

**REVIEWS OF ACADEMIC PROGRAMS AND UNITS
2005-2006**

Annual Report to the Committee on Academic Policy and Programs

May 2007

OFFICE OF THE VICE-PRESIDENT AND PROVOST

REVIEWS OF ACADEMIC PROGRAMS AND UNITS 2005-2006

Table of Contents

	Page No.
Introduction	2
Provostial Reviews	6
Law, Faculty of	11
New College	
Victoria University Review	
Victoria College	17
Faculty of Applied Science and Engineering	
Aerospace Studies, Institute for	22
Chemical Engineering and Applied Chemistry, Department of	27
Civil Engineering, Department of	30
Electrical and Computer Engineering, Edward S. Rogers Department of	34
Faculty of Arts and Science	
Anthropology, Department of	39
Semiotics and Communication Theory Program (Victoria College)	41
Commerce Program	43
Near and Middle Eastern Civilizations, Department of	45
Political Science, Department of	48
Ethics, Society and Law Program (Trinity College)	51
Peace and Conflict Studies, Trudeau Centre for (University College)	53
School of Graduate Studies	
Museum Studies Program	55
Faculty of Medicine	
Immunology, Department of	58
Ophthalmology and Vision Sciences, Department of	63
Pharmacology, Department of	67
Physiology, Department of	70
Radiation Oncology, Department	76
Speech-Language Pathology, Department of	79
Ontario Institute for Studies in Education of the UofT	
Adult Education and Counselling Psychology, Department of	85
University of Toronto at Mississauga	
Political Science, Department of	90
Psychology, Department of	95
University of Toronto at Scarborough	
Life Sciences, Department of	99
Management, Department of	102

INTRODUCTION

Reviews commissioned by academic administrators of the University of Toronto are presented as part of this annual report to the Committee of Academic Policy and Programs. Included in this compendium are twenty-two academic reviews of divisions, departments and extra-departmental units that were commissioned by the University in the 2005-06 academic year. Also included is the review of Victoria College commissioned by Victoria University, one of the federated universities of U of T. The overall assessments of the units and programs were positive. Common themes were the strength of our faculty excellence and the emphasis on enhancement of the student experience.

Highlighted across the reviews were issues of interdisciplinary research and teaching. As with the 2004-05 set of reviews, there were a number of observations and recommendations related to interdisciplinary units and programs (New and Victoria Colleges, Institute for Aerospace Engineering, Departments of Chemical Engineering and Applied Chemistry, Commerce Program, and Political Science departments). In February 2007, Governing Council approved the *Policy on Interdisciplinary Education and Research Planning*¹, allowing the University to clearly convey a commitment to interdisciplinarity and assigned planning responsibility. The Committee revised the administrative guidelines to reflect the current types of Extra-Departmental Units (EDU) at the University², as well as to allow for flexibility to update the criteria as the nature of the units continues to evolve. In furthering the work of the Interdisciplinarity Committee, two working groups have been established to identify best practices for fostering interdisciplinarity in education and research and in the administration and governance of interdisciplinary units. The Committee will report on the working group findings in the fall of 2007.

The compendium includes separate summaries for interdisciplinary undergraduate programs offered by Arts and Science departments with the Colleges. The programs were reviewed as part of the review of the primary department. The College reviews also highlight interdisciplinary programs, looking at matters relating to their broader context within the College.

As part of the *Stepping Up* academic planning cycle, two funds were established. The Academic Initiative Funds (AIF) and the Student Experience Funds (SEF) were set up to assist in the implementation of initiatives arising from the academic planning process. As can be seen in administrative responses to several reviews, AIF and SEF have been allocated to support initiatives that have arisen as responses to priorities identified in the reviews.

Governing Council approved the *Policy for Assessment and Review of Academic Programs* in 2005³. 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.

Reviews conducted from September 2005 onwards have followed the new policy and guidelines. In terms of process, as can be seen in the reviews, the guidelines have been used extensively and provide consistency to the review process across the university, in particular the types of documents provided to reviewers and the framing of the terms of reference.

In the year covered by this report, additional reviews of programs were conducted by organizations external to the University, such as the Ontario Council for Graduate Studies and a variety of external accreditation bodies. Reviews of academic programs by external bodies form part of collegial self-regulatory systems to ensure that mutually agreed-upon threshold standards of quality are maintained in new and existing programs. Such reviews may serve different purposes than those commissioned by the University. A summary listing of these reviews is presented below. These reports compliment the University's Performance Indicators and other institution-wide quantitative measures of our performance towards key goals and compares that performance to its peers⁴.

¹ <http://www.utoronto.ca/govcncl/pap/policies/intedresplan.pdf>

² <http://www.provost.utoronto.ca/Assets/guide100.pdf>

³ <http://www.provost.utoronto.ca/policy/review.htm>

⁴ <http://www.utoronto.ca/aboutuoft/accountabilityreports.htm>

Reviews of academic programs commissioned externally, completed 2005-06

Faculty of Medicine	
Master of Health Science Health Administration Program (MHSc Health Administration) – Department of Health Policy, Management and Evaluation	Accreditation: Commission on Accreditation of Healthcare Management Education
Master of Science in Physical Therapy (MScPT) – Department of Physical Therapy	Accreditation: Commission on Accreditation in Physical Therapy Education
Ontario Institute for Studies in Education/UT	
Concurrent Teacher Education Program	Accreditation: Ontario College of Teachers
School of Graduate Studies	
Degree Programs	
Exercise Sciences, MSc/PhD	OCGS Appraisal, FPEH
Geology, MSc/PhD	OCGS Appraisal, FAS
German Literature, Culture and Theory, MA/PhD	OCGS Appraisal, FAS
Linguistics, MA/PhD	OCGS Appraisal, FAS
Mathematics, MSc/PhD	OCGS Appraisal, FAS
Pharmaceutical Sciences, MSc/PhD	OCGS Appraisal, PHM
School and Clinical Child Psychology, MA/PhD	OCGS Appraisal, OISE/UT
Telecommunications, MEngTel	OCGS Appraisal, FASE
Women and Gender Studies, MA	OCGS Appraisal, FAS
Collaborative Programs	
Aboriginal Health (participating units: AEC, ANT, CHL, GGR, NUR, SES) (degrees: MA/MSc/MEd/MHSc/MN/EdD/PhD)	OCGS Appraisal
Addiction Studies (participating units: AEC, ANT, BME, CHL, CRI, FIS, MSC, PCL, PHM, SOC, SWK (degrees: MA/MSc/MASc/MHSc/MIst/MSW/EdD/PhD)	OCGS Appraisal
Book History and Print Culture (participating units: COL, ENG, FAH, FIS, FRE, HIS, ITA, MST, HPS, MUS) (degrees: MA/MIst/PhD)	OCGS Appraisal
Cardiovascular Sciences (participating units: BME, CHL, DEN, EXS, HAD, LMP, MBP, MSC, NUR, PCL, PHM, PSL, REH, SWK (degrees: MSc/MASc/MHSc/MN/MSW/PhD)	OCGS Appraisal
Environment and Health (participating units: AEC, CHL, GGR, MSC, SWK (degrees: MA/MSc/MHSc/MSW/PhD)	OCGS Appraisal
Health Care, Technology and Place (participating units: BME, CHL, ENG, HAD, NUR, PHM, SWK) (degree: PhD)	OCGS Appraisal
Health Services and Policy Research (participating units: CHL, HAD, NUR, PHM, REH, SWK) (degrees: MSc/MASc/MHSc/MN/MSW/PhD)	OCGS Appraisal
Management and Economics (participating units: MGT, ECO) (degree: PhD)	OCGS Appraisal
Nursing Science and Health Administration (participating units: NUR, HAD) (degrees: MHSc/MN)	OCGS Appraisal
Combined Programs	
Engineering and Management, Jeffrey Skoll Combined BAsC/MBA (Faculty of Applied Science and Engineering, Rotman School of Management)	OCGS Appraisal
Law and Social Work, Combined JD/MSW (Faculty of Law, Faculty of Social Work)	OCGS Appraisal
Law and Philosophy, Combined JD/PhD (Faculty of Law, Department of Philosophy)	OCGS Appraisal
Medicine, Doctor of, and Philosophy, Doctor of, Combined MD/PhD (Faculty of Medicine and School of Graduate Studies)	OCGS Appraisal
Engineering and Management, Jeffrey Skoll Combined BAsC/MBA (Faculty of Applied Science and Engineering, and Rotman School of Management)	OCGS Appraisal
Law and Social Work, Combined JD/MSW (Faculty of Law, Faculty of Social Work)	OCGS Appraisal

Law and Philosophy, Combined JD/PhD (Faculty of Law, Department of Philosophy)	OCGS Appraisal
Medicine, Doctor of, and Philosophy, Doctor of, Combined MD/PhD (Faculty of Medicine, School of Graduate Studies)	OCGS Appraisal
Engineering and Management, Jeffrey Skoll Combined BAsC/MBA (Faculty of Applied Science and Engineering, Rotman School of Management)	OCGS Appraisal
Law and Social Work, Combined JD/MSW (Faculty of Law, Faculty of Social Work)	OCGS Appraisal
Law and Philosophy, Combined JD/PhD (Faculty of Law, Department of Philosophy)	OCGS Appraisal

Provostial Reviews

REVIEW SUMMARY

DIVISION/UNIT:	Faculty of Law
DATE:	January 9-11, 2006
COMMISSIONING OFFICER:	Vice-President and Provost
PROGRAMS OFFERED:	
Undergrad & First Professional Graduate:	Juris Doctor, J.D. Master of Laws, LL.M. Master in Studies in Law, M.S.L. Doctor of Juridical Science, S.J.D
EXTERNAL REVIEWERS	
International	Professor Harold Hongju Koh, Dean, Yale Law School Professor Jeffrey S. Lehman, former President, Cornell University, and former Dean of Law, University of Michigan)
Canadian	
PREVIOUS REVIEW DATE:	2000
SUMMARY FINDINGS AND RECOMMENDATIONS OF PREVIOUS REVIEW:	<ul style="list-style-type: none">• The Faculty has been successful in meeting and surpassing objectives of its strategic goals; in recruiting world-class faculty members and attracting top students.• The reviewers identified major challenges for the Faculty including insufficient physical facilities for teaching and office space. The highlighted the need for a robust financial aid program for students.• The Law Library should address services to faculty and students.• The reviewers noted that the Faculty had a great opportunity to move forward in terms of profile; suggesting the Faculty work towards a clear communication and public relations strategy.
RECENT OCGS REVIEW(S) DATE:	2002
DOCUMENTATION PROVIDED TO REVIEWERS:	<ul style="list-style-type: none">• Terms of Reference• <i>Stepping UP</i> Synthesis: A Framework for Academic Planning, 2004-2010• Law Self-Study 2005 and Addendum 2006• 2000 External Review• Report on Research at the Faculty of Law, 2005• Law 2005-06 Syllabus and Academic Handbook• Samples of brochures and latest issues of Nexus• Compilation of faculty member CVs
CONSULTATION PROCESS:	The reviewers met with the Vice-President and Provost, Vice-Provost Academic, and the Faculty's Dean and senior administration, faculty members, administrative staff, undergraduate and graduate students, representatives from cognate units.

FINDINGS AND RECOMMENDATIONS - OVERALL ASSESSMENT AND SPECIFIC ISSUES:

The reviewers concluded that the U of T Faculty of Law is “one of the world’s outstanding law schools” and “excellent by international standards”. Such an achievement is credited to “ambitious, inspired, and inspiring leadership”, exceptional faculty members and research conducted, and a “collaborative culture within the University of Toronto and its law faculty”.

The Faculty's accomplishments in terms of quality, and cutting-edge research are lauded by the reviewers, in particular in the areas of legal theory, law and economics, and the matters related to globalization of economies, cultures, rights, and political norms. The next step for the Faculty will be to aim that the Faculty as a whole is perceived as "exemplifying the Faculty's broad and deep excellence."

The quality of the student body continues to grow as does the diversity of the student body. The academic programs are "outward-looking" with a "heightened commitment to having the intellectual work of the Faculty pay visible dividends to Canadian society". The reviewers suggested the Faculty continue to develop strategies to attract top students.

The reviewers observe that the Faculty has not yet realized its full potential. They describe an emerging group of "universally recognized 'global law schools'" and they state: "Alone among Canada's law schools, we believe that the University of Toronto Faculty of Law has the potential to emerge as one of these critical backbone institutions, a true peer of the very best law schools in the world." The reviewers highlighted the Faculty's strides in collaborating with units across the university.

The morale of the Faculty community was "remarkably high", highlighting the Faculty's "outstanding retention record". The reviewers noted the Faculty's space and facilities constraints and indicated, given the growth of the faculty both in numbers and extent of activities, that the Faculty is in a state of "crisis" regarding this matter. The administrative staff is talented and hard-working. The Faculty would benefit from an increase in staffing in order to best support its mission. The reviewers noted the continued importance of external communications and advocacy for the Faculty. In particular, communication with and involvement of alumni and general public support for the vision of the Faculty will be critical.

ADMINISTRATIVE RESPONSES

Dean:

The Faculty of Law is grateful to Dean Harold Koh and Professor Jeffrey Lehman, both leading figures in the legal academy, for taking the time to serve as our External Reviewers.

The Reviewers' thoughtful report contains many helpful suggestions about how the Faculty of Law might secure a place in this leading group of law schools. Since much of the report is positive and encouraging, I have not attempted to respond to every part of the Reviewers' assessment. Instead, I have commented on five broad themes raised by the report: Faculty, Students, Curricular and Co-Curricular Programs, Physical Facilities and Alumni Relations.

Faculty

The Reviewers describe a law school populated with "individuals of extraordinary talent", working in an environment that "expects, and also nurtures, ambitious and important work." The Reviewers recommend increased institutional investment in research support, in order to "ensure that [our] professors are participating in their fields' most important debates, and that they are able to influence those debates." To this end, I will take immediate steps to create a new position for an Associate Dean of Research. This faculty member will be charged with enhancing the research profile of the Faculty by working closely with colleagues to identify the most important and influential publishing opportunities in their areas and to assist them in readying their work for publication. I am in the process of putting together a committee to assist me in identifying the appropriate colleague to assume this key role in my administration.

The Reviewers also identify challenges to faculty retention, including inadequate administrative support. As the Reviewers note, one of the major obstacles to increasing staff support is the lack of office space to house additional bodies. I am working with my administrative team to identify the areas where staff shortages are the most critical (notably event administration and technology support) and will be looking for interim solutions to this problem pending completion of our new building.

Students

We are fortunate to have an extraordinary group of students at the Faculty of Law, and, as the Reviewers' note, we have put significant effort into programs (such as need-based financial aid, back-end debt relief and public interest career counseling) that protect the quality of our student body in an environment of rising tuition. We have been engaged in careful collection and analysis of application data for a number of years, and the Reviewers note that we have seen "continuing improvement" in the quality of the students we attract.

The Reviewers were very supportive of the Faculty's tuition policy and of our extensive financial aid program. They were also deeply concerned about the long-term impact of Ontario's legislated tuition freeze, which they felt was "misguided" and "anti-progressive". Since the Reviewers' report was delivered, the province has lifted the freeze and allowed a maximum tuition increase of 8% in the first year of the program and 4% in the upper years. I have set tuition at 8% for next year's incoming class, while providing a partial one-time tuition rebate for students with financial need. This represents a modest increase, and one that will not allow for significant growth in our program. I am working with the faculty, students and administration to find creative ways to make programmatic enhancements within our constrained budget.

In their meetings with our students, the Reviewers determined that "student morale is...extremely high" and that "students recognize the exceptional opportunity that they have received through study at the Law Faculty." My colleagues and I believe that our small class size is one of the major reasons why students have such an outstanding experience at our law school and that we must be careful to preserve this sense of community. Consequently, while there is a temptation to generate additional income by increasing the size of the student body, we are not inclined to do so.

Finally, the Reviewers identified several challenges to student recruitment, including restrictive professional licensing requirements and limited financial aid for foreign students. As Dean, I am very committed to continuing to diversify our student body, and to recruiting more international students to both the J.D. and graduate programs. I have commenced discussions with the Law Society of Upper Canada on the subject of licensing restrictions and will be working with our Admissions Office to develop more proactive recruitment strategies for international students.

Curricular and Co-Curricular Programs

The Reviewers were struck by the development over the past several years of a series of innovative curricular and co-curricular programs that "are consistent with a heightened commitment to having the intellectual work of the Faculty pay visible dividends to Canadian society." In our view, these programs (including clinical opportunities, research-intensive courses and academically-oriented volunteer placements) are an enormously important part of the legal education our students receive. I intend to expand and deepen these programs by finding ways to connect them more closely with our core academic program.

The Reviewers' description of an emerging network of international law schools has profound curricular implications. The Faculty will always operate from a resource base that looks very small when compared against those of its international peers. So if the Faculty is to participate as an equal partner in the global network of law schools, we will have to be strategic and innovative in the curricular and co-curricular programs that we offer. I have started discussions with leading international law schools to identify areas of comparative strength and to explore the possibility of creating collaborative programs (such as intensive-term visits for students, faculty exchanges and joint conferences). I am visiting a number of schools this spring and summer, with a view to developing concrete partnership proposals in the fall.

I am also working with my faculty colleagues to identify new teaching methods that take advantage of the technological revolution taking place in our classrooms. The advent of technology has made it much more difficult to connect with students through a traditional lecture format, which is how much of our curriculum has been delivered in the past. In the past several weeks, I have held two meetings with my fellow faculty members to discuss issues relating to pedagogy and technology. I will be working closely with the Chief Librarian, the Associate Dean and other members of my administrative team to implement the recommendations resulting from these discussions in the coming year.

Physical Facilities

One of the major challenges I face as Dean is the shortage of physical space available to support our program. The resolution of our space issues through our current capital project is one of the Faculty's most significant priorities. We have already taken significant steps to resolve our space problem. I accepted the recommendation of an Advisory Committee of faculty, staff, students and alumni who suggested that the Faculty of Law remain on the historic Queen's Park site. I have been working with the University to prepare a space analysis of our site. Our Interim Project Planning Report was approved by Governing Council, and we are now working with the University's Space and Facilities Planning Office to refine the project costs for the building. The final report will move through the University governance process during the fall of 2007. Over the next few years, we will work with the University, donors and the law school community to achieve our goal of fundraising \$60 million for a new building. We are working with the Space and Facilities Planning Office on a two-stage design selection process, which will allow us to share conceptual designs with our community in the fall. We anticipate that the designs will generate significant alumni interest in the building and generate a number of major gifts. We plan to launch our public campaign by the end of 2008, with a view to having secured significant financial commitments from our lead donors before that time.

Alumni Relations

The Reviewers also recommended that the Faculty develop a comprehensive communications strategy to explain the law school's direction and to attract support:

Perhaps the most significant, unifying challenge facing the Law Faculty over the coming decade may be described at a high level of generality as a communications challenge. The Law Faculty is changing rapidly in response to a changing external environment and in response to rising levels of aspiration. Any institution undergoing such changes needs to have a well crafted strategy for communicating about those changes to all of the stakeholders who care about the institution.

In particular, the Reviewers were concerned that alumni leaders must be educated about the Faculty's mission and "encouraged to reflect deeply on the difference that this Faculty makes to Canada", so that they will "begin to make the kinds of consistent, transformative investments that their counterparts make in United States law schools."

I have made alumni relations a major priority of my deanship and have been engaged in a "listening tour" of our broader community since I took office. I have met with alumni at over 25 large and small law firms, at the Department of Justice, at legal aid clinics and public interest organizations, and at the Ministry of the Attorney General. I have met with judges at the Superior Court and the Court of Appeal for Ontario, the Mayor of Toronto, and leaders from key professional organizations such as the Law Society of Upper Canada, Legal Aid Ontario, the Ontario Bar Association, the Human Rights Commission and the Law Foundation of Ontario. I have held alumni receptions in Toronto, Vancouver, New York and Halifax. At the same time, the Faculty has been communicating regularly with our alumni by email and we have held several large "open-house" events at the law school.

One of the main conclusions that I have drawn from the listening tour is that our alumni would like to have more opportunity to participate in the life of the Faculty. I am working with senior alumni volunteers to identify projects that would be meaningful and interesting to our graduates. One such project is the development of a capstone course for third year students that will explore barriers to diversity in the legal profession. I will be leading the course along with several senior alumni engaged in these issues.

I feel strongly that we are starting to make real progress in reconnecting with our alumni and I will continue to devote considerable time to alumni relations and communications.

Conclusion

I share the Reviewers' vision of the Faculty as a key participant in a global network of law schools and am grateful for their helpful advice about how to extend the Faculty's international reach. Above all, I am delighted to receive such a glowing review of our program, which validates so many of the difficult choices that our institution has had to make over the past several years. The next few years will be exciting ones for the Faculty and it is an honour to be charged with its leadership.

Vice-President and Provost:

The Vice-President and Provost is pleased with the outcome of the review and is grateful to the reviewers for their insights and recommendations. In January, 2006 Professor Mayo Moran began her term as Dean of the Faculty of Law and the Vice-President and Provost has every confidence that she and the Faculty will continue to address the challenges outlined by the review.

The Faculty has addressed the major points raised by the reviewers and careful thought and consideration have been given to their report. Recently, the new Dean has completed an extensive planning process that has taken account of the external review report.

The Faculty has moved forward on its planning related to physical facilities and space. The Interim Project Planning Report for the Faculty of Law was approved in principle by Governing Council this year, to accommodate the activities and functions described for the expansion of the School's programs at its present location at 78 and 84 Queen's Park Crescent West. Further refinement of the space requirements, site analysis and costs will be necessary to finalize the project committee report, which is expected to come forward for consideration in the next academic year.

Academic Initiative Funds have been recently been secured by the Faculty, building further on the relationships that the Faculty has with cognate units at the University. The Institute for Study of Law, Technology and Culture aims to engage scholars and students to address the interface between technology, law and society. Cross-divisional activities will be mounted in order to create a network of scholars and a forum for exchange between legal scholars who approach technology law through economic, political, philosophical and cultural theories, and scholars from other disciplines who critically examine technology from the perspective of their disciplines.

REVIEW SUMMARY

DIVISION/UNIT:	New College
DATE:	January 9-11, 2006
COMMISSIONING OFFICER:	Vice-President and Provost
PROGRAMS OFFERED:	
Undergrad & First Professional	New College Area Studies programs of study: African Studies, Caribbean Studies, and South Asian Studies Through the Faculty of Arts and Science: Human Biology Program, Women and Gender Studies Institute
REVIEWER/Search Committee	The review was undertaken by the Provost in consultation with the search committee for a new Principal of New College: Prof. Vivek Goel, Vice-President and Provost (Co-Chair) Prof. David Farrar, Deputy Provost and Vice-Provost, Students (Co-Chair) Prof. Sylvia Bashevkin, Principal, University College Prof. Elizabeth Cowper, Associate Dean, Div. I, SGS Ms Phuong Du, President, New College Student Council Ms Leah Girardo, New College Equity Commissioner Prof. Sean Hawkins, Director, African Studies Program Prof. Shahrzad Mojab, Director, Women and Gender Studies Institute Dr. June Larkin, Director, Equity Studies Program Prof. Melanie Newton, History/Caribbean Studies Program Ms Lesley Riedstra, President, New College Alumni Association Prof. Berry Smith, Director, Human Biology Program Prof. Pekka Sinervo, Dean, Faculty of Arts and Science Ms Judy Snow, Deputy Chief Librarian Prof. Lorne Tepperman, Director, Health Studies Program Ms Charmaine Tsang, President, New College Residence Council Ms Sally Walker, Assistant Principal and Registrar Prof. Blair Wheaton, Chair, Department of Sociology Dr. Ann Yeoman, Dean of Students
DATE - PREVIOUS REVIEW:	1996
SUMMARY FINDINGS AND RECOMMENDATIONS OF PREVIOUS REVIEW:	<ul style="list-style-type: none">• The review highlighted the academic support services, commitment to students, faculty, and staff to the College and the quality of the Registrar's office.• The review committee recommended that reviews be conducted of the Human Biology Program and the Women's Studies and Humanism programs and that the College review its structure of administrative and governance structures. IN addition they recommended the College focus on development of advancement.
DOCUMENTATION PROVIDED TO REVIEWERS:	<ul style="list-style-type: none">• New College Self-Study and <i>Stepping UP</i> Academic Plan• Principal's end of term report• Terms of Reference• Reports on every sector of the College
CONSULTATION PROCESS:	The Committee met with the Principal, teaching and administrative staff, students, alumni, Program Directors, the senior academic administrators of the College and Chairs and Directors of cognate units (History, Geography, Sociology,). A general call for submissions was issued by the Provost to the College community.

FINDINGS AND RECOMMENDATIONS - OVERALL ASSESSMENT AND SPECIFIC ISSUES:

According to its vision statement as set out in its *Stepping Up* plan, New College “is committed to the provision of the highest quality of academic support, interdisciplinary programs, facilities for learning, and residential experience, in ways that will promote and foster diversity, equity and global awareness for all students (both in residence and beyond), faculty, staff and alumni of New College in and beyond the University of Toronto.”

New College has achieved a great deal since its last review. It has succeeded in strengthening existing and creating new innovative academic programs as well as providing a high quality of student experience and outstanding academic support services. It has done so without compromising its particular conception of academic life, social diversity, inclusion and commitment to the principles of social justice.

It has developed its own traditions and identity, focusing on enhancing student experience, innovative interdisciplinary programs, links with the professional faculties, career mentorship, unique summer programming and community outreach initiatives. New College aims to be a friendly and informal community which places a high priority on student support services and encourages diversity.

New College Programs of Study

Area Studies Programs: There are three area studies programs at New College: *African Studies*, *Caribbean Studies*, and *South Asian Studies*. All three report similar issues: (1) lack of faculty and under-representation within the disciplines and (2) lack of interdisciplinary depth in course offerings. The programs were created in large measure to bring together faculty from different disciplines with a common interest in areas outside of the traditional departmental academic priorities. However, it has been difficult for these relatively small programs to effectively advocate for further support, especially in a context of very constrained or declining complement resources. Because there have been extremely limited commitments of faculty to the programs themselves, it has been an ongoing challenge to develop genuine interdisciplinarity.

Equity Studies Program: Introduced in 1998, the program is the largest one at New College, offering an intersectional analysis of equity situated within the emerging fields of transnational, post-colonial and diaspora studies. Since its inception, the program has grown from 11 majors to approximately 200 majors.

Paradigms and Archetypes Program: The Program, begun in 2003-04, is intended to serve as the signature minor program of the College. The program is funded by an endowment that covers the core course offerings annually that provide introductory and capstone courses for the minor.

Enrolments in most of the programs are increasing and in turn the demands on academic staff affiliated with them have also increased. In a context where curricular resources have been very constrained, New College has successfully nurtured Women and Gender Studies, to the point where it is now an independent academic unit. At the same time, several of the current College programs do not have the faculty complement necessary to support their offerings and thus rely on stipendiary appointments and on the goodwill of departments to provide teaching resources.

The review committee recommended that New College, with the Faculty of Arts and Science, continue to work to respond positively to challenges common to all of its programs, especially with regard to instructional and administrative resources. Priority should be given to building stronger relationships with the relevant Arts and Science departments in order to identify the resources needed to support these programs with permanent teaching staff.

