSC and Centennial College faculty, based on an effective faculty team that has developed around the joint program. Part of this issue relates to growing out the applied research work at Centennial College and taking advantage of expertise and capacity at both institutions."

The review team didn't feel they were in a position to judge the Program's social impact. More emphasis on promoting the joint program should be put in place. The Environmental Students Society at Centennial College could be a vehicle for such promotion.

## **Appropriateness and effectiveness of organizational, administrative, financial structures**

*Organizational structures:* The reviewers considered that organizational structure was non-existent. The Environmental Students Society at Centennial College could be used to encourage cohesion. Library facilities at both schools are excellent and UTSC's undergraduate teaching labs are impressive.

*Administrative structures:* UTSC's Program Supervisor administers its joint program but receives no real compensation. A Program Coordinator administers the joint program at Centennial College and is allocated 4 hours per week for the program. They jointly review applications and agree on offers of admission to the joint program. Continuity on the part of the administration of both Centennial College and UTSC is needed to ensure "that articulation agreements related to this and other joint programs continue to function. An example of this commitment might be to encourage cross-teaching ... as part of course delivery in the joint program."

*Financial structures:* The lack of additional financial structures supporting the joint program could be improved by "greater promotion of the joint program, by commitment to student support for research, the development of program internships, etc."

*Management and leadership:* Leadership is lacking. A faculty "champion" is needed to focus on issues of academic leadership while joint administration of the program is needed. An online newsletter could assist communication between UTSC and Centennial College faculty and students regarding the joint program and its activities.

## **Morale of faculty, students and staff**

Faculty at both institutions "generally support the joint program and feel that it provides a high-quality education in the environmental sciences; however, they are unclear as to why it is undersubscribed by students. Student morale seems very good."

## **Special challenges facing the joint program in relation to: complement planning; enrolment planning; development/fundraising initiatives; and management and leadership.**

The challenges require attention from both institutions. The reviewers considered the key issues are administrative support for and academic leadership of the joint program; greater program promotion; possible accreditation and professionalization to increase the program profile. A curriculum review by

both institutions and its faculty members, may address some of the issues regarding ability to transfer some Centennial College course credits to UTSC.

*Recommendations:*

1. Establish enrolment targets with the goal to achieve this within a three year window. It is recommended that the steady-state intake be 24 students.
2. Establish a full time administrative coordinator to be jointly funded by UTSC and Centennial College to provide the necessary support for students in the program and to assist with promotion, clerical responsibilities and communication.
3. Provide adequate release for academic coordinators to be able to supply the required effort for curriculum review, student mentoring and recruitment, and encouraging faculty involvement in all aspects of the joint program (course delivery as well as participation in the activities noted in the subsequent recommendations).
4. Establish a joint curriculum committee comprising faculty members from both institutions and conduct a complete review of the curriculum structure, course content, and assessments for evaluating academic performance. Development of a capstone course is highly recommended.
5. Explore opportunities to participate in joint research and collaborative partnerships with industry.
6. Commit to incorporating co-op, internship and research opportunities in the program.
7. Incorporate opportunities for students to acquire professional designation(s) as environmental professionals.
8. Cultivate and expand student leadership opportunities for students in the joint program and integrate their involvement with other initiatives involving UTSC or Centennial College students in environmental science and technology programs.

#### **ADMINISTRATIVE RESPONSE (Commissioning Officer)**

The Dean is grateful to the reviewers for their many thoughtful comments and suggestions, which have helped to provide a clearer focus on the issues facing the program. Our partnership with Centennial College over the past five years has been a positive one. We remain mutually committed to advancing the excellence of our Joint Programs and to providing the very best learning experience for our students.

External reviews of all five of the UTSC-Centennial joint programs were conducted in tandem with a review of the Memorandum of Understanding between the two institutions, an agreement that was developed at the time that the joint programs were established. During the deliberations of the committee established to review the Memorandum, it became clear that certain common administrative issues needed addressing, in particular poor communication, registrarial difficulties, and insufficient contact between the two institutions. These issues were also raised in the program self studies and the reports of the external reviewers. We have developed a protocol for the academic administration of the programs, which we believe will enable us to administer and coordinate these programs better.

The protocol identifies three levels of oversight of the programs: 1) senior executive leadership will be provided by the Vice-President Academic at Centennial College and the Vice-Principal (Academic) and Dean at UTSC; 2) operational leadership will be provided by a Steering Committee co-chaired by the Centennial College Dean of the School of Communications, Media and Design and the UT Scarborough Vice-Dean and with a membership that includes the Centennial Deans and UTSC Chairs (or designate) for each program, the Registrars and Directors of Marketing from both institutions and two students enrolled in a joint program, the Assistant Dean and the Joint Programs Administrative Coordinators; 3) leadership on the academic aspects of each Joint Program will be provided by the Dean of the Faculty (CC) and Chair of the Department (UTSC) where the programs reside and a joint program curriculum committee will be established for each program. In addition, there will be at least 0.5 FTE staff support (Joint Programs Administrative Coordinator) at each institution for general administrative support for the Joint Programs. Among other duties, the Coordinators will be responsible for communications with students, the creation and maintenance of a Joint Programs web site and a student Handbook.

The Steering Committee met for the first time in February. It arranged for groups of faculty from the two institutions to revise the curriculum of each program following the recommendations of the external reviewers and the findings of the self-studies. The groups will report to the Steering Committee at the end

of May 2009. As well, the Directors of Marketing will prepare a marketing plan by the end of May. This will include the preparation of brochures and other promotional materials for the fall recruitment events: the University and College Fairs. We expect that representatives from both our institutions will jointly attend the Fairs. The Joint Programs website at UTSC is currently being updated. Redesign of the websites at both UTSC and Centennial College will be part of the marketing plan.

Some external reviewers suggested that more effort be put toward collecting data and opinions from students (incoming and outgoing) regarding expectations, satisfaction, employment outcomes etc. We agree and see such feedback as a key means by which the programs can be progressively improved. Coordination of these activities will be added to the duties of the Joint Programs Administrative Coordinators. In consultation with Program Supervisors, the Coordinators will develop a formal and standardized questionnaire that can be used for each of the joint programs. Such data will be centrally collected and distributed on an annual basis to all units involved with the joint programs.

### **Response to Specific Recommendations**

1. An intake target of at least 24 students has been set. To achieve this target will require more effort in recruiting. The University and Centennial College are undertaking active promotion of all the joint programs. The Department of Physical & Environmental Sciences and Centennial College are participating in a pilot project with ECO Canada (the Environmental Careers Organization of Canada) and two Toronto high schools to promote environmental science elements in the high school curriculum, leading ultimately to a “major stream” in the curriculum. If successful, this should expand to include all high schools and will form an excellent basis for program promotion.
2. See response above.
3. The Department of Physical & Environmental Sciences is seeking authorization to search for a late career environmental practitioner to join the department as lecturer. One of the responsibilities of this person would be to oversee the Joint Program and to provide the professional perspective on program content. Such a person would also provide a stronger connection to industry.
4. See response above. The curriculum revision group will explicitly consider the recommendation of a capstone core course for the program.
- 5&6. The Joint Program is now “co-op-able”. Summer research opportunities will continue to be promoted among the students and faculty. Students in the Joint Program have the opportunity to compete for NSERC Summer Research Fellowships as do all students in the department.
7. The Department is working with ECO Canada on a Canada-wide accreditation process for environmental programs at Canadian colleges and universities. The Department Chair serves on the advisory board for this initiative. It is expected that the Joint Program will be amongst the first programs accredited through this process.
8. The Departmental Student Association is an organization that has been proactively involved in department activities. Its current president is a Joint Program student. Such involvement will continue to be encouraged in the future.

