



COLLEGE OF ELECTORS

TO: Members of the College of Electors
From: Mae-Yu Tan, Secretary of the College of Electors
DATE: September 10, 2009 for September 24, 2009
AGENDA ITEM 7

Item Identification: Governance Case Study: Review of Academic Programs and Units

Feedback provided last year indicated that members of the College found the case study on the development of the Varsity Centre capital project to be particularly valuable. Through discussion of the project, members were able to gain a better sense of the role which members of Governing Council serve within various governance bodies. As such, the Executive Committee felt it would be worthwhile to present another case study this year.

The Review of Academic Programs and Units provides an excellent illustration of the Governing Council's monitorial role. Members will find the attached background material helpful in preparation for the College's discussion of the University's governance system.

The following relevant documents have been provided:

1. An agenda from the Committee on Academic Policy and Programs (AP&P) (March 31, 2009)
2. A "cover sheet" containing a summary of the Reviews of Academic Programs and Units, 2007-08 Report presented to AP&P (March 18, 2009)
3. An excerpt from the Reviews of Academic Programs and Units, 2007-08 Report, pps. 76-83 & 116-137 (March 2009)
4. An excerpt from the AP&P minutes, item 3, pps. 3-5 & 13-15 (March 31, 2009)
5. An agenda from the Agenda Committee (April 14, 2009)
6. An excerpt from the Agenda Committee minutes, item 3, pps. 1-2 (April 14, 2009)
7. An agenda from the Executive Committee (May 12, 2009)
8. An excerpt from the Executive Committee minutes, item 7, p. 7 (May 12, 2009)
9. An excerpt from the Governing Council minutes, item 7, p. 27 (May 20, 2009)
10. A cover sheet containing a summary of the Undergraduate Program Review Audit Committee Report of the Auditors on the 2008 U of T Undergraduate Program Review and pps. 1 & 23-24 of the Report.

Members who are interested in reviewing additional online documentation are invited to contact me by phone at 416-978-8794 or by email at maeyu.tan@utoronto.ca.

Thank you.

52920



THE GOVERNING COUNCIL

COMMITTEE ON ACADEMIC POLICY AND PROGRAMS

Tuesday, March 31, 2009 at 4:10 p.m.

Council Chamber, Simcoe Hall

(Cover Memo)

AGENDA

1. **Report of the Previous Meeting – Report 139, March 3, 2009***
2. **Business Arising from the Report of the Previous Meeting**
3. **Faculty of Medicine, Undergraduate Program in Medicine: Grading Practices* (Item)**

Be it Resolved

THAT the proposed change in grading for all courses in the undergraduate program in Medicine (MD) to Credit/No Credit be approved, effective September 2009.
4. **Reviews of Academic Programs and Units, 2007-08: Annual Report, Part II* (Cover) (Item)**
5. **Vice-President, Research: Annual Report, 2007-08*****
6. **Reports of the Administrative Assessors**
7. **Date of Next Meeting – Tuesday, May 12, 2009 at 4:10 p.m.**
8. **Other Business**

* Documentation attached.

** Documentation to follow.

*** Document now linked.

49915



TO: Committee on Academic Policy and Programs

SPONSOR: Edith Hillan
CONTACT INFO: edith.hillan@utoronto.ca

DATE: March 18, 2009

AGENDA ITEM: 4

ITEM IDENTIFICATION:

Reviews of Academic Units and Programs 2007-08 – Annual Report Part II: Divisional Reviews

JURISDICTIONAL INFORMATION:

The Committee is the point of entry into governance for reports on the results of academic reviews of programs and units commissioned by academic administrators. The role of the Committee is to ensure that the reviews are done, that an appropriate process is being used, that adequate documentation is provided and consultations are undertaken, and that issues identified in the review are addressed by the administration.

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

PREVIOUS ACTION

Governing Council approved the *Policy for Assessment and Review of Academic Programs* in 2005¹. The *Policy* governs the overall framework for the internal assessment of proposed new programs and units and the review of existing programs and units at the University of Toronto and defines the overarching principles, scope, procedures and accountability within this framework. The *Policy* specifies two administrative guidelines that outline the procedures for the actual assessment and review of programs and units.