Arts and Science Programs housed in New College

Human Biology Program: The Human Biology program provides an interdisciplinary undergraduate course of study that includes courses from the life sciences and the basic medical sciences. Courses in the upper years include many offered by faculty from the Faculty of Medicine. The program has become one of the largest programs in the Faculty of Arts and Science. New College houses the

program. It provides four offices, and administrative and registrarial counselling services. The program provides a College presence for life-science students. The relationship between the College and the program is complementary and mutually beneficial.

Women and Gender Studies Institute: The Women's Studies Program was initiated in 1976 and was first housed at New College in 1978. In 1999, as a result of the Provostial Review of Women's Studies, the Women's Studies undergraduate program at New College and the Graduate Collaborative Program at Innis College were brought together into the Institute of Women's Studies and Gender Studies, with a mandate to co-ordinate research and other activities in this field on all three campuses. As part of the Arts and Science *Stepping UP* plan IWSGS was reclassified as an Extra-Departmental Unit, with appointment-making authority. The Institute was renamed as the Women and Gender Studies Institute, and the Director reports directly to the Dean of the Faculty of Arts and Science. Like the Human Biology program, the Institute relies on New College for infrastructure and services such as shared offices for faculty and teaching assistants, furniture and IT support. Institute students have access to the New College writing centre and library.

The review committee recommended that the relationships with the Human Biology Program and the Women and Gender Studies Institute (currently based on collegiality and good will) be formalized and approved by College Council and that the constitution of New College should be revised to include representation of both of these Arts and Science academic units on College Council.

Academic Support Services

New College houses a Writing Centre, Math Aid Centre, Stats Aid/ECO Aid and the Donald G. Ivey Library. The Writing and Math Aid Centre serve all students registered in New College, students living in New College residences and/or enrolled in New College programs, including Human Biology and WGSJ students. The Stats Aid and ECO Aid provide help for students in 200-series Statistics courses and also in ECO 100Y. All the academic support services are valuable resources to the College.

The Library houses an inter-disciplinary collection, mostly in the social sciences and humanities, that support the academic programs of the College. The review committee recommended that the New College librarian explore opportunities for collaboration and cooperation with the OISE/UT library and consult with the University's Chief Librarian to identify the best mechanisms to facilitate better integration into the central library system.

Residences

With the opening of New College's third residence in September 2003, the undergraduate residence population is now 860 students. The development of the student life aspect of the operation is carried out with the guidance and support of the New College Principal. The major challenges to the residences are upgrading the older facilities and eliminating deficiencies in the new building, as well as implementing barrier free access within the cafeteria.

Chestnut is a multi-use facility integrating both student housing and banquet/catering space under one roof. The review committee recommended that the next Principal continue to provide support and guidance to the Dean of the Chestnut Residence on matters involving student life.

Student Life and Student Governance

In January 2006, the number of Arts and Science students registered at New College was 4333 (3941 full-time and 392 part-time). At this time, there were 857 students in residence, of whom 385 were professional faculty students.

Students at New College – both residence and commuter students – are very active in student governance within the College.

The review committee recommended that the next Principal continue to work with student groups on accessibility initiatives and continue the practice of open communication with student leaders and giving students a meaningful role in decision-making.

Administration

Principal's Office: The increasing complexity of the New College operation suggests that the administrative structure may need to be reviewed and reorganized. The College has opened a third

residence and the Principal is responsible for the student life aspect of the Chestnut residence. Five College teaching programs report to the Principal, while two programs with unique and complex relationships within the College report to the Dean of Arts and Science. The Committee learned that there was formerly a Vice-Principal at New College and suggested that the next Principal may wish to review staffing models in other Colleges and consider resurrecting the position of Vice-Principal to provide more support and assistance to his office.

Registrar's Office: The Registrar's Office is a focal point of activity, as well as a source of tremendous support for, students in the College. The Registrar's office continues to be one of the strongest assets of the College, providing a wide range of services to students, from orientation sessions in June and July for newly admitted students to academic, financial and personal counselling. The review committee noted that the office critically needs a space re-design and that improvements to scholarships should continue.

The reviewers highlighted the New College efforts in areas of recruitment and outreach, noting the successes recently launched Helix Project, summer international ESL programs, summer language courses, and relationships with the Flemington Public School in North York and "Pathways to Education" Program in Regent Park. New College has mentorship programs aimed at improving the student experience. The College continuously assesses the student experience by analyzing feedback from the Faculty of Arts and Science survey on course enrolment and advising, and also feedback from students (first year, commuting and science) in the First Year Learning Community (FLC) project.

The review committee recommended that the next Principal continue to give priority to fundraising efforts to increase scholarships and financial aid for New College students as well as identifying opportunities to coordinate the College's recruitment and outreach initiatives with other initiatives in the Faculty of Arts and Science and across the University.

College Fellows

In general, respondents to an informal survey of College Fellows indicated that they enjoy very good personal experiences in the College. However, many indicated that the Fellows as a group are not well-integrated in College life. There were suggestions how involvement of Fellows in College life could be facilitated.

Alumni and Development

New College's goals have been redefined in terms of *Stepping Up* priorities, through wide consultation, and have the approval of the Vice-President and Provost. Development has grown rapidly in recent years. The Senior Development Officer has, in a relatively short time, been very successful in cultivating, soliciting and stewarding major donors. The review committee noted that the Principal of New College must play a strong advocacy role to ensure that the young alumni base understands that the College programs are unique within the University and the important role of the programs in support of the principles of equity and diversity and outreach to the community. The review committee recommended that the Principal assign a high priority to cultivating and strengthening alumni relations and that the College and that the Principal continue to maintain a very high level of commitment to advancement activities to achieve the College's goals.

ADMINISTRATIVE RESPONSE:

The Vice-President and Provost is pleased with the committee's assessment of the current strength and bright future prospects of the College. In July 2006, Professor Rick Halpern began his term as Principal of New College. Professor Halpern brings to the position of Principal of New College good experience and appreciation of the qualities that make New College unique.

As per the recommendation of the review committee, the New College Principal has worked with the Faculty of Arts and Science to respond positively to challenges common to New College programs, especially with regard to instructional and administrative resources. Recently awarded Student Experience Funding to New College will support the:

- Caribbean Studies Program to develop an interactive learning experiences through classroom visits by award-winning Caribbean-Canadian writers, dramatists and poets.
- Expansion of the Southern Africa Health and Humanities Exchange (SAHHE) Program. The program and become interdisciplinary by supporting undergraduates from the Faculties of Arts and Science, Nursing, Pharmacy, and Physical Education and Health. Exchange opportunities with two universities in southern Africa, University of Namibia (UNAM) and University of Zambia in Lusaka (UNZA) will include service placements with non-governmental and governmental organizations and research components.
- Implementation of the ePresence platform for tri-campus curriculum delivery in area studies. ePresence technology will be implemented in order to take advantage of the wider range of courses currently offered on all three campuses. Students will have access to St. George, UTM and UTSC courses through interactive webcasting and web archiving. Along with other such initiatives across the University, this project will be an important pilot project that may benefit additional tri-campus programs.

New College has received Student Experience Funding to improve the fitness facilities of the 89 Chestnut Student Residence. Improvements to the student fitness facilities have been identified as a priority area based on a residence survey. The facilities will be upgraded, both in terms of variety of equipment available and accessibility of the fitness facility. Student Experience Funds will also support the renovation of the Chestnut Student Dining Hall to become the first Green Dining Hall in Canada. New green products will be introduced in addition to a healthier way of eating along with educational materials on physical fitness, diet and the mind.

The review has identified some issues that will require the attention of the new Principal. The Principal is committed to providing strong leadership to manage these transitions, working closely with College faculty and units and departments outside the College.

Victoria University Review

REVIEW SUMMARY

DIVISION/UNIT:	Victoria College
DATE:	December 2005
COMMISSIONING OFFICER:	President, Victoria University
PROGRAMS OFFERED:	Renaissance Studies and Literary Studies
REVIEWER/Search Committee	<p>In accordance with the by-laws of the Board of Regents of Victoria University and the Memorandum of Agreement with the University of Toronto, the President appointed a committee to review the College at the time of the ending of the Principal's term.</p> <p>Prof. Paul Gooch, President, Victoria University (Chair) Mr Brian Clow, Student Ms. Martha Drake, Alumni Affairs and University Advancement Ms Katie Daniels, Student Prof. Edith Hillan, Vice-Provost, Academic, U of T Prof. Susan Howson, Vice-Dean, Faculty of Arts and Science Prof. Eric Jennings, College Fellow (History) Prof. Heather Murray, College Fellow (English) Mr. Luke Pollard, Member of the Board of Regents Prof. Ricardo Sternberg, College Fellow (Spanish and Portuguese and Comparative Literature) Ms. Mary Lou Tigert, Member of the Board of Regents Prof. Peter Wyatt, Principal, Emmanuel College</p> <p><u>External Reviewers:</u> Prof. Angela Esterhammer, Associate Dean, Faculty of Graduate Studies, and Professor of English and Comparative Literature, The University of Western Ontario Prof. George Fallis, Professor of Economics and former Dean of Arts, York University</p>
DATE - PREVIOUS REVIEW:	1990-91
SUMMARY FINDINGS AND RECOMMENDATIONS OF PREVIOUS REVIEW:	<p>The report concluded that the future of Victoria College is bound with that of the other Colleges and the University. For Victoria College in particular, the reviewers noted that "fostering the quality of the undergraduate experience remains the core of Victoria's vocation and efforts to sustain and develop teaching and learning skills, especially in first year, should continue. While the College programs are an appreciated contribution to the Faculty of Arts and Science, Victoria must also, in the future, explore other modes of contributing to the teaching resources of the Faculty."</p>
DOCUMENTATION PROVIDED TO REVIEWERS:	<ul style="list-style-type: none">• Terms of Reference• Victoria University Self Study including reports of the Principal, Registrar, Chief Librarian and Dean
CONSULTATION PROCESS:	<p>The external reviewers met with senior administrators, a selection of staff and students. They met individually or with groups of faculty representing all Vic programs and U of T departments housed on the Vic campus. At the conclusion of their visit, they met with the entire Review Committee.</p>

FINDINGS AND RECOMMENDATIONS - OVERALL ASSESSMENT AND SPECIFIC ISSUES:

The Committee was asked to assess the current strengths and opportunities of Victoria College, and to comment on the challenges facing the College in realizing its aspirations and plans in the Stepping

UP process. The scope of the Terms of Reference included the quality of the student experience, assessment of the academic programs and courses, quality of the experience of the College Fellows, governance and distinctiveness of Victoria College.

External Review Report

The external reviewers highlighted the role of Colleges within the context of the University of Toronto:

- Colleges provide a “neighbourhood” as smaller units within the University.
- The University of Toronto is organized by academic disciplines into departments, and by departments into Faculties. The reviewers note that the “continuing challenge for Victoria College is to clarify, defend, celebrate and contribute” to the student experience outside of this discipline-based structure. The reviewers noted that colleges “can be places of interdisciplinarity, both formal and informal. Formally, they can offer interdisciplinary degree programs and courses designed to complement disciplinary degree programs, and they can be places of interdisciplinary research. Informally, they can be places where students can meet other students outside their disciplinary program, and where faculty members can meet other faculty outside their department. Colleges are more heterogeneous than departments.”
- The Colleges have a number of specific roles in student life, providing residences, student services such as advising, counselling, or writing and math support, and extra-curricular activities such as clubs, student government, sports and recreation.
- College has a special role to play in the interface between the University and the wider world, acting as “focal points for co-curricular activity that brings together students, faculty, alumni, and the broader public.”

Quality of Student Experience

The focus on the mission of providing an engaging and enriching student experience is a “notable indicator of the health of Victoria College” and consideration was given as to what “value-added” components Victoria can provide, even to students who may have few or none of their classes on the Victoria campus. The reviewers laud the staff that provide student services, including the role of the Registrar’s Office and the Office of the Dean of Students. They note that the experience of students overall in Victoria residences is very positive and well managed.

The reviewers noted the challenge to enhance the student experience for “commuter students”. They were encouraged to see a focus on this group of students, adding that these services need further development.

The reviewers agreed that the first-year experience is being addressed, and “as the development of Vic First Pathways continues, there is wide-spread recognition and acceptance that efforts in the next five-year period should also be directed toward upper-year students.” The reviewers noted the importance of international education as a component of the student experience and suggest that a new staff position as Co-ordinator of International Experience, possibly shared between the Dean of Students’ and the Registrar’s Offices, would “significantly enhance Victoria’s internationalization.” Other ideas for promoting international exposure on the Vic campus were outlined.

Academic Programs and Courses

The reviewers highlight that there “is much to be gained by focusing on Victoria as an *intentional community* within the much larger University of Toronto. Victoria is recognized as providing a space for interdisciplinary education and for intellectual fellowship that cuts across disciplinary departments and programs.” They address the programs offered at the College:

- The Vic One program was reported as successful in meeting its objectives “attracting talented students, providing them with a focused, enriched, research-oriented course experience during their first year, creating lasting bonds among students and professors, and bringing positive attention to Victoria College... The reservations of a few faculty and staff about Vic One concerned resource allocation: specifically, the perception that it is a very expensive program to run, considering the relatively small number of students who receive direct benefit from it (approximately one-eighth of Victoria’s first-year class).” The reviewers suggest ways by which the reservations might be addressed and communicated.
- The reviewers commented on the proposed “Vic First Pathways” program, noting that it could be a “promising direction for counselling first-year students toward pairings of courses that

- would have multiple benefits: creating a solid grounding and focus for their academic specializations, building social bonds and learning communities, offering relatively small classes in first year, and increasing the complementarity among students' course selections.”
- Victoria College’s distinctive academic programs in Renaissance Studies and Literary Studies are well-established and highly respected, within and beyond the University of Toronto. These programs manifest clear indicators of quality. Renaissance Studies is flourishing, with a Specialist program on the horizon and aspirations toward an endowed Chair in Renaissance Studies. In the case of Literary Studies, the presence of the Centre for Comparative Literature on the Victoria campus provides an ideal opportunity for strengthening the ties that currently exist.
 - The reviewers lauded the “health of all the Victoria College programs” especially given the difficulties associated with many interdisciplinary programs. They comment favourably on developments discussed to facilitate interdisciplinary education.
 - The reviewers agreed that the program Semiotics and Communication Theory is in evolution to a different status, perhaps moving towards closer collaboration with the Department of Anthropology. They noted that the review of Semiotics, to occur together with the review of Anthropology in 2006, will more specifically cover the program.
 - The proposed undergraduate program in Material Culture “has the virtue of being interdisciplinary and at the leading edge of current approaches to humanities and social sciences (and the relationship between them). Specifically, there are opportunities for involving faculty from Semiotics, IHPST, Spanish and Portuguese, and Vic Fellows from other disciplines.”

Quality of the Experience of the College Fellows

In this area the reviewers commented on the challenges of fostering collegiality, transparency in the process of Fellow selection and appointment, and the disciplinary mix of Fellows. The reviewers concluded that given “Victoria’s complex place within the Faculty of Arts and Science, we believe that a strong Fellowship is crucial. We think it should be a high priority over the next five years to address concerns about the Fellowship.”

Governance

Agreeing that governance of an institution is “complex and nuanced”, the reviewers noted that they “did detect a sense that governance may be too complicated and that current structures may not suit Victoria’s current needs and aspirations. The College, along with Victoria University, might consider a more focused review of governance in the next five years.”

With regard to the Memorandum of Understanding with the University of Toronto, the reviewers reflected that discussions should continue with the Faculty of Arts and Science and the University of Toronto regarding courses/enrolments and how they could be funded.

Distinctiveness

The reviewers identified a number of features that contribute to the “distinctiveness of Victoria College within the University of Toronto, and compared with other institutions to which students might apply. Some of these are current realities; others figure prominently in the College’s aspirations to distinguish itself in the coming years including Victoria’s distinctive academic programs (particularly Renaissance Studies and Literary Studies); Vic One, and potentially Vic First Pathways; “value-added” or “co-curricular” opportunities for students; and the Vic Fellowship for faculty members. The reviewers refer to the University of Toronto, *Stepping Up: A framework for academic planning at the University of Toronto: 2004-2011* that recognizes the transitions in the role of Colleges over the last thirty years and their continued process of re-invention with the ongoing opportunity to reflect upon the role of the Colleges.

Review Committee Report

Student Experience

The Committee notes that the students have “varying degrees of involvement with college programs and activities, and this may change throughout the time of a student’s stay at the university” noting that the “most pressing issue at present is that ‘student experience’ is qualitatively very uneven for different groups.” In addition, there are challenges for the experience of commuter students, i.e., those

not in residence at the College. Of note are aims to increase the diversity of the undergraduate population; attention to needs faced by first year students; enhancing the service provided by the Registrar's Office; commuter students increase use of the Office of the Dean of Students and increased study and social space; the value of the Orientation program as a community-building exercise; improving the meal plan and food services; and, improvements in study space and facilities at the E.J. Pratt Library. The Committee noted that although most students report a strong sense of satisfaction with Victoria's services and amenities, "awareness of services and activities, and the ability to access them, varies widely." The Review Committee made several recommendations to enhance the student experience.

Academic Programs and Courses

The Committee concluded that the "breadth and quality of programs offered at Vic have been substantially enhanced over the last five years" with programs such as *Vic One*, providing a model "new kind of first-year education featuring close interaction between established professors and small numbers of first-year undergraduate students." As with the external review, the Committee highlighted the successes of the Literary Studies and Renaissance Programs and await the recommendations coming out of the Semiotics review through the Arts & Science review of Anthropology. The Committee recommended that the College "continue to nurture and develop its programs, and to seek funding for two chairs (one in Comparative Literature / Literary Studies, the other in Reformation and Renaissance Studies), and for programs in accordance with its academic plan" and continue to develop the proposed Material Culture program.

Quality of the Experience of the College Fellows

The Committee recommended that

- The Principal and the President undertake to clarify the terms under which departmental groups occupy space at Victoria University
- The Victoria College Council consider the issue of the disciplinary balance of Fellows to ensure an appropriate mix for the College in light of the College's courses, programs and student body
- The principle of office sharing for part-time and retired faculty who teach courses be affirmed, as well as the provision of shared research space for retired faculty
- The Principal and President work with the Senior Common Room Committee to enhance the collegial experience of the Fellows

Governance

The Committee considered that Victoria College governance is "adequate overall" highlighting two areas requiring attention. The first relates to the concurrent evolution of the College and the Arts and Science structures in that "the *de jure* governance structure does not match the *de facto* reality, as Vic still has governing bodies whose mandates have largely been assumed by the University of Toronto." The Committee agreed that although the College administrative structure works well, the relationship between the Principal's Office and the Office of the Registrar is not always clear. The Committee made several recommendations, including a review of the role, membership, agenda and frequency of meetings of Senate with the goal of ensuring that Senate continues to meet statutory obligations while at the same time striving to avoid duplication with the College Council, and focusing on areas that will have a positive impact on the College.

Distinctiveness

The Review Committee "found the comments of the external reviewers about distinctiveness helpful to their thinking" and agreed that "the College's mission is not to be unique, but to enhance the experiences of learning, teaching and serving for its members." The Committee concluded that the "College should continue to draw creatively on its heritage, in order to welcome today's students into a flourishing academic community, distinctively Vic, but emphatically University of Toronto."

ADMINISTRATIVE RESPONSE:

The President is pleased to submit a response to the Victoria College Review and the Report from the External Reviewers and thanks all concerned for their time and effort in making suggestions to better the educational and collegial experience of the College. Overall the report highlights the strengths of the College and deals with a number of important areas. Each recommendation is addressed below.

While there is a need to continue to improve the College, it is clear that overall there is a degree of satisfaction on the part of the students and faculty.

1) The Student Experience

The priority that the University of Toronto has set on improving the student experience is reflected in the first four recommendations, which will advance Victoria in its goal of providing a collegial environment for its students. The Registrar's office has addressed the hours of operation and will redesign our communications approach. The 'We're coming to Vic' brochures and web site provide better awards information. The Principal's office, in conjunction with the President's office, is working on an international strategy and support for students in second year and above. The President has followed up on the consultation around a renewal of Wymilwood for student activities. The College is reviewing its social and study space through improvement to Old Vic. Finally a review of the meal plans has been carried out.

2) Academic Programs and Courses

Approaches to secure additional support for the college programs especially through funding for two new chairs will be referred to the development office. On the program side reviews of Literary Studies will happen in the near future. The Semiotics review proceeded as part of the Arts and Science review of the Department of Anthropology. The Dean of Arts and Sciences has noted that a new appointment in Anthropology is now also associated with the program, though this does not entirely solve the problem of core faculty identified by the reviewers. Victoria College and the Department of Anthropology are continuing to work together to solve the matter of core faculty in the context of the next planning exercise. Finally, the College will continue to explore the development of a Material Culture program, beginning with a first year course that commenced in September 2006.

3) Quality of the Experience of the College Fellows

The policy and procedure on the use of College space will be developed with the Faculty of Arts and Science with an agreed upon document in place in 2007. This will also address the principle of the use of offices by part time and retired faculty. The College will also review its Fellowship through a College Council committee and will follow up with a general discussion of the Fellowship. Finally, the Senior Common Room committee will bring forward recommendations to enhance the collegial experience.

4) Governance

The President will explore issues that touch on the role of Senate. Plans are in place to ensure regular reporting of academic matters to the Board and Senate. The President is reviewing the roles and position descriptions of all the senior administrators at Victoria.

In July, 2006 Professor Cook began his second term as Principal of Victoria College and the President has every confidence that he and the College will meet the challenges outlined by the review report and within their own academic plan. The College has clearly begun to formulate action plans to address the issues raised.

Faculty of Applied Science and Engineering

REVIEW SUMMARY

DIVISION/UNIT:	University of Toronto Institute for Aerospace Studies (UTIAS) Faculty of Applied Science and Engineering
DATE:	2-3 February, 2006
COMMISSIONING OFFICER:	Dean, Faculty of Applied Science and Engineering
PROGRAMS OFFERED:	
Undergrad & First Professional	Program Option through Division of Engineering Science
Graduate:	Master of Applied Science (M.A.Sc.) Master of Engineering (M.Eng.) Doctor of Philosophy (Ph.D.)
EXTERNAL REVIEWERS	
International	Prof. Daniel J. Inman, George R. Goodson Professor, Centre for Intelligent Material Systems and Structures, Department of Mechanical Engineering, Virginia Polytechnic and State University Prof. Chung K. Law, Robert H. Goddard Professor, Mechanical and Aerospace Engineering, Princeton University Prof. N. Harris McClamroch, Professor and Past Chair of Department of Aerospace Engineering, Department of Aerospace Engineering, University of Michigan
DATE OF PREVIOUS REVIEW:	1999
SUMMARY FINDINGS AND RECOMMENDATIONS OF PREVIOUS REVIEW:	<ul style="list-style-type: none">• It is suggested that UTIAS attempt to establish a corporate sponsorship program. The university should support this activity (at the decanal and vice-presidential level). The Institute needs to continue to develop partnerships with companies and government laboratories. The current Microsatellite program and the planned programs with Bombardier are to be strongly encouraged.• Additional space and support staff for the undergraduate lab are required for the excellent second-year projects course (AER 201, Engineering Design) and expanded teaching facilities and lab space on the main campus. The institution could well improve its international reputation by establishing an aggressive visitors program to attract middle level and senior level faculty of prominence.• UTIAS should take advantage of the unique nature of Ph.D program as a mechanism for recruitment of graduate students.
RECENT OCGS REVIEW(s) DATE:	2006
DOCUMENTATION PROVIDED TO REVIEWERS:	<ol style="list-style-type: none">1) <i>2001-2005 Four-Year Report</i> of the Dean of the Faculty2) Provost's <i>Guidelines for Review of Academic Programs and Units</i>3) Report of the 1999 External Review of the Department4) Institute Self-Study5) <i>Stepping UP – Synthesis</i>, November 29, 20046) Institute Strategic Plan 2004-2010 and Update7) Aerospace Undergraduate Curriculum Review Committee Document8) APSC Strategic Plan9) Ontario Council on Graduate Studies (OCGS) Review – Brief
CONSULTATION PROCESS:	The reviewers met with faculty members, staff, graduate and undergraduate students, and administration from UTIAS.

FINDINGS AND RECOMMENDATIONS - OVERALL ASSESSMENT AND SPECIFIC ISSUES:

Clearly UTIAS is a mainstream, first-rate research oriented aero department. It has experienced significant financial cutbacks, reduction of a faculty line and retirement of well-known faculty. Thus to maintain and improve its position it is critical that it not face further budget cuts.

- “Going forward, UTIAS needs to replace its retiring world leaders with outside, high quality faculty, aggressively recruit from the U.S. for both faculty and graduate students and engage in some self promotion.”
- “The strategic plan is excellent, it recognizes that the faculty is limited in size, and it clearly defines focused areas for guiding future hiring decisions and resource allocation decisions. The plan capitalizes on the Institute’s current strengths. However, the Institute should remain flexible and it should remain ready to adapt to a changing aerospace environment.”

UTIAS strengths are its ties with industry, its unique experimental facilities, and the fact that they have focused on certain areas of excellence rather than trying to maintain research presence in all areas of aerospace. As a result, their research in these focused areas is of very high quality. The major UTIAS weakness is that it does not have the external international recognition that it deserves on the basis of the quality of the Institute. This weakness is manifest by the relative lack of awards and honors that recognize the faculty and by the relatively few graduate students from the U.S. and may be a partial consequence of the Institute’s history of hiring mainly University of Toronto graduates.

Faculty matters

- The strategic plan should be implemented through careful future hires and resource allocations.
- Consider an external search for Director with emphasis on someone with a degree from another institution. If an internal candidate is selected, the new Director should focus on hiring new faculty from outside UTIAS.
- Increase the Institute’s visibility by promoting the faculty for awards and honors and by increasing the number of foreign visitors. Active recruitment of U.S. graduate students would also be an important activity in improving the Institute’s reputation and diversity of student backgrounds.
- UTIAS has a key role to play in the University’s interdisciplinary initiatives. It would be good to try and use the interdisciplinary thrust to effectively increase the number of lines of funding.

Program administration

Two strong recommendations from the 1999 external review were not implemented over the last 6 years, and these are again recommendations put forth here. First is the need for a technician for the undergraduate design labs and the second is the establishment of a strong visitors program. This committee again underscores the need to do these.

- Establish an honorifics program to encourage faculty recognition in awards (AIAA Fellow, prizes, etc.) and in general make more of an effort to integrate the faculty into the North American Aerospace community (e.g. serve on AIAA committees). Again, as in the 1999 review, the reviewers underscore the importance of having visitors at all levels (a more organized graduate seminar series, sabbaticals, short term and long term).
- Hire a support technician for the undergraduate teaching labs. The undergraduate design course needs a full time technician. This is an incredibly important undergraduate experience, yet way too faculty intensive. It would be efficient to alleviate this with a technician, and allow the attending faculty to perform at more appropriate levels.
- UTIAS would benefit from building maintenance funds as the infrastructure is decaying and not being maintained in a modern way.

Undergraduate program

The reviewers recommended a variety of suggestions for enhancing the undergraduate experience. One suggestion is that UTIAS consider combining the writing course with the lab course. This could save a one-course requirement and at the same time provide a more meaningful writing experience for the students.

Graduate program

- The undergraduates would like a fast track master’s degree system that counts graduate courses taken as an undergraduate towards a master’s degree similar to some U.S.