## REVIEW SUMMARY

<b>PROGRAM/UNIT DIVISION</b>	<b>Industrial Microbiology</b> Department of Biological Sciences, University of Toronto Scarborough
<b>DATE:</b>	April 28-29, 2008
<b>COMMISSIONING OFFICER:</b>	Vice-Principal (Academic) and Dean
<b>PROGRAMS OFFERED:</b> Undergraduate	Offered jointly with Centennial College: Industrial Microbiology, BSc
<b>EXTERNAL REVIEWERS</b>	
<b>International</b>	Prof. Owen Ward, B.Sc. (Biochemistry) 1970, Ph.D. (Industrial Microbiology) 1973, National University of Ireland.
<b>Canadian</b>	Robert G. White P. Eng., CMC, B.A.Sc., (Civil Engineering) University of Toronto 1969, MBA University of Toronto 1985
<b>PREVIOUS REVIEW DATE:</b>	This is the first review of the program which was first offered in 2003-04.
<b>DOCUMENTATION PROVIDED TO REVIEWERS:</b>	Terms of reference Program Self Study Program descriptions from UTSC Calendar and Centennial Calendar CVs of all faculty associated with Program Guidelines for Review of Academic Programs and Units
<b>CONSULTATION PROCESS:</b>	The review team met with students, faculty members and administration of the University of Toronto at Scarborough and Centennial College. At UTSC, the reviewers met with the Vice-Dean, the Chair of the Department of Biological Sciences, the current UTSC Program Supervisor, and students of the joint program. The reviewers toured the teaching and research facilities in the Biological Sciences. At Centennial, the reviewers met with the Chair, Applied Biological and Environmental Sciences, the current Centennial Program Supervisor, and faculty members.

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

The Joint Specialist Program in Industrial Microbiology allows students to earn a four year Honours B.Sc. by taking courses as University of Toronto Scarborough (UTSC) and Centennial College. Students qualify for the Ontario Advanced Diploma in Biotechnology Technologist-Industrial Microbiology from Centennial College. The program meets the requirements of the Canadian Council of Technicians and Technologists (CCTT) and receives national accreditation status by the Canadian Technology Accreditation Board (CTAB).

The reviewers reported that the program “combines theory with technical practice, providing many opportunities for students to enhance their hands-on experience. The UTSC courses provide theoretical and academic depth in biology (ecology, physiology, cell and molecular biology) while also giving opportunity for a broad educational experience by the taking of elective courses. The Centennial College courses provide invaluable applied and practical experience in various aspects of microbiology, with an emphasis on project work that develops skills in research, laboratory techniques, report writing and presentation.”

The reviewers concluded that the “program is conceptually sound with the potential to provide students with an outstanding academic, experiential learning and personal development experience and to deliver graduates who are highly competitive for careers in the private and public sector and as postgraduate research students.” They strongly encouraged both institutions to consider their recommendations in order to address the program’s challenges and improve its delivery. The review team recommended the

creation of the Oversight Inter-institutional Board (OIB) to oversee all the joint programs including common issues, administration and academic matters. Separate boards could support the OIB for each program.

The reviewers addressed the terms of reference with respect to the quality of the program, scope of faculty member involvement, institutional relationships and other matters.

### **Quality of the program**

There is a low demand for the program due to lack of promotion and communication with potential students and employers. The program has lower admission criteria than UTSC programs. The reviewers identified several specific issues related to pre-requisites, grading, laboratory courses. The reviewers recommended engaging faculty to define learning objectives and create a development path matched by courses. The reviewers also identified specific matters related to the program's structure and curriculum.

The reviewers suggested the development of bridging programs to help students enter and progress through the program; organize sessions for UTSC and Centennial faculty and students to better understand and recognize the value of the college process of education, and have faculty develop a grade comparing mechanism. Cross-teaching opportunities should be identified by the two institutions, as well as a program champion at each institution. UTSC faculty should get involved in evaluating the college learning process and UTSC and Centennial faculty should work together to review and improve the evaluation and examination process as well as a "universal mechanism to evaluate quality of teaching" in the program.

### **Scope of faculty members' involvement in the program**

The reviewers reported a lack of cross-training of faculty between the two institutions. Again, involving the faculty from both institutions in the development of the program's learning objectives and a developmental path for students was recommended by the reviewers to increase faculty awareness and involvement in the program. The reviewers did not comment on how the faculty members' research activities benefit the students in the program.

### **The nature of the relationship between the two institutions**

The reviewers noted several institutional administrative matters that were identified as issues such as exam scheduling and lack of awareness of each other's courses and objectives. The development of a joint oversight board for all the joint programs was recommended by the reviewers. They recommended the development and implementation of policies and procedures to manage the program process and a process to measure the performance of administration and report back to the institutions.

### **Scope and nature of the program's connection to external government, academic and professional organizations.**

The reviewers considered that the scope and nature of the program were not clearly defined. Again, engagement of students, faculty and employers should result in the development of clear expectations as well as performance measures.

### **Appropriateness and effectiveness of the organizational, administrative and financial structures**

The reviewers reported many difficulties for the joint programs as related to registration, course setting, communication, lack of clear program manager/champion (rather than program coordinator), calendaring, pre-requisites, lack of community for students and faculty, assignment of credits, course lists, and grading confusion. The program is not managed well.

### **Morale of faculty, staff and students.**

There is no sense of ownership and UTSC faculty members do not appear to see the benefits or be committed to the program. There are mixed and at times, negative, feeling for the program both in terms of its objectives, administration and perceived benefits. There is a lack of appreciation for the objectives of the educational experience at each other's institution. The reviewers reiterated the need faculty to be engaged to articulate a shared vision and agree on objectives and performance indicators. Morale could be improved through articulated demonstration of student and graduate success.

Reviewers reported a lack of vision and strategy for the program, lack of enrolment and program planning, lack of awareness of the program and buy-in from faculty and staff.

The reviewers summarized the overall issues for the joint program and presented recommendations:

***Lack of a shared vision and commitment of faculty and staff***

The reviewers found a lack of shared vision on the parts of the program faculty members. They found the faculty members were not engaged in defining and planning the program's impact on students, faculty, administrative staff, employers, the community, and the two institutions. There was a lack of process on several levels: to achieve a collaborative relationship; to engage stakeholders to understand expectations; to measure the program's performance and report it to stakeholders; to improve process and the program against stakeholders' expectations, and to engage administrative staff in order to understand their expectations. There is a lack of awareness of the need for an effective "win-win relationship" between Centennial College and UTSC. A mechanism to engage faculty in program evaluation and improvement against stakeholders' expectations is wanting. Incentives are lacking for faculty from one school to teach at another.

The development of a "mission that recognizes that inter-institutional and interdisciplinary programs in general have the potential to be highly competitive in attracting the best students and delivering graduates who can be highly competitive in the new technology/global economy" should be developed by the two institutions. Faculty and staff should be engaged to articulate this shared vision and program objectives.

***Lack of faculty and staff involvement in Program and Program Design***

The reviewers found that UTSC faculty lack understanding and recognition of the value of the college process in education. They lack engagement to ensure "buy-in" for the program and make contributions to course content based on needs and the learning process. Broad faculty involvement was required in order to identify graduates' and employers' needs, in defining learning objectives, development path and identification of courses or bridging courses to meet objectives, and in the program's design and delivery. There was lack of participation on the part of the administration in program design and the identification of roles and responsibilities to ensure success.