HIGHLIGHTS:

External reviews of academic programs and units are important mechanisms of accountability for the University and an integral part of the academic planning process. The academic reviews are critical to ensuring the quality of our programs through vigorous and consistent processes. External review reports may also inform the search for a new academic administrator.

Twenty-five reviews of units and/or programs were commissioned by University divisions in the 2007-08 academic year. The overall assessments of these units and their academic programs were positive. Common themes continue to be the strength of our faculty

excellence and the emphasis on enhancement of the student experience. Degree level expectations were approved by academic divisions in the spring of 2008. The 2007-08 reviews are the last reviews commissioned under review guidelines that did not incorporate of degree level expectations in the terms of reference.

The Faculty of Arts and Science commissioned two reviews of interdivisional programs, the Forestry Conservation program (with the Faculty of Forestry) and the Music program (with the Faculty of Music). Although both the Faculty of Forestry and the Faculty of Music were reviewed externally in 2004, the undergraduates programs were reviewed separately in 2007-08 because they had not been fully considered in the provostial reviews.

The Faculty of Medicine reviews highlight that the Faculty's undergraduate medical curriculum has undergone many innovative developments and provides a standard of excellence in medical education. Several reviews highlight the need for academic planning within a unit. Several reviews noted the changing health funding within the Province of Ontario, referring to the Phase 3 of Alternate Funding Plan (AFP) funds in support of education and research as well as relationships with health care providers within the newly established Local Health Integrated Networks.

The reviews conducted by the University of Toronto Mississauga are the first external reviews of the departments since their establishment in 2003. The review reports reflect the rapid undergraduate expansion that the campus has seen since the establishment of the departments.

University of Toronto Scarborough (UTSC) separately reviewed the five interdisciplinary programs it offers jointly with Centennial College, established in 2003-04. Students receive a BA/BSc from UofT and a diploma or certificate from Centennial. As part of the process to establish the programs, a *Memorandum of Understanding between Centennial and the University of Toronto* was signed by both institutions. In accordance with the MOU, UTSC and Centennial commissioned a review of the MOU during 2007-2008, concurrent with the external reviews of the programs. During the deliberations of the Review Committee, as well as in the self-studies prepared for the review and the external review reports themselves, it became clear that certain common administrative issues needed to be addressed for the joint programs. As outlined in detail in the administrative responses, UTSC and Centennial have worked to revise the MOU, clarifying the program's senior academic administrative leadership, setting up a Joint Programs Steering Committee and a Joint Programs Coordinator, and coordinating a new marketing and recruitment campaign to raise program awareness.

Several of the departmental review reports of the Faculty of Arts and Science, University of Toronto Mississauga and University of Toronto Scarborough comment upon the complex nature of the tri-campus relationships. The University has engaged in the *Towards 2030* comprehensive planning strategy which is, amongst many other things, the next step in the evolution of the tri-campus structure. The *Towards 2030 Framework*², approved by Governing Council in 2008, highlights the University's de-facto tri-campus system. The document affirms the University's commitment to "sustain inter-campus collaboration while enabling strategic tri-campus differentiation of academic programs. Campus-specific

² <http://www.governingcouncil.utoronto.ca/AssetFactory.aspx?did=5517>

autonomy will be supported insofar as it does not compromise efficiency or academic quality.” For this complex endeavor to be successful, the continued goodwill, collaboration, and cooperation between the arts and science divisions on all three campuses is essential. The issues raised in the review reports have been discussed within the Tri-campus Deans Committee, whose biweekly meetings serve as an important forum for communication, consultation, and coordination across the three arts and science divisions.

Additional reviews of programs are conducted by organizations external to the University. Reviews of academic programs by external bodies form part of collegial self-regulatory systems to ensure that mutually agreed-upon threshold standards of quality are maintained in new and existing programs. A summary listing of these reviews is presented in the Appendix.

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. The full review reports are available in the Office of the Governing Council should members wish to consult them.