- universities – can be an effective tool for recruiting the best students to stay and attend graduate school.
- The Institute should advertise and work on graduate recruitment from U.S. institutions. The program at U of T is very competitive from the graduate student point of view. One advantage over the U.S. graduate programs is the guaranteed 12-month, multi year funding typically not offered by competing U.S. universities.
- Regarding MASc degree, the Research Advisory Committee (RAC) should consider becoming constituted as a proper thesis committee ending in a thesis presentation/defense and final approval.

UTIAS has a good distribution of graduates to industry and graduate schools from its undergraduate program. It has a very dedicated staff that is impressive. UTIAS is one of the few aerospace departments in the world that has a significant space flight program (satellites). It has very unique facilities including the combustion lab, simulation facilities and space flight lab. The reviewers note that the UTIAS “has made tough but correct decisions in dealing with budget cuts and has managed to maintain its strong educational and research program.” The faculty, staff and students are all very positive about the Institute. UTIAS is without doubt the top aerospace department in Canada and has the potential for being one of the leading aerospace departments in the world.

ADMINISTRATIVE RESPONSE

The Dean welcomes the recommendations of the Review Committee and wishes to express gratitude for the thorough work and for their insightful recommendations on how best to strengthen further our standing and reputation among the leading aerospace departments in North America.

- *The UTIAS faculty needs to grow:* UTIAS will continue to play a key role in the University’s/Faculty’s multidisciplinary activities, e.g., I-AIM, Faculty’s initiative on “Energy and the Environment,” proposed initiative on “Space Science and Technology” with microsatellite platform. Potential for 1 or 1.5 new faculty positions through cross-appointments.
- *Future hiring:* UTIAS will add some of the suggested research areas to the current list for future recruitment and will actively recruit candidates from outside UTIAS and outside Canada. To attract more candidates they plan to advertise less specific job openings; in future advertisements they will identify the Institute’s research directions and thus enlarge the pool of applicants. UTIAS will also step up efforts to proactively recruit women applicants.
- *Recognition:* Following the reviewers’ recommendations to increase the recognition of UTIAS faculty, UTIAS has struck an honours committee of senior faculty to make nominations and generate the required support from peers. Moreover, this UTIAS committee will have input into the new Faculty-wide Committee on Nominations of Honours and Awards, chaired by the former Dean, Michael Charles.
- *Enhance our role in the international aerospace community:* Many UTIAS faculty are on editorial boards, and are members of international committees and expert groups. The Institute will continue and enhance these participations. Hiring new faculty from outside Canada will assist on this front.
- *Visiting professorships/lectureship:* We will continue to seek financial support for such a program through the Institute’s and Faculty’s advancement campaign.
- *Graduate student recruitment from US institutions:* Attempts in the past to recruit students from the US have not been successful. The Institute has sent posters to graduate student associations in the US – with limited success. The strategic plan proposes a combined approach by Engineering Departments, including visits and presentations at some US universities. To follow up on this, UTIAS will target initially 2 but eventually 4-7 excellent schools with large undergraduate aerospace programs (e.g., University of Michigan).

- *Infrastructure and staff:* Resources needed to upgrade our infrastructure to bring it to the high-tech appearance normally associated with leading research universities will be considered as a focus area for the faculty's advancement efforts. There is a strong need for a technician for the undergraduate design and laboratory courses. We will consider addressing this issue through the Engineering Science Aerospace Option.
- *Undergraduate Issues:* Combining the writing and lab courses will be discussed with the other Options in Engineering Science. The feasibility of a fast-track MAsc system will be explored.

REVIEW SUMMARY

DIVISION/UNIT: Department of Chemical Engineering and Applied Chemistry
Faculty of Applied Science and Engineering

DATE: December 12-13, 2005

COMMISSIONING OFFICER: Dean, Faculty of Applied Science and Engineering

PROGRAMS OFFERED:

Undergrad & First Professional B.A.Sc. in Chemical Engineering
Option in Environmental Engineering

Graduate: Master of Applied Science (M.A.Sc.)
Master of Engineering (M.Eng.)
Doctor of Philosophy (Ph.D.)

EXTERNAL REVIEWERS

International Professor Frank Bates, University of Minnesota
Professor Raj Rajagopalan, National University of Singapore

Canadian Professor Murray Gray, University of Alberta

PREVIOUS REVIEW DATE: 1999

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

Overall, the department has one of the largest high-quality programs of undergraduate and graduate offerings in North America. The department is arguably the strongest program of its type in Canada and within the top fifteen percent of all programs in North America. Recommendations:

- Introduce more elective freedom for undergrads, update laboratories, retain senior thesis, examine how to balance impersonal information systems with personal counseling
- Consider a set of core graduate chemical engineering courses with electives to broaden understanding of diverse areas, consider advanced electives that support research themes of the department
- Consider shifting responsibility for chemistry and basic math courses to those Arts & Science Departments to achieve cost efficiencies, shift teaching resources to upper-level courses and broaden student's university experience
- Make adequate, high-quality space available for junior faculty to launch their research activities.

RECENT OCGS REVIEW(S) DATE: 2003

**DOCUMENTATION PROVIDED
TO REVIEWERS:** Self Study, 2005 – Volumes 1, 2 and 3
Recent reviews
Strategic Plan 2004 - 2010

CONSULTATION PROCESS: The reviewers met with faculty members, staff, graduate and undergraduate students, administration and alumni from the department.

FINDINGS AND RECOMMENDATIONS - OVERALL ASSESSMENT AND SPECIFIC ISSUES:

The reviewers highlighted strengths of the Department including an “outstanding undergraduate student body that reflects excellent instruction and training”; relatively high success rate for graduate students; high research productivity with national and international strengths in biomedical engineering and pulp and paper engineering; effective hiring of junior faculty members; strong alumni relations, developed through a very supportive advisory board and reinforced with the “Leaders of

Tomorrow” program. The reviewers conclude that the Department has built a good base for future growth.

The reviewers recommend a number of steps to move the Department to the top tier internationally. The reviewers note the isolation of the Department from the science departments in the Faculty of Arts and Science resulting in “serious barriers in teaching and research”. At the graduate level, students are recruited almost exclusively from within the pool of current undergraduate students and other local students. Although the current students are strong, the recruitment practices are not competitive for bringing in the best students from across Canada and internationally. While the research productivity is on the rise, the Department needs to focus its efforts more strategically and promote the successes of its faculty members more actively in order to realize its vision of being recognized as one of the very best such departments in the world.

Main recommendations of the reviewers included that the Department:

- Revise the Strategic Plan to focus efforts on activities that clearly support the vision for the future, and to put the plan into a succinct format that can be easily communicated to stakeholders.
- Re-examine the role of the research clusters in order to move beyond a reclassification of the research interests of the faculty members. The number of clusters should be reduced to align with areas of real strength and/or strategic initiatives.
- Re-examine graduate course requirements in the context of the courses offered with the Department, and the need for courses from outside the Department and outside the faculty to support interdisciplinary education. The Department and the Faculty need to ensure that courses in other faculties are more readily accessible to undergraduate and graduate students in interdisciplinary programs.
- Find ways to speed up its admissions in order to compete effectively for the top graduate students from outside of the Greater Toronto Area. In particular, offers to international students need to be sent out in February and March of each year. The Department needs to develop methods to track its success in recruiting excellent candidates within Canada (e.g. NSERC scholarships to students registered in graduate studies in the Department).
- Fund development is an untapped opportunity that needs additional resources and effort at the Department level, in coordination with the Faculty and the University.
- Establish a nominating committee to ensure that the accomplishments of faculty members are recognized nationally and internationally.

ADMINISTRATIVE RESPONSE

The Dean welcomes the reviewers' forthright and clear advice on how we might proceed towards the vision that *'we will be among the top ten chemical engineering departments in the world, educating leaders of tomorrow'*, a high aspiration and a significant challenge. Several of the reviewers' positive recommendations have, and are being addressed as part of the Department's continuing commitment to excellence in chemical engineering education and research.

In the spirit of renewal and reinvigoration borne out of the consecutive steps of the Strategic Plan, the Self Study and the External Review, the Department proposes to undertake the following steps, many of which respond directly to recommendations raised by the external reviewers:

1. Update the Strategic Plan

The Department proposes to revisit their vision statement in order to reinvigorate their collective view of their future direction and update their specific goals and implementation plans accordingly. They propose to re-establish metrics and standards that will quantify their progress towards these goals.

2. Focus and enhance development of research prowess

The Department will concentrate their future development of research capability, possibly on Bioprocess Engineering and/or sustainable energy, while sustaining their strength in Biomedical Engineering and Pulp and Paper. The Department will identify specific strategic opportunities within these fields, (e.g. bioremediation of soils and groundwater) and work towards enhancing physical and administrative infrastructure in support of these efforts.

While already very successful, the Department will continue to increase their advancement efforts to fund endowed, research-focused chairs, dedicated research facilities, and a new initiatives research fund. They will enhance recognition of the Department's research excellence by increasing nominations of highly deserving professors for national and international awards and through additional public outreach. The Department will also have input into the new Faculty-wide Committee on Nominations of Honours and Awards, chaired by the former Dean, Michael Charles.

3. Improve the processes and procedures for graduate student recruitment and admissions

The Department is updating recruitment materials, and undertaking recruitment visits to selected Canadian and US schools in addition to their continued presence at graduate student recruiting sessions at major conferences. The Department has established a recruitment weekend visit to Toronto for outstanding prospects.

The Department will improve upon their admissions process by establishing a system for more timely offers to students and allowing students to be admitted directly to the Department with provision for finding a supervisor after an interim period. The Department also hopes to increase their advancement efforts to fund high-level graduate scholarships.

4. Enhance the graduate student experience

The Department proposes to increase the offering of core and specialist courses as well as providing improved information on, and access to, courses outside the Department. The Department plans to increase the scope and support of their already successfully professional development programs such as the 'How to be a great graduate student' series and the 'Leaders of Tomorrow' student initiative.

REVIEW SUMMARY

DIVISION/UNIT:	Department of Civil Engineering Faculty of Applied Science and Engineering
DATE:	November 3-4, 2005
COMMISSIONING OFFICER:	Dean, Faculty of Applied Science and Engineering
PROGRAMS OFFERED:	
Undergrad & First Professional	B.A.Sc. in Civil Engineering Option in Environmental Engineering
Graduate:	Master of Applied Science (M.A.Sc.) Master of Engineering (M.Eng.) Doctor of Philosophy (Ph.D.)
EXTERNAL REVIEWERS	
International	Professor Steven L. Crouch, Theodore W. Bennett Professor and Dean, Institute of Technology, University of Minnesota Professor Joseph M. Sussman, JR East Professor, Department of Civil and Environmental Engineering, Engineering Systems Division, Massachusetts Institute of Technology
Canadian	Professor Dennis Mitchell, James McGill Professor and Chair Department of Civil Engineering, McGill University
PREVIOUS REVIEW DATE:	1999
SUMMARY FINDINGS AND RECOMMENDATIONS OF PREVIOUS REVIEW:	<ul style="list-style-type: none">▪ Reviewers were impressed with the Department's academic and research programs and noted that an integrated program can be further developed. In addition, emphasizing external and internal opportunities.▪ Quality of faculty members is very high with the right mix of skills and capabilities for a first rate civil engineering program. Faculty members make strong contributions to books and scholarly journals.▪ Develop a strategy for Distance Learning.▪ Department should participate in professional development education.▪ Department should develop an Advisory Board.▪ Department should consider an accelerated BS/MS degree program.▪ Capital campaign should be viewed as a wonderful opportunity to raise money for the Department and improve marketing materials to be competitive with other major universities.▪ Budget cuts have been absorbed and there was concern on the impact of this to the program and offerings.▪ Significant decline in technical support and this impacted the ability of professors to provide the quality of teaching and research they desire to deliver.▪ Laboratories required upgrading.▪ There was the belief that additional integration opportunities for education and research existed but perhaps not being pursued because of the existing group structure.▪ There existed the opportunity to attract higher quality students.▪ Gender diversity and increasing the female faculty complement.
RECENT OCGS REVIEW(S) DATE:	2000
DOCUMENTATION PROVIDED TO REVIEWERS:	<ul style="list-style-type: none">• Department Self Study - External Review Report (2005)• Curricula Vitae of Faculty members• Faculty Calendars• Faculty Strategic Plan (2004-2010)

- Civil Engineering Strategic Plan (2004-2010)
- One Year Review -Strategic Plan (2004-2010)
- Statistical data on Research contributions by professor by research group
- Statistical data on Graduate output by professor by research group
- Statistical data on Research Funding by professor by group

CONSULTATION PROCESS:

The reviewers met with faculty members, administrative and technical staff, a cross representation of Civil and Mineral engineering undergraduate students and a similar complement of graduate students. The reviewers met with members of the Civil Advisory Board.

FINDINGS AND RECOMMENDATIONS - OVERALL ASSESSMENT AND SPECIFIC ISSUES:

The review committee was positive and favourable in its review of the quality of the academic programs both at the undergraduate and graduate levels, the direction of the Department, the integration of the mineral engineering program, the positive trajectory in research funding and the new administrative structure that has positively supported the goals of the Department. They noted that “the department has undergone some significant transitions including new leadership, new directions for the department, and integration of the mining program into the department, new research divisions, and a new administrative structure.”

The reviewers were strongly supportive of the “remarkable transition that has taken place in the department during the past two years under the strong leadership of the Chair that has resulted in constructive changes for the better”. They state, “it would be hard to envision better leadership for the department at this point in history.”

The “Urban Solutions” theme was fully supported and deemed to be well suited to the key role played by Civil Engineering in a major metropolis such as Toronto; whilst maintaining the emphasis on people. This theme had the solid support of the Civil Advisory Board whom the reviewers felt were a positive and valuable resource to the Department and Chair. The theme was seen as a strong fit with research priorities in the university and the University Cities Centre initiative.

Academic Programs

The reviewers commended the graduate enrolment efforts of the department. The integration of the Mineral Engineering and strengthening of linkages with other departments within the broader university community were applauded. The reviewers supported increasing graduate funding packages to attract students, noted the efforts to provide graduate students’ space, supported initiatives towards graduate expansion and suggested the Department review the requirements for M.Eng and M.A.Sc.

The reviewers were notified that there was at the time an upcoming Canadian Engineering Accreditation visit scheduled for fall 2006. This has now been successfully completed.

The YES Event was supported by the Reviewers as a “clever and successful way of attracting top students”.

Faculty matters:

It was suggested academic counseling should be assigned to faculty members as “incremental load on the department’s faculty would be modest and the educational value substantial”. An effort to increase the female complement of staff was acknowledged as was the effort by various groups to secure funding in support of new hiring opportunities.

Research Groups:

Overall, it was suggested that a systems approach be considered to enhance more cross cutting research that is evident in many of the existing groups. It was acknowledged that there are space concerns for the department. The reviewers were encouraged by the new laboratory facilities that were under construction at the time. Since the visit, these facilities are near completion and the largest

CFI grant at the University was received by the Department of Civil Engineering in November 2006.

- Transportation: Commended on being an active and productive group, the ITS Laboratory “is an exceptional, world class facility”; “There are tremendous opportunities for further growth in this area which then transportation faculty fully recognizes”
- Building Engineering: This group was viewed as being ‘artificial’ primarily because they do not share a ‘core’ or traditional research focus but rather complementary; in essence, the group principally deals with delivery issues rather than structural analysis and design.
- Geoscience Engineering: This group has seen significant growth and is adjusting to the high demand in the resource sector. “The group has shown great initiative for creating funded positions.”
- Environmental Engineering: It was felt this group should pursue “cross-cutting” area for interactions with transportation engineering and other disciplines carrying out research in sustainability”; the recognition of the growing opportunities in this field were greatly appreciated as was the underlying principle of environmental engineering – sustainability and interdisciplinary approaches to problem solving.
- Structural Engineering: The significant teaching load was noted as were the opportunities for faculty in this research group to be proactive in seeking external funding for Chairs and new hires.

ADMINISTRATIVE RESPONSE

The Dean is pleased with the External Reviewers' thoughtful input and strong support of the Department's leadership, direction, goals and aspirations. To reach the goal of placing the Department of Civil Engineering among the top 20 Civil Engineering schools in the world by 2010, several initiatives have been undertaken including:

Undergraduate:

- Keep the Urban Solutions focus and integrate this more clearly in the curriculum.
- Continue to evolve leadership development programs for students to enhance their communication, community and leadership skills as preparation for professional practice.

Graduate:

- Short and long term planning for graduate student expansion including reorganized staffing to support this expansion. The Faculty of Applied Science and Engineering is in the process of re-focusing the current M.Eng. degree as part of the expansion plans.
- As a result of alumni support, the Department is in the process of renovating existing space to create graduate common and student study space joined with the existing undergraduate common space, thereby increasing opportunities for social and scholarly interaction that enhances the student experience.

Space:

To increase effective use of space, and in anticipation of the new budget model including cost for space, Civil Engineering has developed a "no storage" policy to free up existing space.

Technical Support:

The Department has implemented a model where technical support services are supported in part by the infusion of research grants; and is currently moving towards a model for technical support with the incremental funds from the recoveries and income to be used towards additional technical support for the laboratories.

Research:

The Department will continue to develop more interdisciplinary research. Examples of this are the Lassonde Institute which is international in scope and nature and the research conducted results in a connected, worldwide network. Currently, there are investigators and students linked to the Institute from several Departments (including Geology and Geophysics) in two Faculties. The intention is that this group will continue to network actively with the best in Canada and the world to create an Institute of excellence for geoscience and engineering.

- The Environmental Group is already actively engaged in research with colleagues in many other disciplines and sub-disciplines throughout UofT, and at other universities, working on sustainable solutions to environmental problems. Examples include topics such as safe drinking water (microbiology, chemistry, medicine), groundwater remediation (geology, chemical engineering, microbiology), alternative transportation fuels (geography, economics, biology, public policy) and integrated waste management issues (geography).
- At the undergraduate level, the Department is working closely and strategically with other key partners such as the Faculty of Architecture, Landscape and Design to expose our students to the real world experience of development through the Yolles Design Studio - a fourth year course that teams engineering and architecture students.

Faculty Matters:

The reviewers recommend the department make an effort to increase the female complement of staff in the department. A predominant concern for the Faculty over the past two decades has been the under-representation of women among students and faculty. This year, the Vice-President and Provost has provided funding through the Academic Initiative Fund (AIF) for a Faculty Diversity Program to promote and coordinate the activities related to diversity within the Faculty. A new Diversity Director will report directly to me and be guided by a Diversity Advisory Board. The Director will be responsible for designing and implementing a Diversity Program based on in-depth understanding of diversity issues that will: (a) bring all diversity-related activities within the Faculty under one highly visible and accountable umbrella; (b) enhance the Faculty's ability to recruit, retain and advance women and members of other under-represented groups as undergraduate students, graduate students, faculty and staff; (c) foster a culture of inclusion for all faculty, staff, and students; and (d) clearly establish this Faculty as a leader among Engineering Faculties in Canada for our commitment to diversity and excellence.

REVIEW SUMMARY

DIVISION/UNIT:	Edward S. Rogers Sr. Department of Electrical and Computer Engineering Faculty of Applied Science and Engineering
DATE:	November 17-18, 2005
COMMISSIONING OFFICER:	Dean, Faculty of Applied Science and Engineering
PROGRAMS OFFERED:	
Undergrad & First Professional	B.A.Sc. in Electrical Engineering B.A.Sc. in Computer Engineering
Graduate:	Master of Applied Science (M.A.Sc.) Master of Engineering (M.Eng.) Doctor of Philosophy (Ph.D.)
EXTERNAL REVIEWERS	
International	Prof. Robert W. Brodersen, University of California – Berkeley Prof. Anthony Ephremides, University of Maryland – College Park Prof. John P. Hayes, University of Michigan – Ann Arbor
DATE OF PREVIOUS REVIEW:	1999
SUMMARY FINDINGS AND RECOMMENDATIONS OF PREVIOUS REVIEW:	<ul style="list-style-type: none">• The department's teaching and research programs are "outstanding" and that the department ranks 1st in Canada and in the top 10 in North America. The team praised the "good balance" between teaching and research.• The planned increase in enrollment, combined with the tight hiring market, presented a serious challenge. The reviewers proposed that the professorial salary scale should be increased to make it more competitive in support of the hiring plans.• The reviewers proposed eliminating the tuition differential between graduate domestic and foreign students; restructuring of the research groups so they are more balanced in size and resources; increasing the size of the computer engineering group; hold an annual research review aimed at companies that support the department.
RECENT OCGS REVIEW(s) DATE:	January 2007
DOCUMENTATION PROVIDED TO REVIEWERS:	<ol style="list-style-type: none">1) Four-year report of the dean2) Terms of Reference3) Questions to reviewers from professors in the ECE department4) Provost's <i>Guidelines for Review of Academic Programs and Units</i>5) Department Self-Study and Strategic Plan, 2004 and update6) 1999 External Review7) <i>Stepping-UP – Synthesis</i>, 20048) APSC Strategic Plan9) CEAB report10) OCGS review
CONSULTATION PROCESS:	The reviewers met with the Dean, vice-Deans, the Department's executive team, all group chairs along with some members of each research group, junior faculty members, administrative staff, graduate and undergraduate students and a group of cognate department chairs.

FINDINGS AND RECOMMENDATIONS - OVERALL ASSESSMENT AND SPECIFIC ISSUES:

The review team concludes that the Department's "teaching and research activities are of the highest level, and consistent with the University of Toronto's reputation as the highest-ranked university in Canada, and one of the top schools in North America." The reviewers were especially impressed by the new faculty hires in certain research areas. They found that the morale in the department is high and that students are enthusiastic about the mentoring and research. The reviewers strongly recommended the encouragement of research and teaching innovations, and otherwise support the high quality of the Department's programs."

The reviewers recommended that the department needs to be more flexible in how it responds to the "various challenges it faces, especially limited funding and professorial resources, and increased undergraduate enrollment." The reviewers outline some of these challenges and provide suggestions for how the department can be more flexible. In addition, they recommend that the department adopt some "quantitative mechanism" to track its success in meeting its strategic objectives.

Research:

An issue that "troubles both graduate students and professors," namely that there is a "very short time allowed for a new [graduate] student and a professor to determine if an appropriate match of interests and personalities exists before a long term commitment to research mentorship is made." The reviewers consider that this leads to a "very conservative recruitment strategy by the professors" and they suggest that other models should be considered, such as perhaps what is done in the Computer Science Department at the University of Toronto.

Teaching:

The reviewers suggested that professors who are highly active in research may be primarily be deployed to teach upper level courses and that lecturers may be employed to teach earlier year courses. While the previous review of 1999 found that the department's undergraduate labs were "an important asset of the curriculum," it appears that "little investment has been made in them since then." They find that the labs are "quite overcrowded and somewhat out of date." They also report, based on student feedback, that the labs are "not highly thought of," that "monitoring by the TAs is inadequate," and that reportedly this leads to "widespread cheating problems."

Students:

Focusing on recruitment, the reviewers considered how the Department may be able to attract a larger fraction of the Faculty's Engineering Science students, and how the Department should in fact try to replicate the success of the Engineering Science program in attracting top students. The reviewers suggested that perhaps this may be achieved by offering increased flexibility, via a common first year program.

Faculty members:

The mentoring of junior professors via regular meetings with the Chair and Vice-Chair is "greatly appreciated by these professors and provides valuable feedback on the tenure process." However, the 2nd level of mentoring, namely that by senior colleagues in the individual research groups, was found to be "inconsistent," with some professors suggesting that a more intensive mentoring program at that level would be useful, such as one in which senior professors would help in "initiating their research programs, through introductions with appropriate industry representatives or assistance in obtaining government funding." The reviewers observed that "the percentage of female professors is rather low, and that every effort should be made to increase it."

ADMINISTRATIVE RESPONSE

The Dean welcomes this report, is pleased at the overall positive tone of the findings and views the recommendations as an opportunity to further strengthen our teaching and research mission.

Summary issues:

- *Flexibility, and the buy-outs issue:* this issue of making more time available for research was discussed at length in the department, as part of their strategic planning process which was

carried out in 2004. The main concern about the buy-out mechanism is that it emphasizes the research mission over the teaching mission and it runs the risk that the most compelling researchers, which are often the most compelling communicators and educators, may be withdrawn away from the classroom. There may be some circumstances that do permit buyouts, particularly awards such as Steacie Fellowships, and fellows of the Canadian Institute for Advanced Research (CIAR).

- *Flexibility, and relaxing the requirement of 2UG+1GR courses:* This will be examined in the context of revising the graduate curriculum to include a layer of introductory “core” graduate courses.
- *Tracking progress by using a quantitative mechanism:* The Department is prepared to examine this recommendation in light of best practices in other departments both at the University of Toronto and elsewhere. However, the Department wishes to wisely stay away from strict numerical metrics in gauging their progress towards excellence – preferring to rely on both quantitative and qualitative assessment in order to gauge their success in meeting their goals.

Research:

- *Conservatism in recruitment:* The Department attributes this in part to the requirement of a guaranteed minimum level of funding for graduate students. This year, in fact, we are testing a pilot program in which the department provides financial incentives to professors for recruiting students, where it is hoped that the additional funds will be recouped from provincial financial incentives for increased graduate student enrollment.
- *Matching professors to students:* As part of a recently-introduced on-line graduate admissions system, professors can form clusters for hiring purposes and can theoretically delay the point at which a match must be made between professor and student. However, such a delay could affect the progress of students towards their research goals. The Department will continue to use this system for the time being, but will keep an eye for any complaints or concerns about the time when a match must be made and continue to examine matching systems of other departments to see where improvements could be made.

Teaching:

- *Use lecturers for earlier years:* The Department has a very good group of lecturers which they rely on for many of their early courses. However, there are not enough lecturers to rely on them completely for the first two years, nor do we agree that it is necessarily wise to do so. As mentioned earlier, since the best researchers are often the best communicators, they become our best ambassadors in transmitting excitement about the discipline to incoming students.
- *Quality of teaching labs:* The comments about the teaching labs are somewhat surprising. The Department takes pride in their excellent undergraduate teaching labs, and goes through a yearly exercise where the lab needs are identified and internal funding requests are made for lab up-keep, so it is unclear why they are said to be out of date and not highly thought of. Nevertheless, efforts will continue to maintain and improve the technical quality of the labs. The point about TA monitoring is well taken. The Department will more carefully enforce and monitor the training of TAs.

Students:

- *Better recruit top students:* The Department has appointed a “director of recruiting” to study and improve the recruitment process. This has resulted in increased liaison activity with high-schools, including out-of-province high-school visits, and also in high-profile competitions such as the “Idea Competition” which aims to introduce high-school students to the discipline of ECE through an accessible and engaging competition. With recent modifications of the first year program, the Department is closer to a common first-year than ever in the recent past.

Professors:

- *Mentoring:* We are pleased that the review team has heard good feedback regarding the first level of mentoring, by the Chair and Vice-Chair. The comment about inconsistency in the 2nd level of mentoring, by the research group chairs, is good feedback and will be acted upon.
- *Female Candidates:* The Department is currently in the process of providing an offer to an excellent female candidate and will continue its efforts in this regard.