***Students' needs not identified and addressed***

Reviewers noted the lack of clearly identified needs of graduates and employers of graduates; of defined learning objectives and development path matched by courses; of bridging programs for students and potential students to enter and progress through the program. Students lack understanding of the differences and value the process of university and college educational paths.

***Lack of promotion/marketing of the joint program***

The reviewers reported a lack of marketing strategy to promote the program to students and employers, and lack of communication with students, faculty and employers on the program's value. The program is considered a "well kept secret" and a greater number of students are required to ensure the viability of the program. The reviewers concluded that employers do not understand the programs credentials. The reviewers recommended that a program marketing strategy be developed and implemented in order to ensure students and potential students and employers are aware of the program.

***Inadequate Program administration***

The reviewers noted a lack of an effective method to evaluate the program's teaching quality. A lack of clearly defined relationships between the two institutions was identified as was the lack of policies and procedures to manage the program process between UTSC and Centennial College to avoid negative impacts on students and faculty. The program evaluation does not include a mechanism to compare grades in UTSC with those at Centennial. A process to continually improve the administrative process and program is lacking.

## **ADMINISTRATIVE RESPONSE (Commissioning Officer)**

The Dean is grateful to the reviewers for their many thoughtful comments and suggestions, which have helped to provide a clearer focus on the issues facing the program. Our partnership with Centennial College over the past five years has been a positive one. We remain mutually committed to advancing the excellence of our Joint Programs and to providing the very best learning experience for our students.

External reviews of all five of the UTSC-Centennial joint programs were conducted in tandem with a review of the Memorandum of Understanding between the two institutions, an agreement that was developed at the time that the joint programs were established. During the deliberations of the committee established to review the Memorandum, it became clear that certain common administrative issues needed addressing, in particular poor communication, registrarial difficulties, and insufficient contact between the two institutions. These issues were also raised in the program self studies and the reports of the external reviewers. We have developed a protocol for the academic administration of the programs, which we believe will enable us to administer and coordinate these programs better.

The protocol identifies three levels of oversight of the programs: 1) senior executive leadership will be provided by the Vice-President Academic at Centennial College and the Vice-Principal (Academic) and Dean at UTSC; 2) operational leadership will be provided by a Steering Committee co-chaired by the Centennial College Dean of the School of Communications, Media and Design and the UT Scarborough Vice-Dean and with a membership that includes the Centennial Deans and UTSC Chairs (or designate) for each program, the Registrars and Directors of Marketing from both institutions and two students enrolled in a joint program, the Assistant Dean and the Joint Programs Administrative Coordinators; 3) leadership on the academic aspects of each Joint Program will be provided by the Dean of the Faculty (CC) and Chair of the Department (UTSC) where the programs reside and a joint program curriculum committee will be established for each program. In addition, there will be at least 0.5 FTE staff support (Joint Programs Administrative Coordinator) at each institution for general administrative support for the Joint Programs. Among other duties, the Coordinators will be responsible for communications with students, the creation and maintenance of a Joint Programs web site and a student Handbook.

The Steering Committee met for the first time in February. It arranged for groups of faculty from the two institutions to revise the curriculum of each program following the recommendations of the external reviewers and the findings of the self-studies. The groups will report to the Steering Committee at the end of May. As well, the Directors of Marketing will prepare a marketing plan by the end of May. This will include the preparation of brochures and other promotional materials for the fall recruitment events: the University and College Fairs. We expect that representatives from both our institutions will jointly attend the Fairs. The Joint Programs website at UTSC is currently being updated. Redesign of the websites at both UTSC and Centennial College will be part of the marketing plan.

Some external reviewers suggested that more effort be put toward collecting data and opinions from students (incoming and outgoing) regarding expectations, satisfaction, employment outcomes etc. We agree and see such feedback as a key means by which the programs can be progressively improved. Coordination of these activities will be added to the duties of the Joint Programs Administrative Coordinators. In consultation with Program Supervisors, the Coordinators will develop a formal and standardized questionnaire that can be used for each of the joint programs. Such data will be centrally collected and distributed on an annual basis to all units involved with the joint programs.

With regard to the Industrial Microbiology program, the reviewers noted the lack of a shared vision and a lack of commitment to the program among UTSC faculty. These are valid observations that reflect the sentiments expressed in the self-study document:

“The joint program was not initiated at the grass-roots level of any UTSC department. Further, it involves two institutions, is administered at UTSC by the Department of Biological Sciences and has a UTSC program supervisor who is a faculty member within the Department of Physical and Environmental Sciences. Further, the number of students within the program is very small. All of these factors contribute to a sense that the program lacks ownership, leadership and worth. ... Presumably, the lack of ownership / leadership has also allowed problems associated with course offerings and program structure (see above) to persist.”

In view of the sense that the program lacks ownership as well as the low enrolment in the program, it is clear that careful consideration must be given to reshaping the program, refocusing the curriculum and finding the appropriate departmental fit for the program. To this end, conversations have begun with the Department of Physical and Environmental Sciences, where there are faculty members who would be interested in the program with an emphasis on Environmental Microbiology. Centennial College is open to such a repositioning. In the coming months the curriculum revision group will consider whether changes to the curriculum are feasible, keeping in mind the points raised by the reviewers and the self-study of the program. If there is general agreement to move ahead in this direction, the Steering Committee will oversee the redesign of the program with full participation and support of faculty at both UTSC and Centennial College. If no solution can be found, UTSC and Centennial College will consider the possibility of closing the program.



## REVIEW SUMMARY

<b>PROGRAM/UNIT DIVISION</b>	<b>Journalism and New Media Studies Programs</b> Department of Humanities and Department of Social Sciences, University of Toronto Scarborough
<b>DATE:</b>	May 15-16, 2008
<b>COMMISSIONING OFFICER:</b>	Vice-Principal (Academic) and Dean
<b>PROGRAMS OFFERED:</b> <b>Undergraduate</b>	Offered jointly with Centennial College: Journalism, BA: Spec New Media Studies, BA: Maj
<b>EXTERNAL REVIEWERS</b> <b>International</b> <b>Canadian</b>	Jim Cunningham, Instructor, School of Journalism at SAIT Polytechnic, Calgary, Alberta Dr. Mary Lynn Young, Director, Graduate School of Journalism, University of British Columbia
<b>PREVIOUS REVIEW DATE:</b>	This is the first review of the program which was first offered in 2003-04.
<b>DOCUMENTATION PROVIDED TO REVIEWERS:</b>	Terms of Reference Sample course materials/course outlines for Journalism and New Media Studies and for Journalism and Interactive Digital Media Program Self Study Program descriptions from UTSC Calendar and Centennial Calendar CVs of UTSC and Centennial faculty associated with the Joint Programs <i>Guidelines for Review of Academic Programs and Units</i>
<b>CONSULTATION PROCESS:</b>	The reviewers met with students, faculty members and administration of the University of Toronto Scarborough and Centennial College. At UTSC the reviewers met with the Vice-Dean, Chairs of the Department of Humanities and the Department of Social Sciences, the current Joint Program Supervisors, and students of the Joint programs. At Centennial they met with the Dean, School of Communications, Media and Design, the Program Supervisors, and faculty members.