FINANCIAL AND/OR PLANNING IMPLICATIONS: n/a

RECOMMENDATION:

For Information.

**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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Ontario Institute for Studies in Education

REVIEW SUMMARY

PROGRAM/UNIT DIVISION	Department of Curriculum, Teaching and Learning (CTL) Ontario Institute for Studies in Education (OISE)
DATE:	November 1-2, 2007
COMMISSIONING OFFICER:	Dean
PROGRAMS OFFERED:	
Undergraduate	Bachelor of Education, BEd: Participation in the initial teacher education program
Graduate:	Master of Teaching, MT Master of Education, MEd Master of Arts, MA Doctor of Philosophy, PhD
EXTERNAL REVIEWERS	
International	Prof. Victoria Chou, Dean, College of Education, University of Illinois at Chicago
Canadian	Prof. Dennis Sumara, Head, Department of Curriculum and Pedagogy, University of British Columbia
PREVIOUS REVIEW DATE:	2003
SUMMARY FINDINGS AND RECOMMENDATIONS OF PREVIOUS REVIEW:	<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>
RECENT OCGS REVIEW DATE:	2003/04
DOCUMENTATION PROVIDED TO REVIEWERS:	<ul style="list-style-type: none">• Self-Study• Terms of Reference• Department's Academic Plan, 2004-2009 (2004)• Ontario Council of Graduate Studies reports for two graduate programs (Curriculum and Teacher Development, Second Language Education)• Previous external review report (2003)• Faculty member CVs• OISE 2007/2008 Graduate Studies in Education Bulletin, 2007/2008 Initial Teacher Education Calendar

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.

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 of 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

PROGRAM/UNIT DIVISION	Environmental Science and Technology Program Department of Physical and Environmental Sciences, University of Toronto Scarborough
DATE:	June 5-6, 2008
COMMISSIONING OFFICER:	Vice-Principal (Academic) and Dean
PROGRAMS OFFERED: Undergraduate	Offered jointly with Centennial College: Environmental Science and Technology, BSc
EXTERNAL REVIEWERS 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
PREVIOUS REVIEW DATE:	This is the first review of the program which was first offered in 2003-04.
DOCUMENTATION PROVIDED TO REVIEWERS:	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>
CONSULTATION PROCESS:	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

PROGRAM/UNIT DIVISION	Industrial Microbiology Department of Biological Sciences, University of Toronto Scarborough
DATE:	April 28-29, 2008
COMMISSIONING OFFICER:	Vice-Principal (Academic) and Dean
PROGRAMS OFFERED: Undergraduate	Offered jointly with Centennial College: Industrial Microbiology, BSc
EXTERNAL REVIEWERS	
International	Prof. Owen Ward, B.Sc. (Biochemistry) 1970, Ph.D. (Industrial Microbiology) 1973, National University of Ireland.
Canadian	Robert G. White P. Eng., CMC, B.A.Sc., (Civil Engineering) University of Toronto 1969, MBA University of Toronto 1985
PREVIOUS REVIEW DATE:	This is the first review of the program which was first offered in 2003-04.
DOCUMENTATION PROVIDED TO REVIEWERS:	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
CONSULTATION PROCESS:	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

PROGRAM/UNIT DIVISION	Journalism and New Media Studies Programs Department of Humanities and Department of Social Sciences, University of Toronto Scarborough
DATE:	May 15-16, 2008
COMMISSIONING OFFICER:	Vice-Principal (Academic) and Dean
PROGRAMS OFFERED: Undergraduate	Offered jointly with Centennial College: Journalism, BA: Spec New Media Studies, BA: Maj
EXTERNAL REVIEWERS International Canadian	Jim Cunningham, Instructor, School of Journalism at SAIT Polytechnic, Calgary, Alberta Dr. Mary Lynn Young, Director, Graduate School of Journalism, University of British Columbia
PREVIOUS REVIEW DATE:	This is the first review of the program which was first offered in 2003-04.
DOCUMENTATION PROVIDED TO REVIEWERS:	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>
CONSULTATION PROCESS:	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.