A predominant concern for the Faculty over the past two decades has been the under-representation of women among students and faculty. This year, the Vice-President and Provost has provided funding through the Academic Initiative Fund (AIF) for a Faculty Diversity Program to promote and coordinate the activities related to diversity within the Faculty. A new Diversity

Director will report directly to me and be guided by a Diversity Advisory Board. The Director will be responsible for designing and implementing a Diversity Program based on in-depth understanding of diversity issues that will: (a) bring all diversity-related activities within the Faculty under one highly visible and accountable umbrella; (b) enhance the Faculty's ability to recruit, retain and advance women and members of other under-represented groups as undergraduate students, graduate students, faculty and staff; (c) foster a culture of inclusion for all faculty, staff, and students; and (d) clearly establish this Faculty as a leader among Engineering Faculties in Canada for our commitment to diversity and excellence.

Faculty of Arts and Science

REVIEW SUMMARY

DIVISION/UNIT:	Department of Anthropology Faculty of Arts and Science
DATE:	11-12 January 2006
COMMISSIONING OFFICER:	Dean, Faculty of Arts & Science
PROGRAMS OFFERED:	
Undergrad & First Professional	Anthropology Specialist, Major, Minor programs Semiotics and Communication Theory, Major, Minor programs
Graduate:	MA, PhD
EXTERNAL REVIEWERS	
International	Myrdene Anderson, Purdue University Jane E. Buikstra, Arizona State University Rayna Rapp, New York University
Canadian	
DATE OF PREVIOUS REVIEW:	1999 (cluster review)
SUMMARY FINDINGS AND RECOMMENDATIONS OF PREVIOUS REVIEW:	The 1999 cluster review(s) endorsed the chair's move towards stronger integration of the four subfields to break down the barriers between them within the department, noting that if such an integration were successful and with adequate resourcing, the department would become the best anthropology department in North America.
RECENT OCGS REVIEW(S) DATE: DOCUMENTATION PROVIDED TO REVIEWERS:	2002 In preparation for their visit, the reviewers received a copy of the Terms of Reference of the Review, the 2005 Chair's Report, an excerpt from the <i>Stepping UP</i> planning document and the decanal response, the report of the 1999 cluster external review and the OCGS review of 2002, the graduate and undergraduate departmental handbooks and the department's bulletin, and CVs of all faculty in the program.
CONSULTATION PROCESS:	The reviewers began their consultation with a breakfast meeting with the Dean of the Faculty of Arts & Science and the Acting Vice-dean Academic. They then met with the Chair of the Department, with faculty members representing the four subfields of archaeology, biological anthropology, socio-cultural-linguistic anthropology, and medical anthropology. They met with undergraduate and graduate students, as well as students representing the Semiotics and Communication Theory program at Victoria College, with the graduate, undergraduate, and community coordinators, departmental staff members, and representatives of the faculty at UTM and UTSC.

FINDINGS AND RECOMMENDATIONS - OVERALL ASSESSMENT AND SPECIFIC ISSUES:

Overall

The reviewers noted that the department members "can and should be proud of their accomplishments and international standing." They commended out-going chair Hy van Luong for his "decade of able leadership."

1. Faculty

The reviewers cited the department's recent hires as "stellar," but suggested (as a minor recommendation) that some fine-tuning of mentoring might take place, especially as regards the tenure process. A semester's writing leave following the third-year review would bring the department into line with many other prominent North American research universities. An expansion of technology resources available to faculty, staff, and students would also be desirable and might be coordinated with the move to new quarters. The reviewers recommend that the Dean consider a junior position in Semiotics, since the sole faculty member in this area is likely to retire in the near future.

2. Undergraduate education

High enrolments and class size have made it important to improve communication with students who are challenged by limited access to faculty, and a curriculum review (now in progress on a divisional level) is important to maintain internal coherence, and to match departmental resources and goals. Both the undergraduate handbook and the website need updating and reformatting, preferably combined with an extension of technological support.

3. Graduate education

The reviewers noted four areas of primary concern: lack of intellectual exchange across and within subfields, the stress of completing degrees in established time limits, the cost of commuting in a tri-campus environment, and varying degrees of commitment to integration between subdisciplines. These concerns led to the following recommendations: the colloquium series should be redesigned with fewer talks, and with a modest budget for receptions. The timetable could be made more flexible to allow better participation from UTM and UTSC. The time-to-degree question might be resolved by rethinking the MA/MSc programs towards a more streamlined 5-year PhD program with an MA component completed at the end of three semesters upon completion of an MA paper.

The reviewers made several recommendations including: rethinking the Core Course and the plans of study model; and development of opportunities for students to present their research orally with faculty attendance encouraged.

4. Administration and Facilities

The reviewers note that the members of the department have successfully established working collaborations with other university units. The reviewers met with the "dedicated and efficient" administrative staff members who noted a need for greater technological support to see the web and computer resources more effectively in the department.

During the move to new space, it is essential that the appropriate space and curatorial expertise be involved in collections management for the irreplaceable archaeological and bioanthropological collections.

ADMINISTRATIVE RESPONSE

The Dean welcomes the reviewers' very positive report on the Department of Anthropology and agrees that in general the department is working well and that major changes are not necessary. The department is in the process of addressing their recommendations for improvement, as outlined below.

1. Faculty

Mentorship for new faculty has been significantly improved through a chair's lunch for new faculty and mentors, through ensuring appropriate dissemination of information about three-year reviews and tenure, and through monthly "townhall" meetings with the chair. Teaching and research commitments for new faculty members have been reviewed with the objective of fulfilling the University's dual mission of teaching and research. The move to the new Anthropology Building is being carefully planned in order to improve IT facilities for both faculty and students.

2. Undergraduate education

A reconsideration of methods for teaching the large ANT 100 class are being studied in the context of the Faculty-wide curriculum review. The website has been restructured and will be online by late

spring or early summer; the undergraduate handbook is being updated for incorporation into the website.

3. Graduate education

The department has increased the level of transparency in graduate funding. The Dean has convened a multi-department meeting to address the problem of TAs across the three campuses since this is an issue faced by many graduate departments.

ANT 1000, the MA core course has been rethought to include faculty presentations in all four sub-fields, but in sufficient depth to encourage cross-sub-field discussion.

Plans to reconfigure the graduate program as a dedicated direct-admit PhD program have been tabled in the light of increased graduate admissions for 2007-8 but will be reconsidered in September 2007. The question of a minimal "maintenance of status" fee for students away from campus is being considered by the Faculty's Graduate Advisory Committee, since it affects a number of departments.

Brown-bag seminars have been very successful this year, and will become a departmental tradition in the new space.

4. Administration and facilities.

A new staff position is presently being searched and staff members have been actively involved in the allocation and design of space in the new building.

REVIEW SUMMARY

DIVISION/UNIT: Semiotics and Communication Theory Program

DATE: 11-12 January 2006

COMMISSIONING OFFICER: Dean, Faculty of Arts & Science

PROGRAMS OFFERED:
Undergrad & First Professional Major, Minor programs

EXTERNAL REVIEWERS

International
Myrdene Anderson, Purdue University
Jane E. Buikstra, Arizona State University
Rayna Rapp, New York University

Canadian

PREVIOUS REVIEW DATE: 1999 cluster review

DOCUMENTATION PROVIDED TO REVIEWERS: In preparation for their visit, the reviewers received a copy of the Terms of Reference of the Review, the 2005 Director's Report, an excerpt from the Victoria College 'Stepping UP' planning document, the report of the 1999 cluster external review, program and course descriptions.

CONSULTATION PROCESS: The program was reviewed with the Department of Anthropology. As part of their visit, the reviewers met with the Principal of Victoria College and four faculty involved with the Semiotics and Communication Theory program.

FINDINGS AND RECOMMENDATIONS - OVERALL ASSESSMENT AND SPECIFIC ISSUES:

The reviewers noted that the program rests largely on the considerable vitality of a single tenured full professor and recommend that steps be taken to maintain and even enhance the visibility of the program, perhaps finding resources to institute a new junior position in Semiotics to be offered competitively to departments strategically selected to assure future program development.

ADMINISTRATIVE RESPONSE

The Dean welcomes the reviewers' thoughtful discussion of the Semiotics program, and notes that the limited core faculty for the program has led Victoria College to limit the program's enrolment.

The Dean notes that a new appointment in Anthropology is now also associated with the program, though this does not entirely solve the problem of core faculty identified by the reviewers. There is no question that core faculty is the greatest challenge facing the program if it is to continue and thrive, and Victoria College and the Department of Anthropology are working together to remedy this situation in the context of the next planning exercise.

REVIEW SUMMARY

DIVISION/UNIT:	Commerce Program Faculty of Arts & Science/Faculty of Management
DATE:	2-3 February 2006
COMMISSIONING OFFICER:	Dean, Faculty of Arts & Science
PROGRAMS OFFERED:	Bachelor of Commerce, BComm
EXTERNAL REVIEWERS	
International	Sally Blount-Lyon, New York University Barbara E. Kahn, Wharton School, University of Pennsylvania
Canadian	B. Curtis Eaton, University of Calgary Ralph Winter, Sauder School of Business, University of British Columbia
DATE OF PREVIOUS REVIEW:	1999 external cluster review
SUMMARY FINDINGS AND RECOMMENDATIONS OF PREVIOUS REVIEW:	While the overall assessment is positive, the reviewers note the following concerns: there is insufficient placement support, teaching quality in the Rotman sections of the program is highly variable, there is an over-emphasis on accounting. Some students would like increased emphasis on practical applications and some note a lack of sense of identity with the program. While the planned expansion of the program is a potentially good idea, the success of this will depend on solving problems of teaching bottlenecks (on the management side) and teaching quality.
DOCUMENTATION PROVIDED TO REVIEWERS:	Reviewers received the Terms of Reference for the review, the Director's report of November 2004 and her update of October 2005, an excerpt dealing with the program from the 2004 external review report of the Rotman School of Management, the program's 2004 'Stepping UP' planning document and the decanal response to it, the report of the external cluster review of 1999, and the program's undergraduate handbook.
CONSULTATION PROCESS:	The reviewers met with Dean Sinervo, Vice-Dean Howson, and Dean Roger Martin of the Rotman School of Management for initial briefing. They met with the director of the program, with management area chairs and instructors, and the program committee, with members of the department of Economics, and the president of the Commerce Club. On the following day they met with the Vice-President and Provost and the Deputy Provost, with the Commerce Students' Association Executive, and with alumni.

FINDINGS AND RECOMMENDATIONS - OVERALL ASSESSMENT AND SPECIFIC ISSUES:

Overall

The reviewers commend the program concluding that the "program is an asset to the University and has tremendous reputational potential." The lauded the administrative and co-curricular improvements to the program in the past few years and suggest that it could become a national or even international leader in undergraduate business education. To reach this level, strategic University-level attention and program leadership is required in addition to investment in terms of financial resources and administrative support.

The reviewers make the following recommendations:

1. Pick a strategic vision. The future path of the program needs unification of stakeholders around a single compelling vision. Presently, the program lacks a clear, consistent and shared educational vision.
2. Brand the program. A distinct marketing identity that reflects this vision will help to reestablish the program's market position in Ontario and Canada. The reviewers are in particular concerned by the proposal to brand the program as a Rotman degree.
3. Restructure the governance system. A structure needs to be created that will assure that strategic attention is given to the program and its vision, and will empower the day-to-day administration towards implementing curricular and co-curricular improvements. In particular, this restructuring needs to reduce the *ad hoc* nature of the collaboration between the economics and management faculties. The reviewers were also concerned about the proposed 2+2 structure, in which students would spend the first two years in the Faculty of Arts & Science and the last two in Management. This proposal runs counter to the direction most undergraduate business programs are taking.
4. Invest in implementing cultural change. The current student/young alumni culture needs strengthening and cohesiveness. Problems include: the culture is largely student-led with little involvement from faculty or administration; students feel disadvantaged relative to other programs (especially Ivey and Queens); the program is seen as an accounting school given the high focus on accounting; the culture is very GPA-centric; there is concern about the implicit status differences between ESL and non-ESL students in the program.
5. Consider restructuring the program to reduce its implicit accounting focus. The present 50% level of accounting majors may not meet the educational or reputational objectives for the program, and a change in structure may be necessary to reduce the focus on accounting.

In addition, the reviewers recommend the following program-level changes, motivated by concerns with the program's educational philosophy, the student culture, and the academic content and delivery within the economics and management curriculum:

1. teach communications skills
2. achieve greater integration of interdisciplinary aspects of management and greater customization of economics course
3. emphasize community building among students and young alumni
4. collect data to track key performance metrics
5. increase student opportunities for international study

ADMINISTRATIVE RESPONSE

The Dean welcomes the thoughtful review of the Commerce Program and notes that many of the recommendations of the review parallel discussions already underway, especially those considering the relationship between the undergraduate Commerce Program and the Rotman School of Management.

In response to this review, the Deans of the Faculty of Arts & Science and the Rotman School convened a Commerce Review Working Group to address the recommendations of the reviewers. This Working Group has produced a White Paper on the Commerce Program which recommends a mission statement for the program, as well as setting guidelines for curriculum development. These guidelines, and the revision to the curriculum to which they will lead, are still in discussion in the context of the Faculty's Curriculum Review.

Non-curricular recommendations, especially those dealing with branding and governance, are the subject of ongoing discussions with the Rotman School.

REVIEW SUMMARY

DIVISION/UNIT:	Department of Near and Middle Eastern Civilizations Faculty of Arts and Science
DATE:	10-11 November 2005
COMMISSIONING OFFICER:	Dean, Faculty of Arts & Science
PROGRAMS OFFERED:	
Undergrad & First Professional	Near and Middle Eastern Civilizations Specialist, Major, Minor programs
Graduate:	MA, PhD
EXTERNAL REVIEWERS	
International	Leila Fawaz, Tufts University Wheeler Thackston, Harvard University
Canadian	Paul-Hubert Poirier, Laval University
PREVIOUS REVIEW DATE:	1992-3 (before integration of department) 1999 cluster review
SUMMARY FINDINGS AND RECOMMENDATIONS OF PREVIOUS REVIEW:	The cluster review of 1999 noted that the department had suffered serious losses through retirement and resignation, especially in Egyptology. The reviewers recommended leaving Hellenistic Greek to the Classics Department, and moving away from economic history of the ancient near east in favour of Modern Arabic. An appointment in Syriac was also recommended to enrich the department.
RECENT OCGS REVIEW(S) DATE:	2001
DOCUMENTATION PROVIDED TO REVIEWERS:	In preparation for their visit, the reviewers received a copy of the Terms of Reference of the Review, the 2005 Director's Report, the department's 'Stepping UP' Academic Plan, the external cluster review report of 1999, the OCGS review report of 2001, and CVs of all faculty in the program.
CONSULTATION PROCESS:	The reviewers met with the Dean of the Faculty of Arts & Science, with the department's chair, sixteen members of the department, the departmental chair for historical studies at UTM, major grant holders, the Vice-Dean of the School of Graduate Studies, graduate and undergraduate students, and the department's administrative staff.

FINDINGS AND RECOMMENDATIONS - OVERALL ASSESSMENT AND SPECIFIC ISSUES:

Overall:

The department is "now poised to reclaim its position among the few universities in North America that offer a full range of Near and Middle Eastern subjects." The reviewers recommend that the department should remain strongly language-based and language-oriented, since language is key to all the disciplines covered by the department. Training in ancient languages is satisfactory, but there is a need for improvement in modern languages, especially Persian, Turkish, modern Hebrew, and Urdu, as well as an expansion of offerings in Arabic.

Specific issues:

1. Faculty

The reviewers recommend the hiring of a professional instructor in Persian and an expansion of Arabic instruction by at least half a position. Students should have access to introductory language

classes from the first year, not the second. The reviewers applaud the authorization of positions in Assyriology and Mesopotamian Archaeology.

2. Undergraduate education

The reviewers recommend the reinstatement of some further structure in the undergraduate programs, as well as making introductory language courses available to first-year students. While joint undergraduate/graduate language courses are sensible, some thought should be given to providing separate instruction for 'content' courses. Careful long-term planning of leaves is necessary to ensure the availability of required courses and to avoid conflicts in scheduling. It would be preferable to avoid scheduling tests and examinations in advance of the examination period.

3. Graduate education

Some flexibility must be developed in funding packages to allow for the possibility of research abroad and/or field work.

4. Support staff

Current staff members are overwhelmed; at the minimum, the 0.6 FTE business officer should be increased to 1.0. A manager for the archaeology laboratory and a computer technician are needed, and could be combined in a single hire.

5. Library

Holdings in modern Persian literature and modern Iranian studies have been neglected for the past twenty-five years.

6. Space

Bancroft Hall needs a long-term plan for renovation, much of it routine maintenance, but including fixing the elevator and improving staff computers. As the department expands, additional space will be necessary, perhaps the first floor of Bancroft Hall.

7. Future directions

The department should take further advantage of Toronto's ethnic diversity through the hosting of conferences and symposia.

ADMINISTRATIVE RESPONSE

The Dean welcomes the reviewers' recommendations, in particular those dealing with the teaching of languages, and is pleased to report that many of them have moved forward during this year (the context of the Year of Languages is not insignificant in this regard).

In particular, the department has been able to make an appointment on the lecturer level in Arabic and now offers a course in Qu'ranic Arabic with donor funding. A position in Modern Arabic Literature will be searched jointly with Comparative Literature in 2007-8. A current search in Persian jointly with UTM Historical Studies has been complicated by US security measures, but is proceeding. Collaboration between the Dean's Office and the Jewish Studies program has allowed the offering of Modern Hebrew on both elementary and intermediate levels, and the appointment of an Assyriologist with capabilities in Akkadian language teaching has been completed. Coptic is now offered with community support, and sources of long term funding are being investigated; negotiations are underway to secure funding for Armenian and Turkish language courses.

Following the reviewers' recommendation for further structure in the undergraduate program, the department has reinstated a system of 'streams' to guide students in the selection of courses and programs. Curricular discussions are ongoing in the context of the Faculty-wide review of curriculum.

The Dean notes that the question of introducing some flexibility in graduate funding packages to allow for travel or field work is being addressed on a Faculty-wide basis, since this is a concern for a number of departments and centres.

Following the reviewers' recommendation, the departmental business officer's position has been increased from 0.6 FTE to 1.0, and the Dean has approved a lab manager/computer technician position for the new Archaeology Lab.

Addressing the question of library holdings in modern Persian literature and Iranian studies is dependent upon the hiring of an acquisitions person in the field, or at minimum a faculty member in the area who can assist in rebuilding the collection.

Substantial renovations to departmental space have been undertaken: the Chair's office and the graduate student computer room have been fully renovated, and the undergraduate student lounge is being renovated with support from the Student Experience Fund. Further plans for renovation are under discussion with the Dean's Office, and the Office of Space Management has agreed to making improvements to classroom spaces. Discussions continue concerning the elevator.

Several large conferences are planned for the next two years, including the annual conference of the Syriac Studies Society, a major international conference on Iranian Studies, and a conference in 2008-9 on Phoenician Studies.

REVIEW SUMMARY

DIVISION/UNIT: Department of Political Science
Faculty of Arts and Science

DATE: 6-7 March 2006

COMMISSIONING OFFICER: Dean, Faculty of Arts & Science

PROGRAMS OFFERED:

Undergrad & First Professional Political Science Specialist, Major, Minor programs

Graduate: MA, PhD

EXTERNAL REVIEWERS

International Peter Gourevitch, University of California, San Diego
 Stephen K. White, University of Virginia

Canadian Herman Bakvis, University of Victoria

PREVIOUS REVIEW DATE: 1999

SUMMARY FINDINGS AND RECOMMENDATIONS OF PREVIOUS REVIEW:

The department is a success story with a distinguished reputation. The reviewers recommended that urban government be placed higher in the list of desiderata than its present position, and that a new position be specifically earmarked for the teaching of research methods. Access to technology for students needs to be improved, as well as financial support for teaching assistants. The department needs to be consistent in its treatment of newly appointed members of the teaching staff. Consideration should be given to methods of improving compensation for the department for its contributions to interdisciplinary programs.

RECENT OCGS REVIEW(s) DATE: 2001

DOCUMENTATION PROVIDED TO REVIEWERS:

In preparation for their visit, the reviewers received a copy of the Terms of Reference of the Review, the 2005 Director's Report, the department's *Stepping UP* Academic Plan, the external review report of 1999, the OCGS review report of 2001, and CVs of all faculty in the program. They received the department's graduate and undergraduate handbooks, the departmental newsletter, and the report of the external review of the Department of Political Science, UTM (2005).

CONSULTATION

The reviewers met with the Dean of the Faculty of Arts & Science the department Chair, associate chairs for undergraduate and graduate education, the MA supervisor, the heads of the units housed in the Munk Centre, the departmental chair at UTM and the discipline representative for UTSC, major grant holders, the Dean of the School of Graduate Studies, the department's Strategic Planning Committee, faculty members, graduate and undergraduate students, and administrative staff.

FINDINGS AND RECOMMENDATIONS - OVERALL ASSESSMENT AND SPECIFIC ISSUES:

Overall

The reviewers concluded that the department is "very strong... excelling in research, teaching, the securing of major grants, and service to other units in the university, as well as to the public. It remains highly regarded in the profession. Internally, it is exceedingly well administered and sustains an admirable sense of dedication and civility."

1. Faculty

The department has been notably successful in grant competitions, Canada Research Chairs, and other awards. These are a “powerful signal of strength,” but create both opportunities and challenges.

Canadian Politics: While the subgroup is preeminent in constitutional and federalism studies, the reviewers identified two areas of weakness: urban politics and public administration.

International Relations: The group is quite strong, and will be enhanced by the arrival of the journal *International Organization*. The sole weakness the reviewers identified in this subgroup is game theory, and they support efforts towards recruitment in that area.

Comparative Politics: The reviewers applaud recent moves towards intellectual integration in the unification of courses in developing and advanced industrial societies. They note the challenge to make sure a range of topics continues to be taught to expose students to important themes.

Political Theory: The subfield is certainly among the top ten in North America.

Geographical coverage remains a challenge as breadth is reduced by retirements, and difficult decisions will need to be made to attract faculty with country/regional specializations and with strong social science training. It may mean that not all areas can be covered. The department is clearly aware of these problems and that tough choices will have to be made.

The reviewers note favourably the interactions between the various subfields, as well as the integration of the study of Canada into these fields.

Recruitment and retention: The environment for attracting and retaining junior faculty has been significantly improved since the last external review, though improvements could be made in information technology, especially in the provision of smart classrooms.

2. Undergraduate education

The department is in a way the victim of its own success. Its commitment to consistently fine teaching has led to increases in majors and minors, as well as total course enrolments, which are “pretty astounding.” The department has been reluctant to move decisively on alternatives such as capping courses or eliminating the minor; at the same time, the department has enhanced undergraduate learning with freshman seminars and a senior thesis option.

3. Graduate education

The doctoral program is in good shape, but a number of details require some attention: the connection between aspects of the program (methods training, research strategy, thesis prospectus, thesis, preparation for job market) needs to be re-examined. The research methods seminar could usefully be reconsidered: it covers much ground and students learn a lot, but it takes a full year. The department should reconsider the sequence of activity: might the thesis prospectus be generated after the exams, at the beginning of year three? The reviewers applaud the use of practice job talks, and suggest that this might be expanded to create a discussion seminar linked to all big research projects for faculty/student discussion, and student presentation of work in progress. There was some concern about the sustainability of fellowship commitments for four years.

Resources for the masters program tend to be sacrificed to the PhD program, risking losing excellent MA students. Perhaps the MA program might be focused on joint degrees? Some specialized courses could be aimed both at advanced undergraduates and masters/first-year PhD students.

4. Relations with other units

Relations with the Munk Centre are excellent. The department’s course offerings serve the needs of a variety of interdisciplinary programs; given high enrolment levels, “this non-restrictive enrolment practice constitutes an extraordinary act of generosity on the part of the department.”

The department’s tri-campus configuration has worked well, but changes at a higher level may pose additional strains that could limit the manner in which political scientists at UTM and UTSC participate in the teaching and governance of the St. George-based program.

It is likely that the new interdisciplinary School of Public Policy and Governance will impose additional demands and strains on a department that is already making significant contributions.

5. Departmental administration

The department's governance arrangements appear sound and function well, this smooth functioning likely can be attributed to the careful and judicious role played by the Chair.

6. Facilities and support staff

The department's staff is outstanding, but retention is an issue, and the reviewers urge the university to help the department upgrade jobs. There was some sense that upgrading of technological support was necessary, but it was not clear whether these problems were individual or systemic.

7. Future directions

The department is the best political science department in Canada, and a highly reputable one in North America, Europe, and the world. The primary challenges it faces are:

Faculty replacement: the reviewers recommend hiring bright young scholars.

High enrolments: to a certain extent this may be a bubble caused by the double cohort, and may be handled through increasing instruction by advanced graduate students, temporary faculty, and emeritus faculty.

Graduate program: some reworking is necessary here, especially from the point of view of clarifying the steps of the program

ADMINISTRATIVE RESPONSE

The Dean is pleased with the reviewer's highly positive and thoughtful comments on the Department, and the Department and the Faculty will act together on the report's insights and recommendations.

1. Faculty

A position in Canadian politics with a focus on multi-governance has been identified by the department as a recruitment priority, and this has been approved in the Faculty-approved plan. The department has decided that the question of public administration will be best addressed through coordination (as suggested by the reviewers) with the new School of Public Policy and Governance. Two searches in international relations were undertaken in 2006-7; one (at St. George) was successful, the other (at UTM) will be re-searched next year.

2. Graduate education

In response to the reviewers' concerns with the linkages between the various elements of the graduate program, the department has undertaken a full-scale review of the program, the results of which will be integrated into the 2007-8 OCGS review. Graduate expansion funding will be allocated to support offers to the very best MA students.

3. Relations with other units

A departmental Student Experience Fund proposal supports the development of tri-campus teaching of several courses, with instructors from each of the three campuses teaching course components on all three campuses. The department has committed to regularly offering four half-courses in the MPP program of the School for Public Policy.

4. Facilities and support staff

The department is aggressively pursuing the reclassification of two key administrative positions.

REVIEW SUMMARY

DIVISION/UNIT/PROGRAM:	Ethics, Society and Law Program
DATE:	6-7 March 2006
COMMISSIONING OFFICER:	Dean, Faculty of Arts & Science
PROGRAMS OFFERED:	
Undergrad & First Professional	Major program
EXTERNAL REVIEWERS	
International	Peter Gourevitch, University of California, San Diego Stephen K. White, University of Virginia
Canadian	Herman Bakvis, University of Victoria
DATE OF PREVIOUS REVIEW:	1999 cluster review
SUMMARY FINDINGS AND RECOMMENDATIONS OF PREVIOUS REVIEW:	The reviewers noted the flexibility of the program and students' ability to combine it with other programs; they supported a possible expansion to a Specialist and/or Minor program. They recommended that funding for the program be regularized from its present OTO basis. They also recommended a joint appointment with the Faculty of Law.
DOCUMENTATION PROVIDED TO REVIEWERS:	The reviewers received the director's report of August 2005, program description and course descriptions, and an excerpt from Trinity- College's <i>Stepping UP</i> planning document.
CONSULTATION PROCESS:	Reviewed with the Department of Political Science. The reviewers met with staff and students of the program.

FINDINGS AND RECOMMENDATIONS - OVERALL ASSESSMENT AND SPECIFIC ISSUES:

With only two core courses the reviewers are concerned about the intellectual coherence of the program; this is exacerbated in that one of these (PHL 271H) is a philosophy offering, and there is no guaranteed access for ESL students. A dedicated section of the course should be seriously considered. The program is considering adding a specialist stream, which would expand the course offerings. While the reviewers would lean towards additional dedicated courses, they believe the administrators involved in the program are actively committed to making the program intellectually rewarding. There is also limited sense of community among the students. Association with the new Centre for Ethics at Trinity College may assist in the development of community.