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

The reviewers provided a brief overview of journalism and new media studies in Canada and North America, noting that these areas of scholarship present “significant challenges for educators” in that the “combination of an evolving media landscape driven by the rise of digital media and the increase in the number of college and university programs as well as degrees in journalism and new media have made it important for people in individual programs to remain both current and competitive”.

The reviewers had greater input for the Journalism program and were told less of the potential of the New Media program. They observed that both joint programs lack “clearly articulated learning outcomes”, a functioning governance structure, and resources. They recommended that in order to achieve their potential, both programs “must be reorganized around a strategic vision that builds on the strengths of its faculty and institutions. This vision must also address significant leadership, communication and resource challenges at the program level.”

In the reviewers opinion, there is a “genuine opportunity” for UTSC in the area of diversity and global media, and critical journalism studies as these areas have been underdeveloped in Canada, noting that: “It is our considered judgment that no other post-secondary program in the country has the combined academic and applied expertise to execute such a sustained contribution to global media studies. Some competitive institutions offer courses in diversity or international journalism. However, they do not have

the resources to do it on the same scale as would a combined University of Toronto-Centennial partnership.”

However, the reviewers did not have the same view for the New Media program as it lacks a specific focus with no learning outcomes. Although the two faculty members who teach and manage the program, one at each institution, are enthusiastic, the reviewers concluded that they “did not clearly identify an area in which they could make a significant contribution to education in this area that would create a distinct presence in an already over-crowded area. They also do not have the resources nor do they have the number of students to sustain a robust program in this area”. They recommended that a working group be established to move the program forward, subject to a curriculum review.

Both institutions have dedicated facilities and/or faculty members to the program for the Journalism program. The same is not the case for the New Media Studies program. For both programs, however, the reviewers concluded that: “Leadership is one of the key voids in both programs and needs to be addressed, through structural change at the program level and explicit commitment and support from senior administrators.”

The reviewers recommended that the student experience must be a priority and a key focus. Prospective students should be better informed about the nature of the program, as well as the “competing bureaucratic structures that need to be satisfied” in order for students to find their way through the joint programs. The reviewers noted that the expectations of the students in the programs are evolving with a growing demand for “experiential” learning. They commended the co-op component of the programs, although they considered that both programs are “too industry and institutionally focused limiting their ability to see student needs as integral to their mission”.

### **Journalism program**

The reviewers provide an overview of the history for the program’s establishment. Enrolment in the program is “healthy”, with annual intakes of 25-30 students per year. They report that student retention is good.

The reviewers highlighted issues relating to program structure and design, administration, communication and student issues. “Extremely limited contact” between UTSC and Centennial has resulted in problems for faculty, staff and students. For example, Centennial faculty members with whom the reviewers met were unaware that UTSC had developed and implemented two new first-year journalism courses. Most of the faculty members had not met faculty from the other institution, “despite teaching in the program for five years”. Faculty members had not visited each others’ institutions. Program co-ordinators at each institution dealt “almost exclusively with their counterparts and had little or no experience with the senior administrators at the other institution”. In terms of the curriculum, the reviewers recommended that course material taught at the institutions in all four years of the degree program should be integrated. The reviewers reported several issues with facilities, recommending that consideration should be given to moving courses currently offered at Centennial HP Centre to the Centennial Communications Centre campus in order to have the appropriate level of space for students.

Some issues are related to “cultural differences” between the institutions: “At a deeper level, faculty at the respective schools have had and continue to have significant questions and concerns, even resentments, with the learning approach taken by the other group. On evaluation of student performance, for example, faculty at UTSC indicated a concern with “quality control” and the rigor of the program at Centennial. Centennial faculty appeared to be aware of this criticism but defended it on the grounds that, in their view, the main learning outcome of the program should be that graduates were able to “get a job” upon completing their studies. A number of Centennial faculty members also suggested that their approach to Journalism education, which involves an applied or apprenticeship model of learning, was marginalized by counterparts at UTSC.”

The reviewers concluded that the lack of engagement by faculty and administrators is “reflected in a bifurcated and disconnected approach to teaching Journalism that separates the conceptual and theoretical frameworks from skill development”. Although there is some appreciation for the goals of the other institution, the reviewers noted that there are significant differences in the approach to instructional methods and goals: “little has been done to breach the walls which separate them to allow joint problem solving and a sharing of perspectives and objectives to occur”. This distance impacts results in students seeing these differences as a “significant problem

that they must overcome if they are to be successful". The reviewers recommended that "formal mechanisms be introduced to create clear lines of communication between both institutions moving forward".

Aware of the challenges in teaching Journalism at a research institution and that teacher training at applied institutions is often an issue because Schools of Journalism tend to rely on practitioners who are balancing career demands and part-time teaching loads, the reviewers recommended that "the training and expectations for teaching professionalism of instructors at Centennial College be examined and improved moving forward".

There is no dedicated program co-ordinator. Faculty members have had to become ad hoc co-ordinators and manage students' issues such as overcrowding, evaluation and availability of instructors. The reviewers recommended that a co-ordinator for the program be designated. The co-ordinator should report to the administrations of UTSC and Centennial for the performance of the program relative to its goals and objectives, and for the operation of the program. The selection process should be conducted jointly by both institutions.

There is no clear, overarching vision for the joint program: "The lack of such a vision for the Centennial-UTSC joint program has not prevented the program from functioning to date but it may be the root of the program's problems. And the lack of such a vision may well hamper future growth of the program and prevent it from capitalizing on the evident strengths of its institutional partners and environment." The reviewers recommended that the institutions develop clear learning objectives and a strategic vision for the program. This should be undertaken with the "full involvement of all program faculty from both institutions, current students and alumni, administration from both institutions and the program co-ordinator. ...[E]mphasis should be given to defining a vision that can capitalize on the strengths of the two institutions, such as the cultural diversity of the communities they serve, and that takes account of other Journalism programs in Ontario and throughout Canada."

### **New Media Studies program**

Aside from its success as an incubator for new media talent and a good placement track record for graduates, the reviewers heard little about the potential of the New Media Studies program. They reported that students "do not understand what the program or its portfolio requirements entails". There are only two faculty members, one at each institution, attached to the program. Enrolment in the program is not robust. The reviewers considered that the "program lacks intellectual rigor and rationale, as well as dedicated personnel". They recommended that a joint task force or working group should be appointed "to determine the most appropriate way forward in terms of focus if a commitment to continue this program is made on the part of senior administration" adding that a "significant commitment and exploration of appropriate focus be initiated before making any structural changes" within the program. The group should consider that programs of this nature require significant equipment costs and resource allocation. The program could benefit from links to the Knowledge Media Design Institute, at the UofT's St. George campus.

The reviewers observed that "less cultural tension exists between applied practitioners and research faculty identified in this program, which suggests an easier way forward on the institutional level, if a marriage between the two institutions on this substantive area is going to prove productive."

The reviewers reported that UTSC "appears to have a vision for a revitalized New Media Studies program that involves moving the program to Humanities from its current home in the Social Sciences". The reviewers considered it "intriguing to consider combining a focus on culture/arts with New Media Studies, effectively situating it outside of its traditional science and technology studies or applied training approach." The reviewers recommended UTSC consider transferring the New Media Studies joint program from its current home in the Department of Social Sciences to the Department of Humanities.

The reviewers observed that some staff "appear low on morale citing years of limited support and lack of resources that has resulted in a stagnant curriculum, which is problematic in such a dynamic field as New Media Studies."