ADMINISTRATIVE RESPONSE

The Dean welcomes the reviewers' comments on the program, but notes that they themselves admitted that they were "not able to be as thorough as... they would have liked" due to the time constraints of the review process, and they were thus "not in a position to make firm recommendations."

The reviewers had some concerns about the intellectual coherence of the program, an area which has been addressed by the program in revisions to its curriculum over the past few years. The intention of the program has been to balance thematic coherence with flexibility, and the express purpose of the program's capstone seminar (TRN 412H) is "to integrate the program." The "flexibility of the existing structure" was one of the features of the program noted positively by the 1999 external review, and it is the Dean's opinion that a closer look at the structure of the program (had time been available) would have led the reviewers to the same conclusion. The program director struck a committee in the summer of 2006 to address these concerns; they recommend two strategies aimed at "rendering the program more intellectually robust and coherent." Two required courses will be added to the program, a course in political philosophy, and (following the reviewers' recommendation, a third-year course in Ethics and Society.

The Dean notes that mounting a dedicated section of PHL 271H for ESL students is not likely to be practicable given staffing constraints in the Department of Philosophy, but that dedicated tutorials would be provided.

The Dean agrees that the presence at Trinity College of the new Centre for Ethics will enhance the sense of community among students in the program.

REVIEW SUMMARY

DIVISION/UNIT/PROGRAM:	Peace and Conflict Studies
DATE:	6-7 March 2006
COMMISSIONING OFFICER:	Dean, Faculty of Arts & Science
PROGRAMS OFFERED: Undergrad & First Professional	Specialist, Major, programs
EXTERNAL REVIEWERS	
International	Peter Gourevitch, University of California, San Diego Stephen K. White, University of Virginia
Canadian	Herman Bakvis, University of Victoria
PREVIOUS REVIEW DATE:	1999 cluster review
SUMMARY FINDINGS AND RECOMMENDATIONS OF PREVIOUS REVIEW:	An excellent program with significant demand; reviewers expressed some concern that the program depended too heavily on the ability and commitment of a single instructor in Political Science, and recommended a 0.5 administrative support position.
DOCUMENTATION PROVIDED TO REVIEWERS:	The reviewers received the director's report of August 2005, program description and course descriptions, and an excerpt from University College's 'Stepping UP' planning document.
CONSULTATION PROCESS:	The program was reviewed with the Department of Political Science.

FINDINGS AND RECOMMENDATIONS - OVERALL ASSESSMENT AND SPECIFIC ISSUES:

Overall

Students are clearly of a very high caliber, though growth will be dependent upon other departments and units for teaching and intellectual support. The program will need to balance promoting its unique identity with the support and goodwill of the units on which it depends.

The reviewers note that it is difficult to evaluate smaller (college-based) programs in the context of a departmental review.

ADMINISTRATIVE RESPONSE

The Dean recognizes that the time the reviewers were able to spend with the program was limited, and is grateful for the positive comments about the program. The recent appointment of a member of the Department of Political Science as the next director for the program will cement the close relationship with this critical department, while allowing the program to continue to develop its own interdisciplinary identity.

The Dean recognizes that it is important to allow sufficient time in joint reviews for the reviewers to properly assess all programs, and that it may be necessary to extend the time period of reviews for adequate consultation.

School of Graduate Studies

REVIEW SUMMARY

DIVISION/UNIT/PROGRAM:	Museum Studies Program
DATE:	August 2005
COMMISSIONING OFFICER:	Dean, School of Graduate Studies
PROGRAMS OFFERED:	
Undergrad & First Professional	None
Graduate:	Master of Museum Studies (M.M.St.)
REVIEW COMMITTEE	Prof. Donald E. Cormack, Vice-Dean, School of Graduate Studies Prof. Gary Crawford, Department of Anthropology Prof. Wendy Duff, Faculty of Information Studies Prof. Roger Simon, OISE/UT Prof. Nicholas Terpstra, Department of History Prof. Paul Thompson, Institute for the History and Philosophy of Science and Technology Ms. Marika D. Warren, Student, Department of Philosophy
PREVIOUS REVIEW DATE:	1997
SUMMARY FINDINGS AND RECOMMENDATIONS OF PREVIOUS REVIEW:	<ul style="list-style-type: none">• The next Director of the Museum Studies Program (a) take part in the teaching activities of the Program and (b) be compensated for that teaching over and above the normal half-time administrative released time.• The curriculum proposals outlined above be taken through the normal approval processes of the School and forwarded to OCGS.• The Program acquires computing facilities appropriate to its curriculum.• The revised curriculum be staffed by a mixture of those whose primary appointments are to Museum Studies, cross-appointments from other graduate units and adjunct faculty.• The transformation of the Program into a Centre await the arrival of the new curriculum, the cross-appointment of additional staff, and the development of productive collaborative links with the cognate Departments.• The incoming Director adopt a Committee structure like that outlined above to advice in the management of the Program and to foster links between the Program, its cognate disciplines and the professional museum community.• The Program develop formal, long-term relationships with museums and galleries, particularly in the Toronto area, for internships, course practica and, where possible, exhibitions.• The Program in collaboration with the School attempt to improve its physical environment and its location vis-à-vis related museum facilities on or near the campus.
RECENT OCGS REVIEW(s) DATE:	2002-2003
DOCUMENTATION PROVIDED TO REVIEWERS:	<ul style="list-style-type: none">• The Report of the 1997 SGS review of the Program• OCGS Consultants' Report from October 2000• Most recent OCGS letter of approval• Director's Report, March 2002• Director's academic plan Museum Studies Program 2004• Report to the OCGS Appraisal Committee, October 2004
CONSULTATION PROCESS:	The Committee also received written submissions from teaching faculty, students and graduates.

FINDINGS AND RECOMMENDATIONS - OVERALL ASSESSMENT AND SPECIFIC ISSUES:

The reviewers agreed that the U of T program is well known and respected for its program quality. Given its small size, the Program had not been able to meet OCGS criteria regarding academic resources (and financial resources) available to the program. In particular, the reviewers note that full-time faculty “have not had a strong presence beyond their teaching assignments and have not created the sense of community that is required for a strong program. These faculty have primary appointments in home departments, and have their primary responsibilities in other places.”

1. The Master of Museum Studies Program should continue.
2. The academic and fiscal home of the Museum Studies Program should be the Faculty of Information Studies.
3. The current budget and space allocation of Museum Studies should be reviewed to ensure that the resources provided to run the Program are consistent with the University’s budget and space models. Any shortfalls should be corrected.
4. Victoria College should pursue the idea of an undergraduate program in Material Culture.
5. Initiate a part-time Museum Studies option for mid-career and other practitioners in the field.
6. Merge the Resource Centre for basic books and periodicals located in the Museum Studies space with the Inforum at FIS in order to rationalize and better maintain the resource materials that support the full breadth of the new program.

ADMINISTRATIVE RESPONSE

The Committee of Deans (CoD) is grateful for the work of the Review Committee and for its thoughtful report. The Review Committee made six recommendations.

With respect to Recommendation 3, CoD agrees with the Review Committee’s claim that without additional resources, the program may not be viable and its termination would be considered. However, given the academic potential of Museum Studies and the rarity of such programs in Canada, the Committee of Deans favours and accepts the Recommendations 1 and 2, that the Master of Museum Studies Program should continue with its academic and fiscal home moved to the Faculty of Information Studies (FIS).

Consistent with the comments that CoD solicited from involved units within the Faculty of Arts & Science, CoD hopes to see an academically strong program. As opportunities for periodic review arise, the effectiveness and value of the program will be assessed.

CoD also supports recommendation 4. In this regard, Prof. Paul Gooch, President, Victoria University has informed the SGS that Victoria College intends to proceed with planning for a material culture undergraduate program, which will include, in the delivery of courses, faculty members from the Department of History and the FIS.

At such time as the Museum Studies program is re-established in its new administrative home, with matters of curriculum, program delivery and budget operating well, the addition of a part-time option for practitioners in the field, as in Recommendation 5, should be considered.

CoD supports recommendation 6 and urges FIS to implement it after the program moves to FIS.

The Review Report and the SGS administrative response were presented to the SGS Council at its meeting of October 18, 2005. At that meeting, Council approved the continuation of the program. Later that academic year, at the March 21, 2006 meeting, Council approved the disestablishment of the Program within the School of Graduate Studies, and approved its transfer to the Faculty of Information Studies effective July 1, 2006.

Faculty of Medicine

REVIEW SUMMARY

Division/Unit	Department of Immunology Faculty of Medicine
Date	December 8, 2006
Commissioning Officer:	Dean, Faculty of Medicine
PROGRAMS OFFERED:	
Undergrad & First Professional	Immunology Specialist Program Undergraduate Medical Education – Pre clerkship
Graduate:	M.Sc., Ph.D. and M.D./Ph.D.
Postgraduate Medical Education:	Yes
EXTERNAL REVIEWERS:	
International	N/A
Canadian	Dr. Jean S. Marshall, Department of Microbiology & Immunology, Dalhousie University Dr. John W. Schrader, Director, Biomedical Research/CRC – Immunology, The University of British Columbia
PREVIOUS REVIEW DATE:	1997
SUMMARY FINDINGS AND RECOMMENDATIONS OF PREVIOUS REVIEW:	<ul style="list-style-type: none">• The department is healthy in all respects that were reviewed and the quality of research and teaching is excellent.• The practice of giving a faculty member a post-doc salary if the member obtains outside salary support is excellent and should be continued.• The department members are brought together by the Monday concentration of events and teaching appears to be shared in a way that is agreeable to both MSB and Institute-based members. Thus in spite of the previous review, and against our preconceptions, the multi-site nature of Toronto immunology is not currently a major concern.• It would make sense to recruit additional scientists to the strong research environment that exists. Some recruiting can be done as replacements for coming retirements and additional recruiting would be justified.• Cross appointments are not evaluated on a routine basis, and it was suggested by some members that there should be an annual or biannual evaluation, considering the extent of interactions, teaching contributions and the work quality.• Both department members and student appeared to be pleased with the ISP Program. A suggestion was made to require a minimum GPS to be maintained during the course in addition to the high entrance requirements.
RECENT OCGS REVIEW(s) DATE:	June 2003
DOCUMENTATION PROVIDED TO REVIEWERS:	<ul style="list-style-type: none">• Chair's report• Faculty Member's report• Undergraduate Education Report• Undergraduate Student Report• Graduate Education Report• Graduate Student Report• Departmental Budget• Departmental Communications

CONSULTATION PROCESS

The reviewers met with the Dean of the Faculty of Medicine, the current Department Head and representatives from within the Department including groups of faculty members most involved in Graduate studies, Undergraduate studies and research initiatives. They also met with graduate and undergraduate students as well as the Associate Dean of Research and other interested parties. There was, however, less opportunity to meet with key individuals from the associated Hospital Research Institutes, although some senior individuals were present in their roles as members of the Department of Immunology.

FINDINGS AND RECOMMENDATIONS - OVERALL ASSESSMENT AND SPECIFIC ISSUES:

In general, Department morale was high and there was substantial optimism for the future of the Department and for the ongoing success of new faculty members. While clearly Department members are based at a number of sites, there was a strong sense of “belonging” from most Faculty members and students. The strength of the graduate studies program, the Easton Seminar series and current leadership appeared to contribute substantially to the collegial environment.

GRADUATE STUDIES

- The graduate student program is functioning well. All students are personally interviewed and selected for entry to the Graduate Program before they are accepted by laboratories.
- It was noted that given the high caliber of students, that a higher proportion of them were not externally funded through CIHR, NSERC, NCIC, OGS or other similar mechanisms and there appeared to be some lack of awareness by students and supervisors of the range of graduate student funding opportunities available.

UNDERGRADUATE STUDENTS

- The Department has a thriving undergraduate program which is perceived as challenging and encourages critical thinking and the ability for students to obtain research exposure through laboratory projects was felt to be extremely important and could be more actively encouraged.
- A more formal regular process of curriculum review and discussion of course evaluations involving all course co-coordinators may help to maintain the quality and relevance of courses over the longer term.

RESEARCH PRODUCTIVITY, RECRUITMENT OF YOUNG INVESTIGATORS

- The depth of research excellence in the Department and the levels of peer-reviewed funding were high and the publications included were in high impact journals.
- The reviewers considered that a recruitment strategy that was opportunistic and based on networking and personal contacts had been extremely effective. Recruitments at both the MSB and Sunnybrook sites have resulted in new strength in the area of innate immunity which complements the existing strengths of the Department.

INTERACTION

The levels of informal communication between Department members, although scattered widely through the city were impressive. The reviewers strongly supported the Chair’s plan to reinstitute an annual Departmental meeting in the late spring.

VISION

The reviewers noted the lack of a formal, long-term plan for the Department. Greater engagement of Department members across multiple geographic sites in the long term planning for the Department might help reinforce the sense its identity and shared vision.

MORALE

The morale of the Department is excellent, despite widespread concerns about the CIHR funding and the Cognate Chairs reported good ongoing interactions with Immunology and strong collegial relationships with opportunities for further development.

CHALLENGES IN THE NEXT 5-YEARS:

Consolidation of the academic focus of translational research: The reviewers agreed with the Chair that the obvious opportunities for expanding the Department and enhancing the academic program in immunology at the University of Toronto lay in the growth and academic reorganization of translational research in immunology.

MSB: The reviewers were impressed with the excellent relationships between the Chair and other Department Chairs in the MSB and a willingness to work together in upgrading and rationalizing the MSB space. The Department's identity was seen to be closely linked to a presence in MSB.

Post Doctoral fellows: The reviewers noted that the training of post-doctoral fellows was not well-managed by either the University or the Department. Recognition of this group of trainees as an important resource may assist with the recruitment of the highest caliber postdoctoral trainees to the Department and add to the reputation of the Department as a training environment.

Bridging for CIHR funding shortfalls: The reviewers applauded the efforts to preserve research capacity that has been built up in the Department despite the CIHR funding shortfalls.

RELATIONS WITH INSTITUTES AND HOSPITALS

The reviewers were impressed with the obvious goodwill for the Chair and the Department expressed by Chairs of other Departments and partner Institutes. Given the scope of the opportunities to expand the Department by serving as the academic focus for growth in translational research in immunology in areas such as Infectious Diseases, Transplantation, Clinical Immunology and Cancer immune therapy this bodes well for the future of the Department.

MANAGEMENT

The Department has managed the allocation of its scarce fiscal resources and considerable human capital and goodwill, very effectively and has delivered on its educational and research mission. The resources contributed by the University have been very effectively leveraged by interactions with Institutes and Hospitals. The issue of the Chair being located on the St. George campus was raised. However there was an acknowledgement that Professor Ratcliffe has been effective in dividing his time between the campus and Sunnybrook. Some faculty felt that if the Chair were in MSB, greater attention would be paid to the infrastructure.

STATURE

The Department is pre-eminent in Canada in the field of basic immunology. If it capitalizes on the opportunities to strengthen translational research in areas such as Infectious Diseases, Transplantation, cancer immunotherapy and other areas of clinical immunology, it can aspire to being one the best Departments of Immunology in North America.

ADMINISTRATIVE RESPONSE

GRADUATE STUDIES

The graduate program was considered of high quality and the reviewers were impressed with the caliber of students. The reviewers did comment that they believed the administrative staff was stretched for the current number of students and that more staff may be necessary if graduate enrolment increases. Professor Ratcliffe has indicated that the new funding expected to follow increased graduate enrolment would be directed toward enhanced administrative support for the graduate program. I agree with the Chair that limited recruitment of international students is based on financial constraints. The quality of the faculty and their internationally recognized research programs would easily attract outstanding international students. This is a dilemma faced throughout the Faculty of Medicine with no immediate internal solution. External support for international students through fund raising or agency support will be necessary to subsidize international graduate student stipends. The importance of the Easton seminar series should continue to be emphasized. The Department has recognized that a change in venue may attract more faculty participation in graduate seminars.

UNDERGRADUATE STUDENTS

The undergraduate Arts & Science immunology specialist program was highly rated although concern was raised about the continuity of some courses and overall integration of the curriculum. The reviewers commend the undergraduate co-ordinator but also offer some recommendations that should be considered including regular curriculum review and analysis of course evaluations. Professor Ratcliffe indicates that consideration is being given to the provision of a 2nd year overview course in immunity and infectious disease. More 4th year courses were recommended by the reviewers and perhaps the Department would consider new course offerings that would be more broadly available to other specialist programs such as Human Biology.

RESEARCH PRODUCTIVITY, RECRUITMENT OF YOUNG INVESTIGATORS

Under Professor Ratcliffe's leadership the Department of Immunology is thriving in terms of outstanding new faculty recruits and research productivity. The Sanofi Chair must be filled as soon as possible and I urge the Department to take steps to ensure this is undertaken even if the donor agreement must be revisited. Research opportunities for medical students and residents may be readily available if a closer connection to hospital-based clinical programs were established.

INTERACTION

The reviewers congratulate the Department on achieving an impressive level of integration between the on- and off-campus faculty. I concur with them that as faculty recruitment continues, a concerted effort will be required to continue to foster this integration and an annual meeting of the Department is a good strategy.

VISION

As indicated by the Chair, the strategic planning of the Department is complicated by the fact that those faculty members who are scientists in the hospital research institutes must conform to institute strategic directions. Nevertheless, the 3 foci of Infection and Immunity, Cancer Immunotherapy and Transplantation and Immunology are natural platforms and, indeed, strategic priorities among the hospital and cognate department partners. The opportunity to recruit new faculty members in these fields over the next five years will greatly strengthen translational research within the Department.

MORALE

The excellent morale among the faculty is a credit to Professor Ratcliffe's leadership and the effective partnerships that have been established across institutions. This collegial atmosphere heralds continued academic success of the Department.

CHALLENGES IN THE NEXT 5-YEARS

A focus on translational research in partnership with the affiliated hospitals is a very important opportunity for the Department. The framework and future direction of the Department should be considered in the context of a strategic planning exercise.

The consolidation of space in the Medical Sciences Building for the on-campus faculty should be undertaken strategically and in close alignment with programmatic groupings with other Departments to promote collaboration.

The initiative of the postgraduate research fellows in the Department to organize inter-Departmental research seminars is admirable. I am not in complete agreement with the reviewers or the Chair that postdoctoral fellows are not managed well by the University of Department. Nevertheless, there is room for improvement and the Vice Dean Research in the Faculty of Medicine, Professor Peter Lewis, is turning his attention to this matter. I believe that within individual labs, the faculty provide mentoring and role modeling for their postdoctoral fellows as well as major opportunities to engage in original research and first-authored publication. Improved opportunities for career counseling and broader interaction among postdoctoral fellows in the basic science departments in the Faculty of Medicine would enhance their experience.

RELATIONS WITH INSTITUTES AND HOSPITALS

The reviewers observed that the relationship between the Department of Immunology and the affiliated hospital research institutes was healthy and provides the opportunity to continue to expand, particularly into the area of translational research. I congratulate Professor Ratcliffe for his networking with the Center for Research in Women's Health resulting in the sharing of a Tier 1 CRC.

MANAGEMENT

Although Professor Ratcliffe has moved his laboratory to the Sunnybrook hospital, it is evident that he is effectively balancing on-campus Department duties with his own research program. As long as core, tenure-track faculty in the Medical Sciences Building form a critical mass and are well served within collaborative programmatic groups, this distributed model across multiple institutions will likely continue to succeed. New revenues will be required to support the on-campus component of the faculty and securing new funds through graduate enrolment expansion and fund-raising will be an important role of the Chair over the next 5 years.

STATURE

The Faculty applauds the Department's recognition by the external reviewers of being the pre-eminent basic immunology department in Canada according to the reviewers. This Department has an opportunity to be one of the top immunology departments globally through the development of a more translational focus in partnership with the affiliated hospitals.

Summary

This is very positive review with excellent recommendations for continued enhancement of the research and teaching endeavours of the Department of Immunology. Professor Ratcliffe has provided outstanding leadership and his thoughtful response to the reviewers is appreciated. I urge the Department to engage in strategic planning within the next 6 months taking into account the external reviewers' recommendations.

REVIEW SUMMARY

Division/Unit	Department of Ophthalmology and Vision Sciences Faculty of Medicine
Date	November 10-11, 2005
Commissioning Officer:	Dean, Faculty of Medicine
PROGRAMS OFFERED:	
Undergrad & First Professional	Faculty of Medicine Doctor of Medicine (MD) program
Graduate:	N/A
Postgraduate Medical Education:	Yes
Continuing Education	Yes
EXTERNAL REVIEWERS:	
International	Dr. John A. Hoepner, Professor and Chair, Department of Ophthalmology, SUNY Upstate Medical University
Canadian	Dr. Frederick S. Mikelberg, Professor and Head, Department of Ophthalmology, The University of British Columbia
PREVIOUS REVIEW DATE:	2000

SUMMARY FINDINGS AND RECOMMENDATIONS OF PREVIOUS REVIEW:

- Very good residency program; teaching of high quality; undergraduate medical education is probably unique and is considered the most active in the country. It is extremely well organized and should be maintained and enhanced in order to maintain its status.
- Research is offered for residents and fellows however in a very scattered way and not by sub-specialty. Emphasis should be given to establishing a more coordinated clinical research program. Inter-departmental collaboration should be developed and enhanced.
- The Vision Science Research Program is organized and sufficient funding has been provided to the new program. The Director should keep the lines of communication open and that all departments understand the research and scope of this program.
- The lack of collaboration between the Department and other sectors of the University should be addressed.

Recommendations:

- Establishment of a strong Ophthalmic Pathology Program with emphasis placed on developing bridges and collaboration with other departments within the University programs such as Oncology, Molecular Biology, Immunology and Genetics with recruitment of clinical scientists with cross-appointments in these areas.
- The role of the Chair of the Department to be also Chief of Ophthalmology and the University Health Network and affiliated teaching hospitals; along with the different Chiefs, the Executive Committee, should develop a common vision.
- The MD/PhD program should emphasis collaboration between the Department and other disciplines within the University.
- International recognition should be achieved.
- Cohesiveness could be achieved by a two-day retreat upon the arrival of the new Chair to develop common goals and objectives regarding international societies, participation in conferences etc.

RECENT OCGS REVIEW(S) DATE: N/A

DOCUMENTATION PROVIDED TO REVIEWERS:

- *Faculty of Medicine documents:* Dean's Review Guidelines, Review Schedule
- Reports: Chair's Undergraduate Education, Postgraduate Education, Postgraduate Students, Faculty Member's, Fellowship Program, Continuing Education
- Summary of Research Funding
- Departmental Budget
- Departmental Communications
- Previous External Review and Responses
- Eye Bank Report
- Kensington Ambulatory Care Centre Report

CONSULTATION PROCESS: During their site visit, reviewers met with the Dean, Department Chair, faculty members, Cognate Chairs, and students

FINDINGS AND RECOMMENDATIONS - OVERALL ASSESSMENT AND SPECIFIC ISSUES:

The reviewers concluded that the Department is excellent and of "international scope and stature" with international reputations in glaucoma, retina, oncology, pediatrics, and genetics.

Undergraduate Medical Education

The reviewers assessed the undergraduate teaching of the non-elective courses. The only student criticism heard, along with many compliments, was that students were often put in a room with a resident or faculty and had little time to really examine patients on their own. It was suggested that lack of examination space for faculty and teaching should be improved in cooperation with the hospitals.

Postgraduate Education and Continuing Education

The reviewers highlighted the post-graduate education as "world class" noting that the Department is to be congratulated on their post-graduate courses. The reviewers lauded the PGY1 course that has grown in scope to include first year residents from eight programs throughout Canada and recommended that some part-time administrative and IT support should be provided.

Clinical and Basic Science Research

The reviewers note that the research space at the Toronto Western Hospital at the University Health Network dedicated to vision research has been a major resource for the Department and that it should be preserved. A central administrator at the University to assist with the five separate Institutional Review Boards associated with the hospitals would support the faculty. It was suggested that it would be beneficial if the research departments of participating hospitals could meet regularly. The same recommendation in terms of coordinating administrative support would be valuable in terms of grant writing training and assistance for the Department.

Cognate Units

The reviewers reported positive relationships and productive meetings with the chairs of cognate departments – surgery, radiology and otolaryngology.

Kensington Ambulatory Care Center

The Kensington Centre will be a benefit given the long wait list for cataract surgery in Ontario. The reviewers recommended that the facility be used for both patient care by faculty as well as for teaching. A requirement for faculty using the facility is to be judged as a good resident surgical instructor.

Organizational Structure and Resource Allocation:

The reviewers commented that the organizational structure was "complicated, fragmented and difficult to manage."

The reviewers have identified the need to plan for the movement of the Eye Bank from its current location and that a decision should be made as to when and where such a move will occur.

Fundraising should be a priority to be pursued by the department in a coordinated manner.

ADMINISTRATIVE RESPONSE

Education

▪ Undergraduate Medical Education

The reviewers identified an overall positive assessment of the teaching of medical students by full time and part time faculty and by postgraduate trainees. A recurrent theme appears to be variable availability of ambulatory teaching space necessary for medical students to learn fundamental clinical skills. The recently opened Kensington Eye Center will provide a new facility for teaching and learning at all levels including medical students. Nevertheless, this may not be sufficient, as the reviewers comment that clinic examination space is severely limited at several hospitals. The Department of Ophthalmology will need to review their partnerships among all the university affiliated hospitals including community affiliated sites for expansion of undergraduate medical student core ophthalmology clinical teaching. As the University of Toronto expands undergraduate medical student enrolment, a more distributed learning environment will likely be necessary for this Department.

▪ Postgraduate Medical Education

The delivery of postgraduate medical education is called "world class" with special recognition of the courses that have expanded into continuing education for faculty across Canada and the USA. The introductory course for PGY1 trainees has become the national program for eight programs across Canada. This is an outstanding achievement and a model for other Clinical Departments at the University. The Faculty of Medicine is investing in improvement of IT support for education that is available to the Department for continued enhancement their contribution to postgraduate and continuing education.

Clinical and Basic Science Research

The research space at the Toronto Western Hospital at the University Health Network dedicated to vision research has been a major resource for the Department of Ophthalmology and Vision Science. I agree with the reviewers and Dr. Hurwitz that recruitment of a critical number of scientists and clinician-scientists in this field is necessary to sustain the research momentum achieved over the last five years. Effective strategies for partnership between the Department of Ophthalmology and Vision Sciences, and departments who share their research priorities will be necessary to achieve this goal. The recent hiring of a clinical epidemiologist who will be jointly appointed to the Department of Ophthalmology and Vision Sciences and the Department of Public Health Science is a good example. Similarly, new partnerships should be sought with both basic science and clinical departments in fields relevant to ophthalmology and vision science in which the Faculty of Medicine has major strengths, e.g., cancer, cardiovascular disease, neuroscience and diabetes. The location of new faculty engaged in research will be dependent on the nature of these partnerships and sources of funding, recognizing that the affiliated hospitals and their research institutes have specific research program priorities.

In my view, the reviewers have correctly identified the important emphasis the Department has placed on research training at the PhD level. The successful training of clinician-scientists must ensure acquisition of an appropriate publication record and research skills necessary for peer-reviewed funding competition. The establishment of a successful scientific track record by the candidate along with guaranteed protected research time by the Department, are the key determinants for recruitment of a clinician-scientist. The Department of Ophthalmology and Vision Science has made major investments in the academic training of a number of their postgraduate trainees and are encouraged to continue, understanding that not all will succeed as has been the experience in other clinical departments.

Fund raising is recognized by the reviewers and Dr. Hurwitz as a key strategy for enhancing revenue for the Department. The Faculty of Medicine, through its Office of Advancement, is dedicated to assisting its departments in fundraising and works collegially with the affiliated hospitals/research

institutes in this effort. The recommendation to establish improved fund raising skills of the clinical faculty is strongly supported. I agree that an appropriate balance should be established within the Department between fund raising by faculty in association with the advancement offices of the hospitals and the Faculty of Medicine.

The establishment of grant writing training and assistance could be undertaken by the senior researcher leadership within the Department of Ophthalmology and Vision Science or in conjunction with a cognate department. In some Clinical Departments, a Vice Chair Research assumes responsibility for mentorship and internal review of grants prior to submission. Usually, this senior leader will also organize the general oversight and strategic direction of research in the department.

The Research Ethics Boards (Institutional Review Boards)

The Faculty of Medicine and the University Office of Research are working with the Research Ethics Boards of the affiliated hospitals to establish a single review application among institutions with expedited review for proposals at collaborating sites.

The Eye Bank

The reviewers have identified the necessity to plan for the movement of the Eye Bank from 1 Spadina Crescent to another location, possibly at an affiliated hospital. The Chair is encouraged to work proactively with the Ontario government to seek a solution that will sustain the current investment in the Eye Bank at the University of Toronto and in the Department of Ophthalmology and Vision Science. Multi-year funding is certainly desirable.

The Practice Plan Reorganization

The new Policy for Clinical Faculty that commenced at the University of Toronto on July 1, 2005, requires that physicians with appointment in the fully affiliated teaching hospitals be members (full or part time) of a conforming practice plan. It is unlikely that the institution of the minimum requirements for conforming practice plans will have "a devastating effect on the Department of Ophthalmology". I am confident that the implementation of the new practice plan policies in this department will not disenfranchise the faculty members who are recognized for their major contribution to the academic mission of the Faculty of Medicine.

The Kensington Ambulatory Care Center

As indicated by the Chair, this new Center will provide new facilities for teaching both undergraduate students and postgraduate trainees. Dr. Hurwitz has indicated that the specialty surgery services at the teaching hospitals will not diminish and will continue to provide excellent teaching and learning opportunities.

Retirement Age

The university retirement age is no longer 65 years. The search committee for the Chair of Ophthalmology and Vision Sciences will receive and take under advisement the strong recommendations from the reviewers about a second term for Dr. Hurwitz.

Summary and Conclusions

The Department of Ophthalmology has thrived under the expert and committed leadership of Dr. Hurwitz who has received a strong mandate from the reviewers to consider a second term. All of the faculty members have contributed to the success of this Department that strongly integrates clinical care, teaching and research and is striving to continually enhance its reputation as not only the national leader but also achieve international recognition. The importance of sustaining collegial relationships between the Chair and the clinical chiefs is underscored in the reviewers' report.

REVIEW SUMMARY

DIVISION/UNIT:	Department of Pharmacology Faculty of Medicine
DATE:	November 6-7, 2006
COMMISSIONING OFFICER:	Dean, Faculty of Medicine
PROGRAMS OFFERED:	
Undergrad & First Professional	Undergraduate Arts & Science - B.Sc. Undergraduate Medical Education
Graduate:	M.Sc. and Ph.D.
EXTERNAL REVIEWERS:	
International	Allan E. Rettie, Professor and Chair of Medicinal Chemistry, School of Pharmacy, University of Washington
Canadian	Alexander S. Clanachan, Professor and Chair, Department of Pharmacology, University of Alberta
PREVIOUS REVIEW DATE:	1999
SUMMARY FINDINGS AND RECOMMENDATIONS OF PREVIOUS REVIEW:	<p>The department is recognized world-wide for the many important contributions that members of the department have made in numerous fields of pharmacology and therapeutics including the development of several new fields of investigation. Decisions regarding the resources provided for the department and their strategic allocation will be critical to the future of this department.</p> <p>Recommendations:</p> <ul style="list-style-type: none">• The department should move forward as expeditiously as possible, consistent with recruitment of a new head and with the recruitment of a faculty member in Neuropharmacology. The department should also consider having core appointees in the areas of cardiovascular and endocrine pharmacology.• The planning initiative with the Faculty of Pharmacy should be given top priority.• The possibility of obtaining support for one or more tenure-stream positions in the department from the undergraduate Arts and Science program should be pursued.• The curriculum in pre-clinical medicine should be carefully reviewed. The graduate courses offerings should be reviewed to improve the breadth and quality of the presentations.• The faculty should actively pursue increased engagement with other units and the department should conduct a seminar program that focuses on faculty research and foster collaborative interactions.• Efforts should be made to significantly increase the communications between the chair and members of the department.
RECENT OCGS REVIEW(s) DATE:	2003
DOCUMENTATION PROVIDED TO REVIEWERS:	Reports: Chair's and Budget, Faculty, Undergraduate Education, Undergraduate Student, Graduate Education, Graduate Student, Research Research Funding OCGS Report Departmental Publications
CONSULTATION PROCESS:	During their visit, reviewers met with the Dean, Department Chair, Cognate Chairs, faculty and students

FINDINGS AND RECOMMENDATIONS - OVERALL ASSESSMENT AND SPECIFIC ISSUES:

Research activities:

- Research activities are quite diverse, traversing the fields of Neuropharmacology, Behavioral Pharmacology, Psychopharmacology and Drug Addiction, Clinical Pharmacology, Drug Metabolism, Distribution and Pharmacokinetics, Signal Transduction, Pharmacogenetics and Toxicology. These research areas provide substantial breadth to graduate research opportunities in the department.
- Continued recruitment of young, talented, junior investigators is of course critical to the health of any department, but through 2003 no opportunities had availed themselves for replenishment and invigoration of an aging faculty that now numbers more than a dozen emeritus professors. However, since 2004, five new faculty have been appointed in Pharmacology, including two new tenure-stream Assistant Professors (Drs. McPherson and Matthews) both of whom are developing active research programs.

Relationship with cognate academic units

The Department of Pharmacology seems to enjoy strong relationships with other academic units in the Faculty of Medicine and throughout the University of Toronto and its affiliated institutions. Productive interactions occur in the undergraduate curriculum where students from other departments can take courses offered by the Department of Pharmacology and Pharmacology students can supplement their programs by taking courses in cognate departments.

Organizational structure of the Department:

The overall organizational structure of overlapping appointments within the Faculty of Medicine is rather unique and was initially unfamiliar to the external reviewers. While, at first glance, such a structure appears to be extremely fragile, it seems to work very well, due largely to the goodwill and collegial nature of those involved.

Within the Department, there are numerous committee structures to assist with the administration of Departmental activities and the Chair should be complimented on providing multiple opportunities for faculty input.

Overall morale is very good, and faculty members are optimistic about the future of the Department of Pharmacology.

Vision for the future:

There is a renewed vision being articulated for the educational programs offered by the Department of Pharmacology. The addition of a Toxicology stream, with a Toxicology laboratory-based course, and the reorganization of the core undergraduate course (PCL470) are initiatives that will hopefully enhance the breadth and quality of the BSc programs.

Recommendations

- Initiate a formal strategic planning process.
- Develop focus area(s) to enhance research identity, reputation and funding.
- Pursue increased engagement with other basic science and clinical units primarily to develop research opportunities.
- Formally end the role of the Department in the Institute for Drug Research.
- Identify new core or status-only faculty with expertise in clinical, cardiovascular and endocrine pharmacology.
- Identify a formalized mechanism to ensure adequate mentorship of new core faculty with regard to both teaching and research program development.
- Monitor carefully the changes made to the pharmacology content of both the undergraduate medical curriculum and the pharmacology graduate curriculum and adjust where necessary to ensure robust training of graduate students in the core discipline.
- Optimize laboratory-based learning opportunities in project course (Pharmacology (PCL472Y) and Toxicology (PCL474) for Arts and Science undergraduate students.

- Implement a Toxicology laboratory course, if resources can be identified, to further strengthen the Toxicology Specialist program and to better match the structure of the Pharmacology Specialist program.
- Maintain, strengthen and acknowledge the essential role of status-only members.

ADMINISTRATIVE RESPONSE

Education

Arts and Science Program

The Faculty of Medicine is very proud of the contribution of the Department of Pharmacology to undergraduate teaching and is gratified that the external reviewers believe the BSc graduates are of high quality. I agree that attention should be given to curriculum content in cardiovascular, endocrine and musculoskeletal pharmacology.

Undergraduate Medical Education

The Department should continue to work closely with the MD curriculum directors to ensure that our medical students are provided with appropriate pharmacology content and effective evaluation of their knowledge.

Graduate Education

I am in agreement with the advice from the external reviewers that the Department continue to pay close attention to the time to graduate degree completion, avoiding any extension of the current acceptable degree completion times.

Research Activities

The Department should consider at least one new mid-career hire as Professor Grant is currently the only full professor.

Vision for the Future

The reviewers have recommended that the Department undertake a strategic planning exercise. This is very good advice and I concur.

Relationship with the Faculty of Pharmacy

I am in agreement that the IDR may no longer be a viable strategy and will consult the Dean of Pharmacy about next steps.

Challenges for the future

I encourage the Department to work with all of the faculty members, both primary and cross-appointed, to increase their graduate supervision capacity to take advantage of this opportunity.

Summary and Conclusions

I am in agreement with all of the detailed recommendations that appear at the end of the report and look forward to the results of a strategic planning exercise.

REVIEW SUMMARY

Division/Unit	Department of Physiology Faculty of Medicine
Date	March 9 and 10, 2006
Commissioning Officer:	Dean, Faculty of Medicine
PROGRAMS OFFERED:	
Undergrad & First Professional Degrees	Undergraduate Arts and Science Undergraduate Medical Education
Graduate:	M.Sc, PhD.
EXTERNAL REVIEWERS:	
International	Dr. Jonathan D. Geiger, Professor and Chair Department of Pharmacology, Physiology and Therapeutics, University of North Dakota
Canadian	Dr. Wolfgang Walz, Chair, Department of Physiology, University of Saskatchewan
PREVIOUS REVIEW DATE:	1999
SUMMARY FINDINGS AND RECOMMENDATIONS OF PREVIOUS REVIEW:	<p>The Department is fulfilling its mandate in research, education and administration; its leadership is excellent and, with continued administrative and financial support the university, will remain one of Canada's leading physiology departments.</p> <p><i>Recommendations:</i></p> <ol style="list-style-type: none">1. The Faculty of Medicine should establish mechanisms that allow substantial input from the basic science departments regarding medical curriculum content and delivery.2. The department should review its graduate recruitment and admission practices with the intention of attracting and admitting a larger fraction of students from other national and international undergraduate programs.3. The department should establish mechanisms for communication with postdoctoral trainees.4. The Faculty of Medicine should inform the university administration of the difficulties encountered by postdoctoral trainees in obtaining teaching experience, and seek changes that would allow this important group of future faculty members to gain experience as part of their training.5. The Faculty of Medicine should review space utilization throughout the Medical Sciences Building to identify areas that could be converted to basic science research use.6. The departmental Planning Committee should identify important future recruitment areas, paying special attention to novel interdepartmental/university initiatives, and the expected availability of new faculty positions and increased funding through recent federal initiatives.7. Positions made available due to retirement of senior individuals should be allocated to the Department for essential recruitment at the entry level, with particular attention to attracting outstanding external candidates to Toronto.
RECENT OCGS REVIEW(s) DATE:	2004-2005

DOCUMENTATION PROVIDED TO REVIEWERS:

- Previous External Review
- Research & Innovations Committee report
- Departmental Budget
- Reports: Chair's, Medical Education, Undergraduate Medical Students, Graduate Students, Undergraduate Studies, Faculty Member's

CONSULTATION PROCESS:

During their site visit reviewers met with the Dean, Department Chair, the Chair's Advisory Group, the Research Committee, Undergraduate students and members of the Undergraduate Physiology Students Association, the Undergraduate Studies Committee, an Undergraduate Medical Education group, the Graduate Studies Committee, Graduate students and members of the Graduate Association of Students in Physiology Executive, Cognate Chairs and Research Directors, the Vice-President of Research and Associate Provost, junior, junior-established, and senior research investigators, and last but not least post-doctoral fellows.

FINDINGS AND RECOMMENDATIONS - OVERALL ASSESSMENT AND SPECIFIC ISSUES:

Already a large and strong Department, under the Chair's leadership the Department has experienced the reviewers considered as "unprecedented growth" as a result of it embarking on "what has proven to be a very successful strategy of forming collaborative relationships with individuals and institutes."

Size, scope, quality and priority assigned to undergraduate Arts and Science education:

In the last seven years the number of Arts and Science students taught by the Department has increased by almost 50%. Fourth-year enrolments increased substantially in all its programs during these years; in the Physiology Specialist program from 13 (1999) to 34 (2005), in the Physiology Major from 2 to 58, in the Physiology Minor from 40 to 125, and in the Biophysics Specialist (co-sponsored with Physics) from 1 to 8. The Physiology Theoretical Specialist program had in 1999 an enrolment of 1 (4th year) and was discontinued in 2003. A new Neuroscience Specialist program was created in 2000 (with Psychology and Zoology) and has now a 4th-year enrolment of 22. The Department offers PSL 200Y for Pharmacy, Physical & Health Education, and Biomedical Engineering students; its enrolment increased from 222 in 1999 to 280 in 2006.

Several new initiatives related to undergraduate physiology programs have been instituted. A Physiology Teaching Unit has been created and now includes offices for the Director and the teaching-intensive faculty, as well as tutorial rooms. This Teaching Unit seems to be a highly innovative way to draw the less research-intensive faculty closer to the undergraduate program. In general, the students were highly satisfied with the programs as the increased enrolment testifies.

The reviewers noted an issue with regards to access by undergraduate students to fourth year courses. These courses, although not mandatory for either specialist or major students, are given seminar-style and have a priority system for student acceptance based on the registered program. Considering the demand and budget reductions, this seems to be the best option available for the Department. The reviewers recommended that the Department should develop a plan for its fourth year courses possibly focused in the "platform" areas.

In general, the reviewers felt that the undergraduate education in Arts and Science receives an adequate priority in this research-intensive Department. Given fiscal constraints and the spread-out nature of this Department that has been built on partnerships with hospital-based research institutes, it is delivering very high quality education and training to students preparing for their future. The students, in general, know this and are appreciative. Criticisms by students were largely restricted to the issue of restricted access to courses by students enrolled as Minors in Physiology. Under current circumstances of diminished resources and increased student demand, the reviewers did not see any other strategy available to the Department.

Size, scope, quality and priority assigned to undergraduate medical education in the Department:

The reviewers concluded that undergraduate medical curriculum is running smoothly and no problems were apparent. They noted that the Liaison Committee on Medical Education, the nationally recognized accrediting authority for medical education programs leading to the M.D., had no concerns with Physiology teaching during their last review. Second-year and upper year medical students were highly satisfied. Members of the Department were more anxious about future, more community-based, models of practice. The reviewers, however, were assured that such future models would not lead to increased teaching time or travel for Physiology instructors.

Size, scope, quality and priorities of the graduate education program:

The Department has grown substantially through partnerships over the past 5 years. The graduate program has been restructured because of the mandate imposed by the Ontario Council on Graduate Studies that no more than 30% of graduate courses have a substantial undergraduate student component. The graduate courses were changed also to reflect the re-organization of the Department into its four research platforms and to be seminar-based specialty courses. The reviewers noted that the graduate students commented that they really like the content and the style of the current course offerings. The reviewers lauded the ongoing improvement of the graduate programs, in particular the proposal that all graduate students should take a general physiology course.

The reviewers touch upon the disparities between graduate student stipends. They encouraged the Department to continue their efforts to establish guidelines to help prevent disparities, to reward excellence by topping up those who are awarded competitive studentships, and to discourage the possibility that students might join laboratories based on salaries paid.

The large, diverse and geographically separate nature of the Department presents additional challenges for the graduate program. The reviewer credited the faculty and students in their continued efforts to make the students feel part of a greater whole, noting that “time is precious and it appears that the Department is trying hard to find a balance between coursework, productivity in the laboratory, and maintaining and fostering the high level of *esprit de coeur* among the faculty and students. The peer to peer teaching of techniques among graduate students is viewed as being a very positive move taken by students to enhance their program of study; this reflects well on the Department generally.”

Some additional issues raised by the graduate students were related to the minimum requirements in the Department; receiving credit for teaching fourth year project students in their laboratories; financial and funding matters; increased seminars that stress integrative approaches; and introducing some accountability for the mandatory attendance to seminars.

Scope, quality and relevance of research activities:

The reviewers comment that the “performance of the overall research enterprise in the Department as measured by grant support and peer reviewed publications is outstanding.” A “Research and Innovations Committee” with representation from the research platforms and research institutes helps advise the Chair on matters related to research. In addition, there are subcommittees to help with internal review of grants and mentorship of junior faculty. Space is well-managed with lots of renovations and turnover in the last three years.

Department’s relationship with cognate academic departments in the Faculty of Medicine and faculties in the University of Toronto:

The Chairs of other departments and the Vice President for Research attested to excellent relations with the Physiology Department. An example of such very good relations is the new course PSL 350 “Molecular Biology”, which was created by Physiology with help from the departments of Pharmacology and Biochemistry; it is taught and administered in a very collegial way.

Organizational structure and resource allocation:

The reviewers agreed that the “large, diverse and geographically separate nature of the Department presents obvious challenges for effective communication and allocation of dwindling resources.” They acknowledge that the Chair and the department are “doing an outstanding job in not only growing the Department, but also in organizing its activities effectively and transparently.” The research efforts of

the Department were recently reorganized into four platforms; neuroscience (BRAIN), reproduction and development, endocrinology and diabetes (EDRG), and cardiovascular, renal and respiratory. The reviewers commented that this structure appears to be working well for the Department.

Long-range vision for the future of the Department:

As positive as has been the academic activities of the Department, the reviewers found that a “clear enunciation of a long-range vision for the future of the Department was missing.” It was felt that the Department was now at a point where such discussions would be fruitful and that fashioning a clear vision for the future along with new budget projections would be helpful. The reviewers suggested that a possible vision should include the following important aspects: the undergraduate teaching mission; continued support for the undergraduate medical education program and for the graduate education program; and the focus of the Department on systems and integrated physiology as it fits into the four platforms.

Morale of the faculty and students:

The morale of faculty, students and postdoctoral fellows “with no exceptions” was deemed to be excellent by the reviewers.

Management, vision, and leadership challenges confronting the Department in the next five years:

The reviewers praised the Chair of the department in terms of leadership style and vision.

Stature of the Department compared to others of similar size:

The reviewers note that the Department under-reported its successes and profile and it should “create a plan to demonstrate locally and to the world just how good is the Department.”

ADMINISTRATIVE RESPONSE

Overview

The Reviewers recognize that the Department of Physiology is “large and strong” and under Professor MacDonald's leadership it has experienced significant growth as a result of deliberate strategies to form collaborative relationships with individuals and institutes among the University-affiliated hospitals and research institutes. They particularly singled out the cross-appointments of Clinician-Scientists (from our Clinical Departments) who have chosen to be part of the academic environment or research and education in this basic science department. Enhanced integration of the Department of Physiology with the translational research agenda of our affiliated hospital partners is strongly supported by the Faculty.

The Reviewers indicated that the documentation provided to them and the information they sought on the Faculty and Departmental websites did not appropriately highlight the achievements of this Department - an important observation. Benchmarking academic success must be addressed at all levels within our Faculty. The Dean's Office has now invested in new web-based CV software that will be inter-operable with the Common CV used by all of our faculty engaged in research. The application is being tested in our Clinical Departments for faculty who are hospital-based. It is our intent to utilize this tool to analyze the academic productivity of all of our Departments with a view to benchmarking our publication number and their impact, as well as research grant and personal award holdings against institutions within and outside of Canada. All of our Departments including Physiology will benefit from this development.

1. Undergraduate Education

Undergraduate Arts and Science

The overall view of the contribution of the Department of Physiology to undergraduate Arts and Science teaching is very positive. This Department is the largest contributor to undergraduate teaching among all of the Basic Biomedical Science Departments. The challenge of restricted access to fourth year courses is outlined and addressed by the response of the Undergraduate Coordinator. This issue is not confined to the Department of Physiology, but is apparent across all of the Life Science Departments because of undergraduate enrollment expansion. May I reassure the Department that the funding for teaching assistants will not decline in the new budget model. Further,

the Dean of Arts and Science and I are working on a new budget plan that will continue to remunerate inter-divisional teaching and thus sustain the funding that the Department of Physiology has acquired because of its willingness to increase teaching in Arts and Science over the past few years.

Undergraduate Medical Education

The contribution of this Department to Undergraduate Medical Education is very significant and highly successful. The creation of the new Academy at UTM is an opportunity for this Department to engage in a more distributed model of teaching at two sites and partnership with departments at the UTM campus.

2. Graduate Education Program

The recent change in graduate course requirements undertaken following OCGS review have been favourably received by their students. The Reviewers identified that over 50% of entering graduate students have not taken an undergraduate general physiology course and in the absence of a comprehensive qualifying exam in the doctoral program, concern was raised that graduates of this degree program would not have expertise in the field of human physiology. In view of the opportunities for this Department to assume leadership in translational research with its partners, it is essential that its graduate students have an opportunity to develop expertise in human physiological systems. The immediate response of the Chair and the Graduate Coordinator was to agree with this observation and create a new general physiology course requirement for graduate students in this Department.

The graduate student stipend issues are important and will be addressed by the Associate Dean Graduate Affairs with the Directors of Research Training at all of our affiliated hospitals/research institutes. There appears to be a misconception about OSOTF awards based on the concern raised by the Reviewers. The OSOTF is awarded directly to a student not their supervisor. The payment of these awards is strictly monitored in the Faculty by the Office of Graduate Affairs. Further, these are endowed awards and annually the donors of OSOTF awards receive a report about the students to whom the awards are distributed.

3. Research Activities

The Reviewers were laudatory about all aspects of research direction and organization. They complimented the Chair on his mentorship and support of new faculty. The positive contributions of the Clinician-Scientists cross-appointed to the Department were again highlighted. No specific shortcomings were identified. This is very gratifying and testimony to the diligence of the Chair and commitment of the faculty to research in the Department of Physiology.

4. Department's relationship with Cognate Departments in the Faculty and at the University

The Reviewers commented on the Department of Physiology as a team player among cognate departments and as a collaborator within the broader University, with which I agree. The comment about the creation of a new molecular biology course is a good example of a major curriculum need that the Department stepped in to fill in the Life Sciences programs.

5. Organizational Structure and Resource Allocation

I fully agree with the Reviewers that Professor MacDonald has very effectively and transparently organized a large and diverse Department. Over the past several years the Department has received new funding through the Provost's funds and from new revenue for enrolment expansion in Arts and Science. Within our academic environment excellence and precedent-setting academic activities do not automatically glean new resources. However, in the new budget model we will build incentives to enable those academic units that are successful in obtaining research funding and expanding their education activities to receive their fair share of revenue.

6. Long-range Vision for the Department

The Reviewers have indicated that they did not observe long range planning in the Department. Professor MacDonald has clearly articulated his intention to engage in new strategic planning if given a second term. I concur that this is essential.

7. Morale of the faculty and students

I am confident that the current excellent morale of the faculty and students will be sustained over the next five years. Successful research and education activities will indeed strongly sustain this Department enabled within the new budget model.

8. Management, Vision and Leadership Challenges

The Reviewers have correctly identified the important strategies for the next five years, namely seeking new revenue as has been clearly articulated by Professor MacDonald. The Department of Physiology is very well positioned to engage in seeking new revenue through graduate enrolment growth, fund raising and continued successful partnership with the affiliated hospitals/research institutes.

9. Stature of the Department

The Reviewers indicated that the Department is under-reporting research grant funding, presumably because they did not include the funds of their associate and cross-appointed faculty. In part, this is an infrastructure problem that I addressed in the overview. We will be working with all of our Departments to ensure that this type of bench-marking is enabled through new information technology resources in our Faculty. Communication about the research and education activity of the Department using appropriate web-site development will be strongly encouraged.

REVIEW SUMMARY

Division/Unit	Department of Radiation Oncology
Date	Faculty of Medicine, March 29 – 30, 2006
Commissioning Officer:	Dean, Faculty of Medicine
PROGRAMS OFFERED:	
Undergrad & First Professional	Undergraduate Medical Education (Preclerkship and Clerkship)
Graduate:	N/A
Postgraduate Medical Education:	Fellows and Residents
Continuing Education	Yes
EXTERNAL REVIEWERS:	
International	Dr. Joel E. Tepper, Professor, Chair Clinical Research, University of North, Carolina at Chapel Hill, Chapel Hill, North Carolina
Canadian	Dr. Matthew Parliament, Department of Oncology, University of Alberta
PREVIOUS REVIEW DATE:	2001
SUMMARY FINDINGS AND RECOMMENDATIONS OF PREVIOUS REVIEW:	<ul style="list-style-type: none">▪ The reviewers recommended that consideration be given to an altered leadership structure within the Department. It is suggested that in addition to an Associate Chair for physics, there should be an Associate Chair for TSRCC assuming that the Chair practices at PMH. This structure would further enhance the collaborations at the research and educational levels between faculty at the PMH and TSRCC.▪ It is timely for the Department of Radiation Oncology to take a lead in the matter of oncology education with a view particularly to increased exposure at the Preclerkship level.▪ The reviewers recommended that the Department undertake an assessment of the needs of physicians practicing in the community with a view to developing outreach programs and fostering collaboration between the primary care physicians and the treatment centres and greater involvement of these individuals in the care of oncology patients.▪ It appears reasonable that the Chair of the Department also head one of the two clinical sites and that the Chair name an Associate Chair at the other site.
DOCUMENTATION PROVIDED TO REVIEWERS:	<i>Faculty of Medicine documents:</i> Dean's Review Guidelines, Review Schedule <ul style="list-style-type: none">▪ Reports: Chair's; Faculty Members; Undergraduate Education; Undergraduate Medical Radiation Sciences Program; Graduate Education (offered through IMS); Postgraduate Education; Postgraduate Medical Trainee; Fellowship; Continuing Education; Research; Budget▪ Communications▪ Previous External Review and Responses
CONSULTATION PROCESS:	During their site visit, reviewers met with the Dean, Department Chair, faculty members, Cognate Chairs, and students

FINDINGS AND RECOMMENDATIONS - OVERALL ASSESSMENT AND SPECIFIC ISSUES:

The reviewers lauded the Department and, in particular, the leadership of the Chair. They noted that the research advances in the department have been “impressive” and that grant funding has increased many fold.

Research:

The reviewers note that the Chair has moved aggressively to enhance the research programs related to education and radiation therapist related research. The clinician-scientist, radiation physics and the clinical research program have been nurtured and expanded. The reviewers note that the radiation therapist research program and, hence, difficult to evaluate.

The reviewers noted that there are likely substantially more clinically oriented publications that could be generated given the clinical work within the two hospitals and efforts will need to be made to make this happen. As well, they considered that the research areas would benefit from a stronger individual mentoring program that is more formalized.