## **ADMINISTRATIVE RESPONSE (Commissioning Officer)**

The Dean is grateful to the reviewers for their many thoughtful comments and suggestions, which have helped to provide a clearer focus on the issues facing these programs. Our partnership with Centennial College over the past five years has been a positive one. We remain mutually committed to advancing the excellence of our Joint Programs and to providing the very best learning experience for our students.

External reviews of all five of the UTSC-Centennial joint programs were conducted in tandem with a review of the Memorandum of Understanding between the two institutions, an agreement that was developed at the time that the joint programs were established. During the deliberations of the committee established to review the Memorandum, it became clear that certain common administrative issues needed addressing, in particular poor communication, registrarial difficulties, and insufficient contact between the two institutions. These issues were also raised in the program self studies and the reports of the external reviewers. We have developed a protocol for the academic administration of the programs, which we believe will enable us to administer and coordinate these programs better.

The protocol identifies three levels of oversight of the programs: 1) senior executive leadership will be provided by the Vice-President Academic at Centennial College and the Vice-Principal (Academic) and Dean at UTSC; 2) operational leadership will be provided by a Steering Committee co-chaired by the Centennial College Dean of the School of Communications, Media and Design and the UT Scarborough Vice-Dean and with a membership that includes the Centennial Deans and UTSC Chairs (or designate) for each program, the Registrars and Directors of Marketing from both institutions and two students enrolled in a joint program, the Assistant Dean and the Joint Programs Administrative Coordinators; 3) leadership on the academic aspects of each Joint Program will be provided by the Dean of the Faculty (CC) and Chair of the Department (UTSC) where the programs reside and a joint program curriculum committee will be established for each program. In addition, there will be at least 0.5 FTE staff support (Joint Programs Administrative Coordinator) at each institution for general administrative support for the Joint Programs. Among other duties, the Coordinators will be responsible for communications with students, the creation and maintenance of a Joint Programs web site and a student Handbook.

The Steering Committee met for the first time in February. It arranged for groups of faculty from the two institutions to revise the curriculum of each program following the recommendations of the external reviewers and the findings of the self-studies. The groups will report to the Steering Committee at the end of May. As well, the Directors of Marketing will prepare a marketing plan by the end of May. This will include the preparation of brochures and other promotional materials for the fall recruitment events: the University and College Fairs. We expect that representatives from both our institutions will jointly attend the Fairs. The Joint Programs website at UTSC is currently being updated. Redesign of the websites at both UTSC and Centennial College will be part of the marketing plan.

Some external reviewers suggested that more effort be put toward collecting data and opinions from students (incoming and outgoing) regarding expectations, satisfaction, employment outcomes etc. We agree and see such feedback as a key means by which the programs can be progressively improved. Coordination of these activities will be added to the duties of the Joint Programs Administrative Coordinators. In consultation with Program Supervisors, the Coordinators will develop a formal and standardized questionnaire that can be used for each of the joint programs. Such data will be centrally collected and distributed on an annual basis to all units involved with the joint programs.

### **Journalism**

Contact between the Coordinator at Centennial and the Program Supervisor at UTSC is now regular and positive and includes frequent informational updates, invitations for students and faculty to participate in events at both campuses, and "joint program solving" – concerns are now addressed and resolved quickly. Two joint meetings per academic year have been scheduled for faculty at both institutions, and the first meeting (held at the downtown Centennial campus in the fall) was immediately beneficial and marked an encouraging beginning to the regular "sharing of perspectives and objectives".

The joint program in Journalism continues to hold "tremendous potential". The program has been strengthened through significant curricular changes over the past year. The Department of Humanities

has introduced a Media Studies program which will be offered for the first time in 2009-10. The Media Studies program is an innovative, interdisciplinary program that combines media theories with critical practices in culture and journalism. It is engaged with the creative analysis, production, and research into traditional and emerging forms of media. Students in the media studies program explore the origins, structures and implications of contemporary media in light of general concerns about technology, culture, society and politics. In addition, the Department of Humanities is committed to stimulating fruitful conversations with other disciplines and considering how media shapes knowledge from philosophical, historical, literary, and artistic perspectives.

With the explicit support of the Dean and faculty at Centennial College, the joint programs in Journalism and New Media will benefit from the resources allocated to this new program as well as the strengths of the faculty at the University of Toronto Scarborough. There will be more cross-listing of courses between Journalism and New Media within the Media Studies program and many of the new courses offered in the Media Studies program will become required or elective courses for students in the joint programs. In order to accommodate new program requirements into the Journalism program, some previous breadth requirements have been eliminated, thereby creating a more “strategic vision” of the program that addresses diversity, global media and critical journalism.

Steps have also been taken to “integrate course material taught at the two institutions”. For example, to better prepare the students for the professional courses at Centennial College taken in third year, the CP Style Book will be introduced in the UTSC second-year course Fundamentals of Journalistic Writing. In addition, first-year textbooks will be changed to be more in line with those used at Centennial and consideration is being given to moving Law and Ethics from Centennial College to UTSC. Doing so will make room for a new course at Centennial College (for example, Online Journalism). Consideration is also being given to offering senior seminar courses in fourth year at UTSC that would build on the knowledge and experience students will have gained during their studies at Centennial College, as well as offering a second radio broadcasting course at Centennial College. In this course, students would produce and host a radio show at the University of Toronto’s campus community radio station (CIUT), thereby utilizing the existing facilities at one institution for a course taught at the other.

In response to the external reviewers comments about “training and expectations for teaching professionalism of instructors at Centennial College” we intend to work with the UTSC Centre for Teaching and Learning to share syllabi (and learning outcomes, rubrics, assignments, etc.) in a closed system for teaching development, and jointly develop a set of standards and instructor training for all sessional faculty members involved with the program. The anticipated outcomes would include: greater understanding between and among those teaching at the two institutions, transparency and consistency of methods and approaches, the development of shared expectations, more consistently rigorous assessment of student performance appropriate to a limited-enrolment professional program at the University of Toronto Scarborough and a simplified and supported transition for students from one institutional culture to another

There have also been other efforts to ensure that students are “better informed about the nature of the program they are entering as well as the competing bureaucratic structures that need to be satisfied”. Beyond continuing what has always been done – joint presentations at recruitment events and in the first-year class, for example – we are also working with the Centennial Coordinator to develop a “welcome package” for students entering their third year (and thus beginning their time at the college), and have invited the Coordinator and other Centennial faculty to address and answer questions posed by the students in the JOUB02 course at the end of this semester (as almost all of them will be heading to Centennial in the fall). We are also in the process of rewriting the content for the Journalism website and will both strengthen the Frequently Asked Questions area and include additional information related specifically to the unique nature of the program.

Recognizing that the facilities at the HP Centre are inadequate, we are planning to move courses currently offered at the HP Centre to the Centre for Creative Communications (CCC). Because Centennial College will need to expand their facilities at the CCC to accommodate all of the programs taught there, our target date is set for the 2011-12 academic year.

### **New Media Studies**

The New Media Studies program has been moved from the Department of Social Sciences to the Department of Humanities, where it has already benefited from a close alliance with the newly created

Media Studies program and the Journalism program. This move was recommended by the reviewers. However, instead of combining the Journalism and New Media Studies program as suggested, both programs are now structured as major streams in a newly created Media Studies program, an umbrella program that also includes Cinema and Visual Studies. The Media Studies program was approved by the Committee on Academic Policy and Programs in January 2009. This organization is intended to address a main concern expressed by the reviewers, who found that students are “increasingly asking institutions to examine media in more complex and critical ways. At the same time, both programs are too industry and institutionally focused limiting their ability to see student needs as integral to their mission.” Within the Media Studies program, the theoretical elements will be strengthened and the professional components of both reinforced. Students will also have a greater choice of media courses that will enable them to create their own paths towards careers in media related fields.