External Relations and External Stakeholders:

The cognate chairs described the transformative changes that were seen in the Department over the last 5 years. The reviewers highlighted that it will be vital to the Department’s academic vision that current space especially at the University Health Network be formally audited and managed in a transparent manner in order to ensure the opportunity for anticipated growth of the research programs.

Education:

The reviewers comment that it is “immediately obvious that all educational endeavours strongly benefited from the teaching oriented culture of the department.” Teaching radiation oncology residents and fellows was highlighted as a strength and source of pride for the department. The success rate on the Royal College exams, plus the academic and employment records of the graduates is uniformly excellent. In addition, the reviewers note that, since the 2001 review, there has been improvement in terms of exposure of undergraduates to radiation oncology. Continuing education in oncology (CME) is a strong emphasis of the department, as is continuing education in other disciplines. The reviewers presented several recommendations:

- Consideration should be given to the development of merit-based academic bursaries and scholarships for financial aid.
- Many residents could not identify a career mentor, and the residents would benefit greatly by having a more formalized mentoring program.
- Further exploration of the concept of the department offering its own graduate program, recognizing that the fundamental issue is that graduate students need well-prepared, well-credentialed and strongly committed supervisors with appropriate research time in order to succeed. Furthermore, consideration must be given to whether graduate studies for clinically oriented radiation therapists are well served within the current model (through the Institute for Medical Sciences).

ADMINISTRATIVE RESPONSE

Overview

Overall, this is a remarkably positive review of the Department of Radiation Oncology and appropriately recognizes the outstanding leadership of Professor Gospodarowicz. It is evident from the comments of the Reviewers throughout the report, that over the past five years this Department has undergone transformative change enabled by the Chair's visionary leadership. The following highlights the recommendations of the Reviewers and my response to these specific issues.

1. Education Activities

All the education endeavours of this Department have been strengthened over the past five years. Education is taken very seriously by the clinical faculty, many of whom now have graduate degrees in education. Mention is made of the "sterling contributions" of Dr. Pamela Catton, one of the most outstanding educators in our Faculty. I echo the Reviewers' assessment. With respect to the

undergraduate Medical Radiation Sciences program, the Department of Radiation Oncology is to be commended for their willingness to undertake the academic oversight of the large undergraduate second entry program in partnership with the Michener Institute of Applied Health Sciences. This was a major challenge that has benefited the Department financially and strengthened their professional linkage with Radiation Therapy. I agree that attention should be given to fund-raising for merit-based awards and bursaries for students in the Medical Radiation Sciences program. The Faculty of Medicine and the Michener Institute should endeavour to fund-raise in partnership to achieve this goal.

The postgraduate medical education program in Radiation Oncology is outstanding and the faculty leadership is recognized for its contribution. The Reviewers have recommended that the postgraduate trainees would benefit from the development of a more formalized mentoring program. I am in agreement with this recommendation and am certain that the Department will address this need.

The Reviewers recognize the importance of the engagement of faculty in this Department in graduate supervision. They believe that the establishment of a doctoral program within this clinical department is not necessary as long as the faculty are appointed to graduate departments such as the Institute of Medical Sciences and the Department of Medical Biophysics. Since expansion of graduate enrolment at the University of Toronto over the next 3 to 4 years will be associated with new revenue, a clinical department such as Radiation Oncology should benefit if their faculty members are supervising graduate students. I will be encouraging inter-Departmental sharing of this new revenue within our Faculty. I am supportive of the development of advanced professional education for radiation therapists at the graduate level and believe that the University of Toronto could be the world leader in this endeavour.

2. Research Activities

The Department has quickly enhanced research funding and productivity in the last five years. The recruitment of Professor Jaffray as Vice Chair and Head of Clinical Physics at PMH along with other new faculty in this discipline has been an important strategy to strengthen research in the Department. The Reviewers comment that the publication rate is expected to increase based on the realization of this research potential and I concur with their view.

The clinical activity at the PMH and Sunnybrook sites provides the opportunity for enhanced clinical and epidemiological research within the Department. I agree with the Reviewers that attention should turn to enhancing clinical and translational research within the Department. The University of Toronto is affiliating Credit Valley Hospital another regional cancer care site with a large radiation oncology department that may be available for multi-sited clinical research opportunities.

The Reviewers advise that the Department would benefit from a stronger individual mentoring program that is more formalized for junior faculty in particular. This is sound advice and I am certain that the Department will undertake this responsibility.

3. External Relations and External Stakeholders

The Reviewers received very positive messages from the cognate Departmental Chairs about the positive collaborative relationships they experience with the Department of Medical Oncology enabled by the leadership of the Chair and the Vice Chair, Professor Shun Wong (at Sunnybrook). The potential for expansion and enhanced research by the faculty in this Department presents a challenge to UHN and Sunnybrook with respect to the provision of space and research facilities. It will be important for the Chair to continue to build collegial and cooperative relations with the VPs Research at these sites as well as with the Department of Medical Biophysics to negotiate space and resource.

Summary

Overall this review underscores the major achievements of the Department of Radiation Oncology over the past five years. I believe the academic trajectory of this Department will continue to rise quickly and I congratulate Professor Gospodarowicz and her leadership team for their outstanding performance and stellar contribution to our Faculty and the University of Toronto.

REVIEW SUMMARY

Division/Unit	Department of Speech-Language Pathology
Date	Faculty of Medicine, March 14-15, 2006
Commissioning Officer:	Dean, Faculty of Medicine
PROGRAMS OFFERED:	
Undergrad & First Professional Graduate:	N/A MHSc., M.Sc., Ph.D.
EXTERNAL REVIEWERS:	
International	Dr. Edward Conture, Professor and Director of Graduate Studies, Department of Hearing and Speech Sciences, Vanderbilt Bill Wilkerson, Center, Vanderbilt University
Canadian	Dr. Karen E. Pollock, Program Chair, S-LP Program, Speech- Language Pathology, University of Alberta
REVIOUS REVIEW DATE:	2000
SUMMARY FINDINGS AND RECOMMENDATIONS OF PREVIOUS REVIEW:	<ul style="list-style-type: none">▪ There is need for more and better offices, laboratories and teaching areas. Space in the Tanz Neurosciences Building no longer meets the needs of the Department.▪ Even a modest increase in enrollment should be accompanied by an increase in the size of the faculty. An increase in faculty strength would help ease the current teaching and service load and would help the department to develop or expand specialty areas.▪ The addition of teaching assistants would help considerably the instructional responsibilities for the MHSc program and also would provide financial support for PhD students.▪ It would be a positive step for the department to provide for computer access to student in the MHSc program particularly because confidential clinical files cannot be removed from the building.▪ The department revised the MHSc curriculum within the last year. The attention should now be given to assessment of the revised curriculum and fine-tuning as needed.
RECENT OCGS REVIEW(s) DATE:	2006
DOCUMENTATION PROVIDED TO REVIEWERS:	<i>Faculty of Medicine documents:</i> Dean's Review Guidelines, Review Schedule <ul style="list-style-type: none">▪ Chair's Report▪ Faculty Report▪ Graduate Co-coordinator's Report▪ Clinical Educator's Report▪ MHSc. Student's report▪ MSc./Ph.D. student's Report▪ Research reports▪ Administrative Staff Report▪ Budget Report▪ Informational brochures on the Graduate Department of Speech-Language Pathology and the Rehabilitation Sciences Sector▪ departmental newsletters▪ Department's 2004-2005 Annual Report
CONSULTATION PROCESS:	During their visit, the reviewers met with the Dean, Department Chair, Cognate Chairs, faculty members and course instructors,

academic coordinators of clinical education, clinical educators, research investigators, MHSc and MSc/PhD students, cognate department chairs, and upper level administration.

FINDINGS AND RECOMMENDATIONS - OVERALL ASSESSMENT AND SPECIFIC ISSUES:

The reviewers concluded that, overall, the Department compares favorably to other programs of similar size, and is “particularly noteworthy in terms of the unique way this program coordinates academic curriculum with clinical practicum.” This program is one of the largest SLP programs in Canada and clearly one of the largest SLP programs in Canada in terms of research funding. In the five years since the last review it has undergone several significant changes, changes that have led to and will continue to lead to changes on the part of administration, faculty, staff and students. There appears to be a long-term plan in place and the reviewers recommended that it needs to be periodically visited to see how close the “realities on the ground” reflect the “ideals on paper” of the strategic plan.

Department Status

Staff: It was the reviewers overall impression that the morale of the faculty was good despite some of the very legitimate concerns of the teaching-stream faculty regarding obtaining sufficient numbers of reasonable quality extern sites at the times needed to meet the clinical education demands of the professional-degree program.

Budget: The reviewers noted that the funding for the program was reasonable however it was impacted in a non-trivial manner by the necessity to meet the mortgage on their new space.

Space: The program’s new facilities would seem to be quite adequate for the existing size of faculty and students as well as their scholarly endeavors and with some planning rooms could be modified for research labs.

Administration: The reviewers recommended that there needs to be a formalization of the position of Associate Chair to enable the training of prospective future Chairs to handle departmental matters when the Chair is not available and to distribute the work load.

On and Off Campus Relations: The reviewers found that the relation between Occupational Therapy, Physical Therapy and the Department appears to be good. The Department has quite good relations with off campus entities, however, the program has a continual need for maintaining quantity/quality of clinical education extern sites. The reviewers recommended that since most if not all of this education takes place off campus, relations between SLP and extern sites it is critical to maintain the quantity/quality for the clinical education extern sites.

Graduate Programs -

Professional stream (MHSc): The reviewers concluded that, with the increased enrollment, there appears to some stress especially with regard to obtaining sufficient numbers of clinical placements. The department recognizes the need for a review of the curriculum in light of these challenges.

In terms of admissions, the reviewers recommended that the faculty may wish to investigate the possibilities and implications of revising the current prerequisite courses.

The quality of students is excellent and student morale appears to be quite high. The reviewers noted that some students had difficulties in the first term program which had not happened previously. The reviewers were impressed by the attention the program has given to this situation and recommended that it be monitored in the future.

Financial support for MHSc students has increased over the last five years, primarily due to increasing success with Ontario Graduate Scholarships however, professional program students have little opportunity to compete for other sources of university or external funding similar to that which is available for research students.

MHSc graduates are in high demand with most graduates finding employment immediately after graduation. The reviewers noted that graduates/alumni of the program were not included among those submitting reports or interviewed and recommended that this type of information should be included in future review materials.

Research Stream (M.Sc-PhD):

The reviewers felt that suggested increase in the PhD enrollment might be a bit ambitious, given the current size of the faculty; however, perhaps phased-in over time, prudent increments in PhD enrollment may be feasible. The reviewers concluded that the high quality of the graduate students is evident in their ability to attract funding and their success following graduation and noted that some concerns were expressed about the lack of quiet and secure study space. The reviewers noted the constraints on the ability to recruit international students. The reviewers noted that graduate of the PhD program thus far have been highly successful, providing further evidence of the quality of the program and students.

Supervisory capacity

The reviewers recommended that additional support for teaching assistants and administrative support is warranted. They agreed with the recommendation that it is essential to take steps to offer incentives (e.g., stipends) to clinical educators

Research

The reviewers note that the “breadth and depth of research activities within the department is impressive.” Research productivity has remained consistently high and the reviewer’s recommended that increased enrollment may adversely impact the admirable level of this faculty’s productivity and should be monitored and addressed.

Continuing/postgraduate education programs

No post-graduate certificate programs or specialized diploma programs are currently offered by the Department but if resources were available the faculty may want to explore offering such programs.

Future of the department

The reviewers highlight that while some of the future challenges of the Department relate to fiscal matters, others relate to programmatic priorities. They comment that none of these issues “appear insurmountable; however, especially in areas relating to fiscal matters, priorities may need to be set, emphasizing certain issues now and deferring other issues to later.”

Fiscal support for release time/stipend for clinical educators – Given the increased enrollment in the program and increased demands on extern sites for productivity, there is increasing difficulty expressed by extern supervisors to take on students. The reviewers recommended that consideration should be given to providing the external clinical educators with some modest stipend and/or release time from their clinical caseload to better motivate and insure their continued cooperation.

Fundraising. The reviewers conclude that dedicated fund raising is needed to the program in order to meet its present and future goals. They agreed with the program leadership regarding training of a dedicated fund raiser in the Advancement Office.

PhD-level teacher scholar with proven track record in behavioral RCT research – In order to improve the research at the hospital level, the reviewers recommended that the program consider hiring a PhD-level teacher-scholar with proven track record in behavioral randomized controlled trials.

Curriculum and admissions to the MHSc and clinical education The reviewers recommend that the curriculum and admission policies be reviewed in and possibly adjusted in light of the increase in enrolments.

ADMINISTRATIVE RESPONSE

Overall this was a very positive review that recognized the significant changes in the Department of Speech/Language Pathology over the last 5 years. Professor DeNil is to be congratulated on achieving balance between the education and research mission. The Reviewers repeatedly comment on the challenges that the Department has faced as it has rapidly increased its intake of MHSc students while continuing to enhance research productivity. This is a great credit not only to Professor DeNil's excellent performance as Chair but, importantly, to the outstanding work of his leadership team and to the remarkable commitment of the faculty who provide first-rate teaching and undertake nationally and internationally competitive research. It is evident from this review that the academic

reputation of this Department is a shining example of excellence within our Faculty and the University of Toronto. The Reviewers have clearly articulated the strengths of the Department and also the challenges for the next five years. The administrative response focuses on their recommendations for addressing the noted challenges.

1. Education Activities

▪ Professional MHS program

The Department of Speech/Language Pathology, along with the Departments of Physical Therapy and Occupational Therapy, responded to the opportunity to expand enrolment in their professional programs over the last five years obtaining increased revenue from the Ontario Ministry of Training Colleges and Universities from the Enrolment Growth Fund. The expansion of these programs was also enabled by the simultaneous investment by the University of Toronto and the Faculty of Medicine in the Center for Health and Well-Being at 500 University Ave. The consequence was the requirement to recruit new faculty including clinical teachers as well as the renovation of the new building leading to a mortgage expense that is shared among the Rehabilitation Sciences Departments and the University. The Chair of Speech/Language Pathology has been recruiting new faculty although not at a sufficient rate to balance professional enrolment expansion. The Faculty assists in this recruitment with one time only funds, as is the case for all Departments. The base salary for new on campus (tenure-track and teaching stream) recruits must be assumed by the Department. The most important strategy for the Department to achieve this goal is to partner with our affiliated hospitals/research institutes in joint recruitment of scientists whose primary appointment to the University will be in this Department. Appointment to the University requires status-only faculty to contribute to teaching, including in the professional program as appropriate, and to the supervision of doctoral graduate students. Enhanced academic ties between clinical faculty in the affiliated hospitals, including community affiliates, and the Department are essential to build a cadre of off campus teachers and educators who will help to fulfill the need of the MHS program. I agree that assessment of the curriculum is in order to critically evaluate the academic resource supply and demand for this expanded professional program.

The problem of establishing sufficient clinical placements for the expanded MHS program is similar to other professional programs at the University of Toronto. As Vice Provost, I have recently visited all of the community hospitals and other care delivery sites currently affiliated with the University of Toronto with whom we are re-establishing our affiliation agreements. As well, I have visited 4 new community hospital sites that will be affiliated in the near future (Sept 2006). These community hospitals include 4 rehabilitation and complex continuing care institutions and 7 large acute care hospitals throughout the GTA and in the City of Mississauga. It is my view from speaking with the senior leadership of these institutions that the University is under utilizing potential clinical placement opportunities in rehabilitation disciplines. The Department of Speech/Language Pathology clinical placements currently utilizes mostly community-based sites (not hospitals). Nevertheless, it is my view that the Department should re-evaluate their curriculum and site-specificity for clinical teaching and learning to ensure that all the affiliates of the University are optimally utilized. To this end, I have requested that the Rehabilitation Sector establish a new position of Director of Community Liaison to help all three Departments match their clinical placement needs within our affiliated hospitals, both the fully affiliated and community affiliated sites. This individual will work in conjunction with our new Director of Distributed Medical Education who has the same mandate for our undergraduate and postgraduate MD programs. The Dean's Office will provide high level administrative support for these new Directors.

The Reviewers have suggested that the Department consider stipends for clinical teaching. The Faculty of Medicine does not provide direct remuneration for clinical teaching in any of its health professional programs. This approach is not within our current or future financial means. We will support off campus (hospital or community-based) academic leaders with administrative stipends. Further, our affiliated hospitals provide significant resource including space and some protected time for clinicians who are also UT faculty to engage in clinical teaching and their own academic professional development. The remuneration of clinical teaching faculty would not be undertaken within individual programs such as Speech/Language Pathology, but would require a new model of affiliation of community-based sites with the University and an understanding with the Ministry of Health and Long Term Care (MOHLTC) to provide contractual financial support for professional

education. The Faculty of Medicine would strongly support such an approach and is involved in the Health Human Resource strategy now in planning new teaching models with the MOHLTC.

▪ **Doctoral M.Sc/PhD Program**

The building of doctoral enrolment in this Department is very important and will lead to new revenue over the next 3 to 4 years. It is gratifying to know that the Reviewers consider our program to be top quality and contributing to a "stellar reputation" among similar Departments across North America. I agree that this is a tribute to the quality of the faculty. This Department should continue to look for new opportunities to align with research priorities in the fully affiliated hospitals. This will enable attraction of scientists in the affiliated hospitals/research institutes to the Department for graduate appointment. Funding for their graduate student stipends will come primarily from research grants and from the hospital-based research institutes. It is my expectation that this Department will take full advantage of affiliated hospital partnership to continue to build its doctoral program.

2. Research Activities

The success of research over the past five years is apparent from the laudatory comments of the Reviewers. Building research capacity by broadening the scope of research to include more clinical translational elements is good advice and aligns with the strategy of seeking new partnerships with clinical departments such as Otolaryngology and with the affiliated hospitals/research institutes.

Fund-raising is critically important for this Department along with the other Rehabilitation Science Departments. Research chairs, graduate student awards and contributions toward mortgage principal are the important directions for fund raising. The Rehabilitation Sector has now recruited a dedicated professional fund-raiser who will work closely with the Director of Advancement in the Faculty of Medicine. This is an important strategy to assist the Chairs in their fund-raising efforts.

Summary

The Department of Speech/Language Pathology is congratulated on its very successful five year review under the expert leadership of Professor Luc DeNil. The challenges faced by this Department are similar to those of the other Rehabilitation Science Departments whose Chairs work closely with the Chair of Speech/Language Pathology. The Faculty of Medicine is strongly supportive of the direction of the Department of Speech/Language Pathology and looks forward to a continued upward trajectory in both its education and research activities, building on its current excellent reputation.

Ontario Institute for Studies in Education / University of Toronto

REVIEW SUMMARY

DIVISION/UNIT:	Department of Adult Education and Counselling Psychology (AECP) Ontario Institute for Studies in Education / University of Toronto
DATE:	January 2006
COMMISSIONING OFFICER:	Dean, OISE/UT
PROGRAMS OFFERED:	
Undergrad & First Professional	Participation in the initial teacher education program leading to the B.Ed. and the Diploma in Technological Education
Graduate:	<u>Adult Education and Community Development:</u> M.A. and M.Ed. both on full-time or part-time basis; Ph.D. on full-time and flexible-time basis <u>Counselling Psychology:</u> M.A and Ph.D in Counselling Psychology for Psychology Specialists M.Ed. and Ed.D in Counselling Psychology for Community and Educational Settings M.Ed. in Guidance and Counselling
Continuing Education	Certificate in Adult Training and Development
EXTERNAL REVIEWERS	
International	Karen Evans, Institute of Education, University of London
Canadian	Sandra Pyke, Department of Psychology, York University
PREVIOUS REVIEW DATE:	No formal review
RECENT OCGS REVIEW(s) DATE:	2004
DOCUMENTATION PROVIDED TO REVIEWERS:	<ul style="list-style-type: none">- Handbook of OISE Advisory Board (provides overview of OISE programs and structure)- OISE Initial Teacher Education calendar- OISE Graduate calendar- OISE Academic Plan and Annual Report- AECP Departmental Self-Study and Academic Plan- CV's of all AECP faculty- reports from OCGS of most recent reviews
CONSULTATION PROCESS:	The reviewers met with the Dean, Chair and Associate Chair of AECP, Associate Deans, department faculty members, administrative staff, graduate students, graduate program coordinators, members of department's external community, and Chairs of other OISE/UT departments.

FINDINGS AND RECOMMENDATIONS - OVERALL ASSESSMENT AND SPECIFIC ISSUES:

The reviewers found Adult Education and Counselling Psychology to be a "large, vibrant department with a committed, energetic and productive faculty, dedicated staff and incredibly enthusiastic students." In spite of a significant level of complexity and some significant structural/cultural disconnects, the department has flourished and matured over the years since the merger in 1996 to the point where the faculty scholarship record is most impressive. The Department has been successful in hiring some strong junior faculty (including two Canada Research Chairs) who are well positioned to contribute significantly to the future evolution of the unit.

With respect to the size, scope, quality and priorities of education activities, the reviewers indicated, first, that the operation, structure and focus of the Department appeared to be consistent with the agenda for the University as described in the *Stepping Up* document and with the Faculty mission as described in the OISE/UT Academic Plan. They noted that the admission standards across the various degree programs and fields are somewhat variable, but there is clearly a strong demand for all programs (with the exception of the Ed.D. degree in AECD) and they are highly selective. Program structure, curriculum and length of the graduate programs were seen as appropriate, as all have been recently appraised by OCGS as being of Good Quality with Report. Quality of teaching as assessed by student evaluations is uniformly excellent, across years (2000 to 2005), across levels (masters and doctoral) and across programs (AECD and CP). Finally, considerable collaboration occurs within each of the two graduate program streams – AECD and CP, but very little collaboration across programs. There is little connection between the graduate programs and the initial teacher education programs.

In this domain, the reviewers recommended that efforts should be directed toward enhancing cooperation across the three programs in the department, AECD, CP and initial teacher education.

In addition, although there is recognition of a need for a doctoral level professional degree, it is clear that the Ed.D. program as presently constituted does not attract enough applicants. Hence the reviewers recommended that the department implement its decision to suspend the Ed.D. degree in AECD as of 2006/07.

With respect to the scope, quality and relevance of research activities, the reviewers concluded that the indicators of the quality of the department's research (e.g., the increase in successful peer reviewed, competitive grants and the publication outputs) suggest that there is high quality in the research being undertaken across the department as a whole. Similarly, the quantity of the research published by both AECD and CP faculty in terms of books, book chapters and articles indicates that this is a highly productive cadre of scholars whose research activity is commensurate with research-focused universities working in these fields both nationally and internationally. There is a strong research culture and evidence of effective research leadership in many areas. Graduate students have emphasized to us the benefits they derive from engagement with the energetic research culture,

The reviewers recommended that the department continue to work towards their objective of achieving 100% participation in funded research (from a level of 92.4% at the end of 2003), supported by a more structured mentoring program for both new and existing faculty. Although there is evidence of a good appointments strategy in terms of the hiring of two Canada Research Chairs and other recent very strong appointments, tenure track appointments in particular would benefit from more structured mentoring in addition to the rich opportunities that come through collaboration with colleagues and participation in the culture of research.

The relationships with cognate academic departments and units, and with external agencies were seen as strong and extensive.

The reviewers found that, despite the complexities and tensions presented by the two graduate programs in the department, along with involvement in teacher education, most faculty regard the organizational and financial structure as working relatively well. They do, however, recommend that governance structure and procedures be modified to involve an expanded Executive Committee (to include a coordinator for preservice), regular meetings of the Executive and of the Department and the inclusion of student representatives at Department meetings.

The reviewers note that the department has several challenges including: strategies related to faculty hiring over the next planning period in terms of breadth and depth of areas of scholarship; balance of graduate student supervision and class size as graduate enrolments increase; consideration of the courses listed for the program reflect annual offerings; graduate student support and professional development; and overall management between the two programs offered.

The morale of students in the department was high, with students making generally positive comments about the quality of their programs, the support they are receiving from faculty members, the integration of scholarship into graduate teaching, and the extent to which they are listened to and their concerns addressed. Staff morale was somewhat affected by the feeling they were under-resourced. Although a few faculty members had concerns about the need to participate in initial teacher education, in the aggregate they seemed relatively content with the status quo.

In general, the department is very successful in its recruitment of a large and qualified student applicant pool, and has a strong national and international reputation. The department is to be applauded for its obvious commitment to respect diversity (not only in curricular content but in terms of the recruitment of both faculty and students) and for introducing what they describe as a “culture of completion”, a variety of mechanisms designed to expedite and facilitate student progress through the program.

In making a comparative assessment of the department, the reviewers conclude that the AECD program has positioned itself as focused on community. In this respect it has been able to develop and sustain a leading role internationally, as adult education in traditional forms has come increasingly under threat in many Universities. Internationally it is regarded as a world class program, in research, scholarship and teaching. The CP program offers a first class curriculum which includes coverage of the two major empirically validated treatment regimes – emotionally focused therapy and cognitive behaviour therapy. It is obviously fulfilling a need as evidenced by the number of students seeking admission and it has an established reputation as an excellent counselling program in Canada.

ADMINISTRATIVE RESPONSE

The reviewers were very clear on the strength, energy and commitment of the Department of Adult Education and Counselling Psychology. Its strengths include broadly focused, interdisciplinary programs; world class research and scholarship; committed productive faculty and dedicated staff; strong new hires, high student demand, a commitment to community outreach and social justice, and enthusiastic students.

There were several main challenges mentioned by the reviewers and they are addressed below.

Integration of the three AECP programs (teacher education, adult education, counseling psychology)

These are three very different programs which are designed and run separately, for different kinds of students. Each is of high quality, but they are quite distinct. The reviewers comment that the department should remain as it is presently constituted, but that more bridges could be built across the programs. The new chair, Marilyn Laiken is committed to this effort by building on current cross-program initiatives, in areas such as Aboriginal education, career and work, and research methodology. The Department executive committee has expanded to include active participation from Initial Teacher Education faculty. The student organization has also taken steps to insure the inclusion of students from all programs in their activities. Moreover office space has been reassigned so the students are not segregated by program area. In recognizing the importance of bridges, the department has taken the first steps towards building them.

The future of the Ed.D. programs

The reviewers note that “the distinctions between academic and professional degree programs (need to) be more clearly articulated and maintained”. In the current climate of increasing enrolment in graduate programs, differentiated degrees continue to serve an important purpose for students who do not wish to proceed to academic jobs. However, the distinctions among the academic programs leading to different degrees need to be made much clearer before this purpose is served well. This is a problem across faculties of education in North America, and the department has acknowledged the problem and reviewed its advice to students and its marketing materials to ensure that every student is in the right program to meet his/her needs.

The department has adopted the reviewers’ recommendation to implement their decision to suspend the Ed.D. degree in AECD for 2007/8. The Ed.D. in counselling psychology is still admitting students, as this is an area of substantial need in the field, but its future is under review. A review of course offerings is taking place, with a view to eliminating courses which have not been taught recently, developing additional on-line courses and developing a multi-year calendar for course offerings.

The differentiation of the M.Ed. and M.A. degrees continues to be something that the department agrees needs work, in order to make these degrees equally valuable but different. In particular the M.Ed. program could include more practicum opportunities.

Faculty mentoring and renewal plans

The reviewers note that the department expects numerous faculty retirements in the next seven years due to an aging demographic, and that the heavy representation among the faculty of graduates from the University of Toronto is anomalous. Given the end of mandatory retirement and the current budget strictures, it is unclear how many faculty will leave and how many new positions we will be able to fill. When a new position is available, the department must make difficult decisions about the balance of breadth and depth in the fields it covers.