In the coming year, the New Media Studies curriculum will be reviewed at the same time as all other joint programs are reviewed. Close attention will be given to strengthening the academic rigour and focus of the program. This process will be guided by the Joint Programs Steering Committee, the Dean of the School of Communications, Media and Design and the Chair of the Department of Humanities. Work has begun on the development of the overall learning objectives and strategic vision for the program. A strategic vision for the program is indeed critical, since the program has the potential to fill a major void in the Eastern end of Toronto, providing a hub for new media learning and production as well as community and industry connections. But much community building and resource development remains to be done.

Consideration is being given to the external reviewers' recommendation that students at both institutions should be interviewed and followed for outcome measures at least over the next 3 years in order to provide systematic research on the efficacy of each program. At this stage, it is not entirely clear how such a recommendation can be implemented, but it will be fully explored by the New Media Studies Program and Curriculum Committee in the coming year.

## REVIEW SUMMARY

<b>PROGRAM/UNITY DIVISION</b>	<b>Paramedicine Program</b> Department of Biological Science, University of Toronto Scarborough
<b>DATE:</b>	June 2-3, 2008
<b>COMMISSIONING OFFICER:</b>	Vice-Principal (Academic) and Dean
<b>PROGRAMS OFFERED:</b> Undergraduate	Offered jointly with Centennial College: Paramedicine, BSc
<b>EXTERNAL REVIEWERS</b> International Canadian	Mr. Richard Poon, EMT-P, Med., Paramedic Program, School of Health Sciences, Northern Alberta Institute of Alberta Prof. Thomas W. Moon, Department of Biology, University of Ottawa
<b>PREVIOUS REVIEW DATE:</b>	This is the first review of the program which was first offered in 2003-04.
<b>DOCUMENTATION PROVIDED TO REVIEWERS:</b>	Terms of Reference Joint Paramedicine Program Self-Study, March 2008 Program descriptions from UTSC Calendar and Centennial Calendar CVs of all faculty associated with the Joint Program <i>Guidelines for Review of Academic Programs and Units</i>
<b>CONSULTATION PROCESS:</b>	The reviewers met with students, faculty members and administration of the University of Toronto at Scarborough and Centennial College. At UTSC, the reviewers met with the Vice-Principal (Academic) and Dean, the Chair of the Department of Biological Sciences, the current UTSC Program Supervisor, and students of the Joint Program. The reviewers toured the teaching and research facilities in Biological Sciences and at the Centennial HP Centre. At Centennial the reviewers met with the Dean, School of Community and Health Sciences, the Chair, Health and Wellness Studies, the current Program Supervisor, and faculty members.

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

The reviewers consider that the joint paramedicine program has potential improvements in various areas are necessary. They reported a perception amongst current faculty members and administration that the joint paramedicine program was imposed onto the two institutions without consideration of faculty member input or consultations. The reviewers proposed several recommendations for improving the quality and delivery of the program, as well as increasing communication and collaboration between UTSC and Centennial College.

#### Program strengths and issues

The joint program has several strengths that should be “recognized and further strengthened”.

- The program is a “proactive move” by both institutions to advance the field of Paramedicine; other health professions are moving towards a degree credential.
- Faculty members at both institutions are committed to teaching excellence.
- The majority of interviewed faculty members are supportive of the program and are open to meeting its objectives.
- The excellent educational resources and faculty members are ideal for program delivery in terms of both the curriculum and the facilities.

- Students interviewed were “very positive of the outcome of their education but their journey was at times rough”.
- The UTSC and Centennial program coordinators are active in addressing some of the student concerns and issues.
- Faculty and administration are committed to improving the program components to ensure its success

The reviewers considered that several issues will need to be addressed:

**Marketing and promotion:** There has been no marketing or promotion of the program, contributing to the program’s low enrolment. Reviewers expressed concern over UTSC’s lack of awareness of the Paramedicine Profession, the absence of the program’s statement of goals, and the lack of information of future advancement of the program graduates. There is an inadequate description and presence for the program both in the printed calendar and on the UTSC web site. Until recently, representatives from both institutions were not jointly attending recruitment fairs. Only one institution attended leading to situations where prospective students’ questions could not be adequately addressed.

UTSC faculty and administrators are “unaware of the levels of the Paramedicine Profession in Ontario, e.g. Primary Care Paramedic (PCP), Advanced Care Paramedic (ACP) and Critical Care Paramedic (CCP). Each of these levels has a National and Provincial regulated scope of practice, knowledge base and set of competencies. Without this knowledge it would be difficult to communicate to potential students or to assist students already in the program. Also this knowledge would help faculty develop rationale and application linkages to the UTSC curricula. Currently the UTSC BSc Paramedicine program produces a Paramedic at the PCP level... The students interviewed definitely indicated a desire to obtain ACP level training and certification sometime after graduation from the PCP program offered by the UTSC-CCC paramedicine program. The significance of this point has been missed in the marketing of this program and should be used as a key marketing tool. It was not noted in any of the promotional material of how the BSc could help prepare the graduate for ACP training.”

The reviewers concluded marketing and promotion of the program needs to be improved. They suggested three potential groups that should be targeted for student recruitment: high school students, first year UTSC science students, and non-degree Centennial PCP graduates. Each group has specific needs that should be considered when a promotional strategy is considered. Information sessions and web site information should be tailored for these groups. Overall:

- The value added aspect of the joint program must be brought to the attention of students, as well as how the program prepares students for the ACP level.
- Data need to be obtained from employers and other students as to whether there is a benefit to employment for UTSC grads.
- Students entering the program should be surveyed as to why they selected UTSC over other Ontario PCP schools.

**Program ‘Major’:** There is a question of whether a Biology major is most appropriate for paramedic students. This issue arises in part because of the changes to the Department of Life Sciences (now separated into two departments: Biological Science and Psychology) and whether paramedicine students can meet course requirements for a Biology major. As well, students had difficulty in enrolling into and completing some of the higher-year Biology courses because of prerequisites and sequencing of courses. The reviewers suggest that Human Biology, Psychology and Neuroscience Program majors should each be considered as alternative majors.

**Program Progression:** There is a concern that students are not completing the program in four years, with the fourth year being completed over several years.

Some at UTSC consider this to result from the fact that students can receive a PCP certificate and work for Emergency Medical Services (EMS) full or part time at the end of year three. If students do so, it can become difficult to focus on both school and work matters. As many as two-thirds of the UTSC students take summer courses in order to complete the degree in three years. It has been suggested that year 3 of the Program (the PCP diploma part of the Program - Centennial’s curricula) should be protracted across



years 3 and 4. The reviewers concluded that his was not a practical one given the scheduling issues that would result and would delay students' ability to write provincial certification exams and obtain work.

The reviewers explored this suggestion as well as several others put forth by faculty and students. They recommended that the most viable solution might be to use the current curricular model but have the last year available on a part time basis over two years. They acknowledge that there would need to be changes in UTSC regulations to accommodate this structure.

**Program Curriculum:** Several curriculum issues are highlighted by the reviewers:

- Fourth year courses are perceived as “anti-climatic and fillers” by some UTSC faculty and students while UTSC professors feel there are inadequate numbers of ‘advanced’ courses to provide students with a creditable university ‘biology’ degree”.
- Curriculum development and management is generally not integrated between the institutions.
- Some curriculum modifications have occurred but some Centennial instructors feel these modifications have created content delivery problems.
- Some UTSC professors were concerned that their course was available in the joint program without their knowledge.
- Some instructors felt the students were unprepared (course prerequisites) for higher level courses such as Microbiology BGYC17 and Political Science POLC055.

Noting the entire curriculum structure of this program has not been assessed since its inception, the reviewers recommended that:

- A joint curriculum review committee is established to address course content, delivery and progression issues.
- More clinically-related courses should be developed to serve both human biology and Paramedicine students and any other life science programs.
- Some special interest courses, e.g. Health Sciences, should be developed to recruit new students and to retain existing ones.
- Consideration should be given to part time and alternative delivery of the year four courses of the program.
- Cross-teaching across the institutions by faculty members based on their expertise.
- Consideration of the curriculum in some areas such as physiology to ensure there is more human anatomy and physiology content in the program.

**Additional program observations:** The reviewers consider that there is a conflict between two distinct educational cultures of college and university. In addition, “there is a perception that the degree received by UTSC students in this program is not the same as those in other science programs leading to the idea of a ‘cheap degree’”. They recommended that the “bridging program initiated at Centennial this past year should be continued as a way to increase the number of students moving into the UTSC BSc Paramedicine program. Industry predictions of future employment opportunities all indicate this program will benefit students from the paramedic program at Centennial.”

### **Student achievement levels and grades between the two institutions**

The reviewers reported that UTSC faculty and administration feel there is a discrepancy between the pass marks at UTSC and Centennial, and that some Centennial marks are inflated.

The reviewers recommend that UTSC students be more clearly informed that the pass mark for Centennial's EMS specific courses is 60%. UTSC regulations for students in this program should be modified to reflect this. The reviewers report that this high standard is the norm for health science program in Canada; it is warranted “because Health Science graduates are involved in patient care and a higher level of proficiency is needed to reduce patient morbidity and mortality.”

The reviewers noted several factors that indicate that the marks are not “inflated” but reflect several factors resulting from Centennial's PCP standards, high caliber students, and its ‘master learning’ philosophy that “allows students to achieve the high standards imposed by EMS”.

## Communication between the two institutions

The reviewers considered that communication between UTSC and Centennial is lacking in many regards including:

- UTSC faculty lack knowledge of Paramedic classification levels and scope of practice.
- The Final Draft of the program self-study document was not shared between institutions.
- Though both institutions have student course and program feedback, they did not share the results with each other.
- There was minimal interaction between the faculty members delivering the program.
- Students indicated that it was a “nightmare working within the two systems”.
- There was limited student contact with Centennial faculty in the first year of the program leading to disconnection between what the students signed up for and their experience.
- UTSC student performance records are not accessible to Centennial staff.

The reviewers recommend that:

- Faculty members from both programs should have a ‘meet and greet’ social function at least twice a year, to be held once at each institute.
- A first year orientation should be implemented at both institutions including tours of both facilities.
- Student feedback on instructors, courses and the program should be shared between the two institutions.
- The information technology departments at both institutions should plan for future realignment of the student administration portal for both schools.

## ADMINISTRATIVE RESPONSE (Commissioning Officer)

The Dean is grateful to the reviewers for their many thoughtful comments and suggestions, which have helped to provide a clearer focus on the issues facing the program. Our partnership with Centennial College over the past five years has been a positive one. We remain mutually committed to advancing the excellence of our Joint Programs and to providing the very best learning experience for our students.

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To improve marketing of the Paramedicine program specifically, the UTSC program supervisor has been delivering (with increased frequency) information sessions to UTSC first year students (who have not yet chosen their program) in order to generate interest in the program. The Paramedicine program is highlighted at our major UTSC recruitment events. As we move forward, the UTSC coordinator will ensure that UTSC recruitment events also include Centennial representatives of the Paramedicine program.

The external reviewers laud the overall excellence of the faculty at both institutions who deliver this program. However, the reviewers rightly point out a number of issues concerning the overall program structure and the course offerings available at UTSC. They suggest that a key first step in addressing this issue is to define clearly the goal of the Paramedicine program and the role of each institution in meeting this goal.

The role of Centennial is clear – to provide the specialist content in paramedicine. The role of UTSC, on the other hand, is not yet clear and there are several challenges that must be considered.

The Paramedicine program currently resides within the Department of Biological Sciences but is not identified as one of the Department's key academic priorities. Hence, while there has been and will continue to be some opportunistic capacity for Biological Sciences to improve the program (e.g. the Department hopes to deliver an Exercise Physiology course in the near future that may be appropriate for this program), Paramedicine will remain at the fringe of specific departmental teaching and research interests and expertise.

The Paramedicine program is classified as a specialist program but might perhaps be better compared to a UTSC double major in which one institution (Centennial) provides a 7 FCE major in a strongly focused area (paramedicine) and the other institution (UTSC) provides an 8.5 FCE major that needs to be better defined as it is presently a mix of biology, chemistry, psychology, anthropology and health studies. Given this, the curriculum revision committee will explore the potential for UTSC to offer different discipline streams of this program, to improve student choice and to provide sufficient breadth and depth of study.

The current structure of the program poses another challenge. The first and fourth years of the program are at UTSC while the second and third years of the program are predominantly at Centennial. This leaves little opportunity to properly stream students through the introductory to advanced UTSC offerings. It is this constraint that has likely lead to the broad range of disciplines being drawn upon and the lack of upper year UTSC courses in the program. Currently the program can be completed while taking only 1 FCE of third year and 0 FCE of fourth year courses at UTSC. Furthermore, the Centennial courses (while taken in the student's second and third years) are considered first and second year courses at Centennial. A completely new model needs to be advanced and the joint curriculum revision committee that has been struck is addressing this.

Another issue of concern is that few of the students are completing their degree within the normal 4-year timeframe, since many begin working as paramedics after third year, hence only allowing them to complete the fourth year of their program on a part-time basis. The certifying body obliges the students to

start working immediately following receipt of their certificates (which occurs at the end of the third year), in order to retain their certification. This is one issue that we hope will be resolved through the design of a completely new model for this program.

In the coming year, the Steering Committee will consider and make recommendations to the Dean on these pressing issues. UTSC will also independently be considering the curriculum of our Health Studies program and the resources currently available to this program. We anticipate that some welcome synergies between these two programs will be found.

The external reviewers suggest that communication between the two institutions is resulting in some problems. While this may have been the case in the initial years after launch of this program, we feel that it is no longer a significant issue, at least for this joint program. Students register easily for courses and integrate into both systems well. Marks could be returned faster for the fall semester but given that Centennial's exam period starts a week later than ours, this leads to fall marks not being sent to UTSC until after the holiday break. Unless the two institutions co-ordinate the timing of exam periods this cannot change.

## APPENDIX 1

### Externally commissioned reviews of academic programs, completed 2007-08

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. Such reviews may serve different purposes than those commissioned by the University. A summary listing of these reviews is presented below. These reports compliment the University's Performance Indicators and other institution-wide quantitative measures of our performance towards key goals and compares that performance to its peers<sup>1</sup>.

<b>Ontario Institute for Studies in Education</b>		
Counselling Psychology program	Canadian Psychological Association (CPA)	Accredited 2007-11

<b>School of Graduate Studies – OCGS Appraisals</b>		
Astronomy and Astrophysics MSc/PhD	A&S	GOOD QUALITY WITH REPORT
Bioethics MHS	MED	GOOD QUALITY WITH REPORT
Biomedical Communications MScBMC	U of T Mississauga	GOOD QUALITY
Cell and Systems Biology MSc/PhD	New program, A&S	APPROVED TO COMMENCE
Civil Engineering MAsc/MEng/PhD	APSE	GOOD QUALITY
Computer Science MSc/PhD	A&S	GOOD QUALITY
Criminology MA/PhD	SGS	GOOD QUALITY
Dentistry MSc/PhD	DENT	GOOD QUALITY
Drama MA/PhD	A&S	GOOD QUALITY
East Asian Studies MA/PhD	A&S	GOOD QUALITY
Ecology and Evolutionary Biology MSc/PhD	New program, A&S	APPROVED TO COMMENCE
Environmental Science MEnvSc	UTSC	GOOD QUALITY WITH REPORT
Health Administration MHS/MSc/PhD	MED	GOOD QUALITY
Health Informatics MHI	New program, U of T Mississauga	APPROVED TO COMMENCE
History MA/PhD	A&S	GOOD QUALITY WITH REPORT
History and Philosophy of Science and Technology MA/PhD	A&S	GOOD QUALITY
History of Art MA/PhD	A&S	GOOD QUALITY WITH REPORT
Management EMBA	MGMT	GOOD QUALITY
Management PhD	MGMT	GOOD QUALITY
Mechanical Engineering MAsc/MEng/PhD	APSE	GOOD QUALITY WITH REPORT
Medical Radiation Sciences MHS	New program, MED	APPROVED TO COMMENCE
Occupational Therapy MScOT	MED	GOOD QUALITY
Physical Therapy MScPT	MED	GOOD QUALITY
Political Science MA/PhD	A&S	GOOD QUALITY
Public Health Sciences MHS/MSc/PhD	MED	GOOD QUALITY
Rehabilitation Science MSc/PhD	MED	GOOD QUALITY
Social Service Administration in Social Work Diploma	New diploma, SW	APPROVED TO COMMENCE
Sociology MA/PhD	A&S	GOOD QUALITY

<sup>1</sup> <http://www.utoronto.ca/aboutuoft/accountabilityreports.htm>

**School of Graduate Studies, cont'd**

**Combined Programs – OCGS Appraisals**

Criminology and Law	Criminology and Law	APPROVED TO CONTINUE
Health Administration and Social Work	Health Administration and Social Work	APPROVED TO CONTINUE
Political Science and Law	Political Science and Law	APPROVED TO CONTINUE

**Collaborative Programs – OCGS Appraisals**

Ancient and Medieval Philosophy	PHILOSOPHY; CLASSICS; MEDIEVAL STUDIES	APPROVED TO CONTINUE
Asia Pacific Studies	ANTHOPOLOGY; EAST ASIAN STUDIES; ECONOMICS; GEOGRAPHY; HISTORY; MANAGEMENT; POLITICAL SCIENCE; SOCIAL WORK; SOCIOLOGY; WOMEN AND GENDER STUDIES	APPROVED TO CONTINUE
Dynamics of Global Change	ADULT EDUCATION AND COUNSELLING PSYCHOLOGY; ANTHROPOLOGY; ECONOMICS; GEOGRAPHY; LAW; POLITICAL SCIENCE; MANAGEMENT; HEALTH POLICY, MANAGEMENT AND EVALUATION; THEORY AND POLICY STUDIES IN EDUCATION	APPROVED TO COMMENCE
Environmental Engineering	CIVIL ENGINEERING; CHEMICAL ENGINEERING AND APPLIED CHEMISTRY; MECHANICAL AND INDUSTRIAL ENGINEERING; MATERIALS SCIENCE AND ENGINEERING	APPROVED TO CONTINUE
Environmental Studies	ADULT EDUCATION AND COUNSELLING PSYCHOLOGY; ANTHROPOLOGY; CHEMICAL ENGINEERING AND APPLIED CHEMISTRY; CHEMISTRY; ECOLOGY AND EVOLUTIONARY BIOLOGY; ECONOMICS; FORESTRY; GEOGRAPHY; GEOLOGY; INFORMATION MANAGEMENT; PHILOSOPHY; PLANNING; POLITICAL SCIENCE; RELIGION; SOCIOLOGY; SOCIOLOGY AND EQUITY STUDIES IN EDUCATION; WOMEN AND GENDER STUDIES	APPROVED TO CONTINUE
Global Health	ANTHROPOLOGY; HEALTH POLICY, MANAGEMENT AND EVALUATION; LAW; NURSING; PHARMACEUTICAL SCIENCES; POLITICAL SCIENCE; PUBLIC HEALTH SCIENCES	APPROVED TO COMMENCE
Global Sexual Diversity Studies	ANTHROPOLOGY; ART; CLASSICS; CRIMINOLOGY; DRAMA; EAST ASIAN STUDIES; ENGLISH; HISTORY; INFORMATION; LAW; LINGUISTICS; MEDIEVAL STUDIES; PHILOSOPHY; EXERCISE SCIENCES; POLITICAL SCIENCE; PSYCHOLOGY; PUBLIC POLICY AND GOVERNANCE; RELIGION; SOCIOLOGY; SOCIOLOGY AND EQUITY STUDIES IN EDUCATION; WOMEN AND GENDER STUDIES	APPROVED TO COMMENCE
Optics	PHYSICS; CHEMISTRY; ELECTRICAL AND COMPUTER ENGINEERING; MATERIALS SCIENCE AND ENGINEERING	APPROVED TO COMMENCE
Neuroscience	BIOCHEMISTRY; BIOMEDICAL ENGINEERING; CELL AND SYSTEMS BIOLOGY; DENTISTRY; HUMAN DEVELOPMENT AND APPLIED PSYCHOLOGY; LABORATORY MEDICINE AND PATHOBIOLOGY; MEDICAL BIOPHYSICS; MEDICAL SCIENCE; MOLECULAR GENETICS; PHARMACOLOGY AND TOXICOLOGY; PHARMACEUTICAL SCIENCES; PHYSIOLOGY; PSYCHOLOGY; REHABILITATION SCIENCE; SPEECH-LANGUAGE PATHOLOGY	APPROVED TO CONTINUE
Women and Gender Studies	ADULT EDUCATION AND COUNSELLING PSYCHOLOGY ANTHROPOLOGY; CLASSICS; HEALTH POLICY, MANAGEMENT AND EVALUATION; COMPARATIVE LITERATURE; CRIMINOLOGY; CURRICULUM, TEACHING AND LEARNING; DRAMA; THEORY AND POLICY STUDIES IN EDUCATION ;ENGLISH; EXERCISE SCIENCES; FRENCH; GEOGRAPHY; GERMAN HISTORY; INFORMATION; LAW; MEDIEVAL STUDIES; NEAR AND MIDDLE EASTERN CIVILIZATIONS; NURSING; PHILOSOPHY; POLITICAL SCIENCE; PUBLIC HEALTH SCIENCES; RELIGION; SOCIAL WORK; SOCIOLOGY; SOCIOLOGY AND EQUITY STUDIES IN EDUCATION; SPANISH	APPROVED TO CONTINUE
Workplace Learning and Social Change	ADULT EDUCATION AND COUNSELLING; PSYCHOLOGY; SOCIOLOGY AND EQUITY STUDIES IN EDUCATION	APPROVED TO COMMENCE