This year the department made its first priority a position in the area of Aboriginal healing, in the counselling area. The Department had filled a position in Aboriginal adult education, and had declared a focus for the department in Aboriginal education. Both Aboriginal faculty members are well integrated into a community across campus with a focus on Aboriginal issues. The department's plan for future hiring includes environmental education, in collaboration with environmental initiatives elsewhere on campus, and counselling for health issues. Both of these are areas where there is a substantial community of scholarship outside the department. Both of them are linked with the scholarship in the department through a shared focus on community participation and social justice in educational contexts.

The department has a faculty mentoring program in place for teaching, and is putting a research mentoring program in place. The Associate Dean, Research and Graduate Studies at OISE also runs workshops for new faculty. In the case of a new Aboriginal faculty member, there is a community across campus that will also provide support.

Departmental governance

The reviewers note that "ideally AECD and CP would both prefer to be stand-alone units" who could pursue their respective agendas "without interference." The challenge is to find a departmental governance structure that shares resources fairly and transparently, as well as encouraging discussion of the many issues that affect the department as a whole.

The new chair has instigated more frequent department meetings, to encourage faculty to address department wide concerns, and not simply to attend their own program meetings. She has restructured the executive to be larger, and meet every two weeks. She has held a department retreat that focuses on strategic planning. Some cross department committees, including one on awards, have been set up. More administrative resources have been made available to Initial teacher education. Although faculty feel their time is scarce, given the many academic demands of their work, there is new attention to department wide discussion and community building.

Jane Gaskell
Dean, OISE/UT

University of Toronto at Mississauga

REVIEW SUMMARY

DIVISION/UNIT:	Department of Political Science University of Toronto at Mississauga
DATE:	November 3-4, 2005
COMMISSIONING OFFICER:	Dean, University of Toronto at Mississauga
PROGRAMS OFFERED: Undergrad & First Professional	Political Science – Specialist, Major, Minor Two combined specialist programs: Economics and Political Science – Specialist History and Political Science - Specialist
EXTERNAL REVIEWERS International Canadian	Timothy T Colton, Harvard University Robert Boardman, Dalhousie University
PREVIOUS REVIEW DATE:	Not applicable
DOCUMENTATION PROVIDED TO REVIEWERS:	The reviewers received copies of the Department's self-study (2005), CV's of faculty members, "UTM Steps UP" Academic Plan 2010 (2004), an excerpt from the UTM's Viewbook, University of Toronto's Facts and Figures 2004, Tri-Campus Framework (2002)
CONSULTATION PROCESS:	The reviewers met with the Dean of UTM, the Chair of the Department, faculty members, Chair of the Political Science graduate department, a group of undergraduate UTM students, teaching assistants, the administrative coordinator and the administrative assistant.

FINDINGS AND RECOMMENDATIONS - OVERALL ASSESSMENT AND SPECIFIC ISSUES:

Undergraduate programs:

The reviewers note that the current curriculum is innovative and "majors and specialists can obtain a challenging education across a range of political sub-fields." They note that International Relations (IR) is the largest growth area in the department in terms of student demand, followed by comparative politics, and the changes to curriculum and complement planning reflect this. The reviewers highlighted that the department has adapted and strengthened the curriculum in recent years. Three examples were given:

- the first-year survey class has been replaced by a quartet of half-year courses offering a variety of Political Science sub-fields;
- a new jointly taught gateway class which introduces students to patterns of politics in both advanced industrialized and in developing and transnational politics;
- a new class on the nature of the research experience, in which professors discuss the routes to their books and other publications.

The reviewers noted issues raised during their visit:

- a) Problems of availability of advanced classes, especially at the fourth-year level:** Only four 400-level courses (excluding 2 reading courses also offered at the 400-level) were offered in the 2005-06 academic year, with low enrolment caps. This limits the availability of classes for specialists and majors who need a certain amount of senior year courses to graduate. Whereas in the short-term sessional appointments could be used to offer more courses, in the long-term the reviewers recommend adding a teaching appointment in the international relations area.

- b) **Course evaluations** tend to be done close to the last day of class when attendance is low. Results are not shared with past and prospective students.
- c) **Selection into the major and specialist programs:** After hearing from some students that entry into the major and specialist programs was too non-selective, the reviewers suggested that this matter be reviewed.
- d) **Access to classes on the St. George Campus:** The reviewers heard from some students that institutional rules in effect exclude them from senior undergraduate classes downtown. The reviewers believe that at a minimum more should be done to explain the rules and procedures to the students. An additional but related problem was presented under 'research profile and graduate teaching' later on in the report. UTM faculty teach graduate classes cross-listed as 400-level undergraduate courses. "In principle, a UTM student could fail to gain admittance to a cross-listed graduate-undergraduate course taught by UTM faculty at St. George".
- e) **The addition of a class in the methodology of political science:** Reviewers note that no course in methodology is currently offered, and feel it is necessary for students to have this training for their undergraduate and graduate studies, as well as for when students enter the workforce. They recommend that such a course become a requirement for specialist students. They note that the department has added expertise in methods as one of the desiderata in the current search for a specialist in Canadian Politics.
- f) **Balance among year-long and single-term classes:** The reviewers note that second and third year classes tend to be full-credit courses, while 100 and 400 level courses tend to be half-credit courses. They suggest that the department explore the option of turning some 200 and 300 level classes into half-credit courses to give a further amount of flexibility for the students.
- g) **Interdisciplinary and collaborative ventures:** The reviewers note that the department is offering a joint media and politics class in conjunction with the Institute for Communication and Culture (ICC). They suggest that as opportunities arise, the department could investigate collaborative ventures with cognate departments and programs.
- h) **Activities outside the classroom:** The reviewers note that although there is an active student association, in general there was not much activity outside the class format. They suggest that more events such as talks by visiting speakers, UTM professors, and graduate students would help to 'create or add to a sense of creative bustle'.
- i) **Availability of TAs:** The reviewers were concerned to hear of the difficulties involved in securing TAs for UTM classes. Two reasons given for why TAs are less willing to come to UTM were because of the higher class caps at UTM and because of the distance between UTM and the St. George campus. They note that TAs are already provided offices with internet connections as an incentive to come to UTM.
- j) **Advising and counseling capacity:** The reviewers note that the department has an 'excellent advising team consisting of the current chair and administrator'. In order to assist with this team, they suggest appointing a faculty advisor or an associate chair who could take over some of the functions of advising and informing students. The reviewers note that the department website is incomplete, and suggest that a student or TA could be hired to update the website.

Research Profile and Graduate Teaching

The reviewers note that UTM faculty are recognized nationally and internationally in political theory, Canadian government and politics, international relations, and comparative politics. The reviewers compliment the department on the practical measures taken to promote scholarly productivity. Most faculty base their research activity on the St. George campus, however, with the availability of on-line research resources, some faculty members are relying less on St. George contacts.

All graduate teaching and supervisory activity by UTM faculty is done at St. George. There are benefits to this arrangement:

- UTM faculty feel they benefit from the opportunity to teach graduate students, interact with colleagues from the other two campuses, and benefit from visitors and other sources of intellectual stimulation available on the St. George campus.
- The graduate department on St. George benefits from the participation of UTM professors. UTM faculty members contribute to undergraduate teaching at St. George because many of the graduate courses are cross-listed as 400-level undergraduate courses.
- Both the UTM department and graduate department benefit from the higher quality of faculty recruited at UTM because of the active link to the joint department.

However, although UTM faculty teach regularly downtown, there is no corresponding flow of St. George faculty members coming to UTM.

Vision and Planning

The reviewers suggest that, in addition to normal departmental and curriculum committee meetings, the department should consider holding occasional planning sessions or retreats devoted to strategic planning. The following topics might be explored:

- a) Renewal and expansion:** The department has made some strong recent hires in the last few years, increasing their teaching and research profile in relation to Europe and Eurasia, Africa and Latin America. However, UTM students have not always derived maximum benefit of these appointments. For example, there is no African politics class although an African politics expert was hired. Expansion in the IR area seems to be the most urgent area of expansion. Reviewers feel there is a strong case for sessional appointments as well as for an additional teaching-stream appointment. Comparative politics will need to be strengthened in the future, possibly through an appointment in South Asian politics. Middle East and Islamic politics are two further possibilities of expertise. The department is attempting to cover all the major bases in the discipline while making selections within major fields to specialize in. The reviewers believe this is a sound strategy based on the resources of the department. They recommend that the department consider the UTM political science “brand” they are aspiring to, and not allow the process to drift by accident.
- b) Possibility of an MA at UTM:** Although the reviewers suggest that a graduate program at UTM might have sufficient student demand, and might assist UTM in recruiting TAs for the undergraduate program, they recognize there is almost no support in the department for an MA program. The chief reason would be the disruption in relations with the St. George department.
- c) Gender balance:** The reviewers note the longstanding gender balance in the department, with only two female professors. The department has received a request from a student group advocating the creation of at least one political science course cross-listed with Women’s/Gender Studies.
- d) Physical space:** The reviewers outline a few space issues, noting that they appear to be relatively minor, including lack of meeting space for faculty and committee meetings, student reports of shortage of seats and table space in seminar rooms, lack of a common lounge for students, TAs and faculty. They note that as the number of students and staff expand, physical space issues are expected to increase
- e) The Mississauga Community:** There is a large amount of support for UTM in the Mississauga community. The department may be able to tap into this support by finding sponsors for a named lecture series or arranging internship opportunities. There may also be a possibility of raising an endowment of a named chair.
- f) Identity issues:** The reviewers commented on the new relationship between UTM and the St. George campus since the tri-campus agreement took effect, and the dual identity faculty members have (UTM and UofT). Some new faculty members reported that they hadn’t met all

their colleagues for several months. The nuances of being a UTM faculty member as well as a UofT faculty member were not explained to them. The reviewers suggest that at a minimum the department and/or UTM and the university should make new appointees more aware of the complexities of the working relationships of the workplace. They also suggest a new-hires handbook, and creating mentor relationships.

The reviewers note also the lack of community feeling on campus. Department meetings rarely occur, and most UTM faculty members spend only two days a week on campus. Reviewers suggest that a greater sense of identity and community can be created by holding regular (twice a month) "Mississauga Political Science Colloquia", and by holding more disciplinary meetings within the UTM group either formally or informally.

ADMINISTRATIVE RESPONSE

The review on the whole provides a positive review of the UTM Department of Political Science. The reviewers state that the department "has a strong faculty of nationally and internationally recognized scholars and it offers an impressive range of well-taught classes." With respect to curriculum changes the department has already acted upon many of the recommendations of the report.

The reviewers found that the availability of senior level courses (300 and 400 classes) was one of the most pressing issues, especially in the context of the recent reduction on contractual teaching load for members of the professorial stream. The Dean's office has looked at course offerings at the 300 and 400 levels and found that about a quarter of the 300 level courses were undersubscribed. The department may wish to review their course offerings at the 300 and 400 levels. For instance, the department may wish to convert some of the more specialized 300 level courses to 400 level, consider making some of the 300 level classes half credit classes, etc. in order to boost demand in these subjects and alleviate the shortage of spots in senior level courses.

The reviewers suggested that more could be done outside the classroom to enhance the learning experience and encourage a sense of community. The report suggested holding a regular "Mississauga Political Science Colloquia," on campus.

The reviewers had concerns about the administration of the Student Opinion Surveys. These are completed at the end of term, after the final drop date. Over the Summer 2006 session, UTM has run a pilot project where students in 'Y' or 'S' courses were given the opportunity to complete the surveys online. We had hoped that this would boost the accessibility of the survey but, despite provision of inducements, this pilot project did not manage to increase the response rate and we are continuing to work on this problem. Reviewers also had concerns about the accessibility of results. The results of the Student Opinion Survey are sent to the Student Association Erindale College Student Union (ECSU) and the library and it has generally been the practice at the University of Toronto that student associations are responsible for making course evaluations results available to their members.

The reviewers touched on some areas where the department could do more to communicate to the students and faculty members. The department has already made changes to increase communication with students including overhauling the departmental web site, and development of a new policy of assigning all POL specialists a faculty advisor. The faculty advisor would help to disseminate information to students and would assist in clarifying matters such as the misconception that St. George students have priority in enrolling in St. George courses. In order to foster better communication among faculty members, the reviewers suggested that the department hold more frequent department meetings, as well as give further support to faculty new hires. For instance, the department might help new faculty become more aware of the complexities of the tri-campus working relationships into which they are entering, encouraging effective mentor relationships for new faculty, and creating a handbook for new hires. The UTM administration continues to encourage all departments to follow these best practices. The reviewers also commented on the gender balance in the department (though one more female faculty member joined the faculty effective July, 2006) and, again, there are best practices to be followed, in this case with respect to proactive recruitment in which special efforts are made to encourage applications from qualified members of equity groups.

The reviewers gave a very perceptive description of the dual identity faculty members have as being both UTM faculty and members of the tri-campus graduate department, along with the advantages and challenges of this work arrangement. Their analysis of this issue, including access to graduate student TAs for UTM courses, could be generalized to faculty members in several humanities and social science departments at UTM, and their recommendations could certainly be used in future new faculty orientation sessions. The reviewers observed that UTM administration provides financial packages and initial reductions in teaching assignments in order to assist newly hired faculty members with their research but that the bulk of faculty members' generally impressive amount of research as well as their graduate teaching and supervision occurs on the St. George campus. The reviewers concluded that there seems little interest at this time in the department's mounting its own MA program at UTM.

The reviewers commented on the resources available for student counseling and suggested that a faculty member might be designated as "faculty advisor" and/or that the office of Associate Chair should be created and/or that the department should better exploit the potential of its web site. The Dean's office has reviewed the Department's enrolments in comparison with those of appropriate comparators and believes that there is insufficient justification at this time for the appointment of an Associate Chair. However I am sympathetic to the other two recommendations made by the reviewers.

Charles Jones, Acting Dean
September 6, 2006

REVIEW SUMMARY

DIVISION/UNIT:	Department of Psychology University of Toronto at Mississauga
DATE:	October 13-14, 2005
COMMISSIONING OFFICER:	Dean, University of Toronto at Mississauga
PROGRAMS OFFERED: Undergrad & First Professional Degrees	Psychology - Specialist, Major, Minor Exceptionality in Human Learning - Specialist, Major Behaviour, Genetics and Neurobiology - Specialist Two programs offered in conjunction with other departments: Human Communication and Technology (with CCIT) – Specialist Forensic Psychology (with Forensic Science) - Specialist
EXTERNAL REVIEWERS International Canadian	Paul Rozin, University of Pennsylvania Raymond Klein, Dalhousie University
DATE OF PREVIOUS REVIEW:	Not applicable
DOCUMENTATION PROVIDED TO REVIEWERS:	The reviewers received copies of the departmental review (2005), appendices focusing on faculty, research funding, non-academic staff, programs, outreach, budget and undergraduate programs, additional documents primarily relating to teaching and undergraduate program statistics, , “UTM Steps UP” Academic Plan 2010 (2004), an excerpt from the UTM’s Viewbook, University of Toronto’s Facts and Figures 2004, CV’s of all faculty members, Tri-Campus Framework (2002)
CONSULTATION PROCESS:	Over the two days, the reviewers met with the Dean of UTM, the Chair and Administrative Coordinator, administrative staff, research support staff, research associates and CLTA (research), faculty members of the Behavioural Neurobiology and Genetics Group (GENAB), graduate students, faculty members of the Human Communication Group, new faculty members, the Graduate Chair, postdoctoral fellows, faculty members of the Adjustment & Well Being Group, and members of the Undergraduate Program Committee

FINDINGS AND RECOMMENDATIONS - OVERALL ASSESSMENT AND SPECIFIC ISSUES:

The reviewers find the Psychology dept at UTM an “excellent department” in terms of research productivity and citations, the undergraduate and graduate programs, and attracting research funding. They found that “the department works well, and morale is high in all segments”, and rated the department “one of the better departments in North America”.

Academic complement

UTM is expanding as a whole. Because of student demand and interest in Psychology, the reviewers expect that Psychology at UTM would expand at a slightly higher rate than UTM in general. They recommended that all retirements be replaced by a junior appointment in the same research group, hiring one additional junior faculty member in the Genes, Environment, Nervous System, and Behaviour group and two additional junior appointments in the well-being-adjustment group. They recommended that the new hire in Forensics that is part of the plan be part of Adjustment/well-being group. They also recommended an additional teaching-track appointment to alleviate the high level of undergraduate teaching assignments.

Opening of the Faculty of Medicine Medical Academy

At the time of the report, the opening of the Faculty of Medicine Medical Academy had not yet been announced, but was anticipated. The reviewers saw this as a great opportunity for the Adjustment/well-being group to strengthen linkages with the Mississauga community.

Undergraduate Program

The reviewers found the undergraduate program to be excellent. “The dedication to the program by the faculty is high, the quality of teaching is high, and the coverage of the field is excellent.”

The reviewers made the following recommendations:

- Build a lecture hall with 1300 seat capacity to increase the efficiency of teaching PSY 100.
- Increase the number of 200, 300 and 400 level courses to keep up with student demand, especially in the Adjustment/well-being area.
- Continue the full integration of teaching faculty into all aspects of the department, including sponsorship of undergraduate research.
- Better inform specialists at the end of the third year about career options, and include more, in early part of the senior thesis course, about preparations for graduate work: application essays, how to choose graduate schools, etc.
- Try to increase the number of undergraduates who do individually supervised research, and who make oral presentations of this work. Consider working with groups of 2-3 students on many of the individualized research projects, and engage teaching faculty, postdoctoral fellows and senior graduate students in this enterprise.

Graduate Program

The reviewers found that graduate students were generally positive about their programs. The reviewers reported that graduate students felt that preparing their thesis proposal in the first year was a good idea. The students recognized the value of the “outside project” requirement. Students did suggest a change to the breadth requirement that would encourage interdisciplinary study. The reviewers suggested that a graduate CPA approved clinical program centered at UTM be developed. “This would integrate with the new Medical Family Practice, open the opportunity for a substantial increase in the quality of graduate students, provide a distinctive face to psychology at UTM, and respond to strong undergraduate interests.”

Linkages with the community and other departments

The reviewers consider the department has substantial and growing links with other units at UTM. The reviewers favourably highlighted the A/WB proposal in preparation to the Canada Foundation for Innovation to a family live-in facility as a ‘research house’. The reviewers see the possible realization of the living quarters CFI will increase linkages within the community.

General Operations, Governance and Morale

The reviewers were impressed with the administration of the department with regular departmental meetings and communications. Morale amongst faculty is relatively high. The reviewers were impressed with the administrative staff and they are held in high regard by members of the department. The reviewers consider the staff workload to be high, and recommend that the department chair and administrator develop a rationale for an additional appointment to be presented to the Dean.

ADMINISTRATIVE RESPONSE

The external review provides a positive evaluation of the UTM Department of Psychology, speaking highly of the quality of the department’s programs, staff, and students, as well as the high morale of faculty, high degree of collegiality and the commitment of the administrative staff. As they note: “In our view, this is one of the better Psychology departments in North America... for its modest size, the department is outstanding in its scholarly contribution and reputation, and near the top, as well, in its undergraduate teaching.” The reviewers advocate strenuously for further investment in faculty complement. While this recommendation will be considered, it is important to note that this department experienced significant investment in the pre-plan period, with 7 new continuing appointments (and one retirement) in the five years prior to the review.

In assessing the undergraduate program, the reviewers advocate an increase in the number of teaching-stream faculty in order to address the high demand for capped courses. The reviewers also comment on a high reliance on stipend teaching. Fortunately, incidence of the latter has decreased dramatically in the last year: from 25% (according to the reviewers’ calculations) to 14.3% this year. The reviewers note that the Faculty/FCE ratio of Psychology – as measured by lecture-based FCEs – is the highest of the 3 lab-based science departments. Our analysis indicates that almost 50% of

these FCEs are taught by 2 of its teaching-stream faculty and 1/3 of the department's FCEs come from PSY 100Y, of which all lecture sections are taught by one teaching-stream instructor. In light of this pattern, I agree with the department's position that hiring more teaching-stream faculty would not be the way to address teaching demand. Given the proportion of FCEs already being taught by teaching-stream faculty and given the need for strategic investment in the research enterprise, it would be better to hire tenure-stream rather than teaching-stream faculty into the foreseeable future. Furthermore, it would be advisable for UTM to explore other options for enrolment management in Psychology, such as raising the caps on the oversubscribed courses. In addition, the proposed construction of a larger lecture hall at UTM would reduce the number of sections that would need to be taught in the very large first year course.

The review does not comment on the vibrant student union, co-curricular activities, or give us a clear picture of the student experience of undergraduate Psychology students. Furthermore, as noted in the department's response, the reviewers tend to undervalue and underestimate the very rich array of research opportunities available to students in this program, through the Research Opportunity Program, upper year project classes, and summer research assistantships.

The report focuses on the research foci and strengths of the department, again advocating for significant investment in faculty complement. I believe that the reviewers have pinpointed the department's inherent scholastic strength: its forming clusters of very strong scholars working collaboratively within the discipline of psychology, but who have formed interdisciplinary linkages that have "given the department a distinctive intellectual profile, and allow for the attraction of excellent graduate students."

The report comments favourably on the teaching achievements of the department. UTM Psychology is known for its dedication to teaching, and currently includes a recent Northrop Frye Scholar and 2 UTAA Faculty Award recipients. This department should be commended for its record of achievement and for its proactive approach to ensuring that colleagues are nominated and recognized for their achievements.

The reviewers recommend the retention of all retirements. At UTM, retirements return to the Dean for re-allocation in accordance with our planning principles, with replacement of retirements being determined on the merits of each case. I will take the reviewers' recurrent call for increased investment in this department very seriously. But in a time during which all departments are competing for limited resources, re-investment of resources must always be done with reference to the entire range of academic programming at UTM, as well as our academic priorities and factors such as enrolment.

With respect to graduate programs, it was gratifying (but not surprising) to learn that Psychology graduate students based at UTM are generally positive about their programs. The reviewers learned of possible changes with respect to the design of the program, and these concerns will be transmitted to the Graduate Chair, as will the UTM Chair's concerns about the levels of funding provided to graduate students.

Overall this is a department that demonstrates remarkable collegiality, a strong self-image and dynamism, and a commitment to excellence in research and teaching. It is well governed and has been well served by leadership that has sought the best for its students and staff. The reviewers raise concerns about the workload being handled by the administrative staff of the department, arguing for more staff. In keeping with the priorities of Stepping Up, we want staff to be able to realize their potential and enjoy their work and for chairs, faculty, and students to be well supported in their pursuits. In response to these concerns, we have hired a human resources consultant with U of T expertise to conduct an audit and needs assessment of non-academic staffing within the Department. This audit is now complete and has been transmitted to the new Chair. The review will form the basis of any further recommendations with respect to staffing.

Charles Jones, Acting Dean
September 6, 2006

University of Toronto at Scarborough

REVIEW SUMMARY

DIVISION/UNIT:	Department of Life Sciences University of Toronto Scarborough
DATE:	March 9-10, 2006
COMMISSIONING OFFICER:	Vice-Principal (Academic) and Dean
PROGRAMS OFFERED:	Undergrad & First Professional Hon. B. Sc. Biology (Minor) Cell and Molecular Biology (Specialist & Co-op) Conservation Biology (Specialist & Co-op) Human Biology (Specialist) Industrial Microbiology (Specialist, Joint with Centennial) Integrative Biology (Specialist & Major) Cognitive Science (Specialist & Major) Neuroscience (Specialist & Co-op) Neuroscience (Major) Paramedicine (Specialist, Joint with Centennial) Psychology (Specialist & Major & Minor) Psychology& its Applications (Specialist Co-op)
EXTERNAL REVIEWERS	
International	Professor Ronald R. Hoy, Neurobiology and Behaviour, Cornell University
Canadian	Professor Roger A. Dixon, Department of Psychology, University of Alberta
PREVIOUS REVIEW DATE:	1999
SUMMARY FINDINGS AND RECOMMENDATIONS OF PREVIOUS REVIEW:	<p>Undergraduate and graduate education are in a healthy state and the faculty members of the Division are active researchers. The high level of collegiality among faculty, staff and students is very impressive. The reviewers made several recommendations regarding graduate supervision by faculty members and general tri-campus matters. The reviewers recommended addition of administrative staff and the Chair consult with Technical staff more frequently.</p> <p>Planning for the future</p> <ul style="list-style-type: none">• Recommend strongly that the faculty in each discipline should identify foci of excellence.• The Division invest time and effort with external advice to determine the future of their disciplines.• Biological Sciences: recommend that the foci include areas of interdisciplinarity with other units on campus such as Computer Science.• Two areas of concentration, Neuroscience and Cognitive Psychology, have been identified - they should be supported and maintained.• Unique opportunity for the development of a third area of research concentration, e.g. in cultural psychology.
DOCUMENTATION PROVIDED TO REVIEWERS:	<ul style="list-style-type: none">▪ Terms of Reference▪ Schedule of Visit▪ Guidelines for Review of Academic Programs and Units▪ Report from External Review completed in 1999▪ Department Academic Plan, 2004

- Department of Life Sciences Self-Study
- Report of the Chair of the Department
- CV's of members
- UTSC Calendar 2005-06, containing the courses and programs offered by the Department of Life Sciences
- School of Graduate Studies Calendar, 2005-06

CONSULTATION PROCESS:

During their site visit, the reviewers met separately with the Acting Dean, the Chair, two Associate Chairs and numerous faculty members, as well as Administrative staff, technical staff, graduate and undergraduate students.

FINDINGS AND RECOMMENDATIONS - OVERALL ASSESSMENT AND SPECIFIC ISSUES:

Principal Recommendations:

Department Future: The reviewers conclude that the department of Life Science should divide into two departments along the traditional disciplinary lines of Biology and Psychology as currently constituted and defined. The transition should begin as soon as feasible to UTSC, but no later than July 2007.

Administrative Transition: During the transition (while Life Sciences continues) and subsequently for the two new departments, clear lines of communication should be established and followed. It is crucial to improve the transparency of (and accessibility to) the decision-making process in the new departments, without compromising the legitimate responsibilities and administrative roles of the new Chairs.

Department Meetings: During (and after) the transition, the reviewers recommend that the new Chair(s) hold regular departmental meetings to which all faculty members are strongly encouraged to attend. Their investment of time should be rewarded with opportunities for consultation in important departmental matters, such as the separation and the new building. Early in the transition process, the two departments should hold separate but equal "retreats" for open and thorough discussion of academic planning, graduate training, faculty complement, and other matters. One guiding focus should be on strategic planning for the next 5 and 10 years, with respect to the teaching and research missions of the new departments.

Neuroscience: The program in Neuroscience is valuable and promising, and explicit efforts should be made by the two new departments and the central administration to provide a structure for its continuation. Such a structure could include a trans-departmental "centre" or program with evident lines of reporting and responsibility. Neuroscience faculty and graduate students should be encouraged to have their own planning meetings (and perhaps retreat), and they should be given the opportunity to present their vision to each of the new departments at one of the regular department meetings, early in the transition.

Faculty complement:

Faculty members are involved in productive research, teaching and university service and professional contributions. Nearly all have at least one research grant. A vigorous and impressive collection of new faculty researchers is evident. The Department and Administration deserve high praise for the recently recruited junior faculty; the Chair is clearly supportive of new faculty.

Involvement in Graduate Training: Few graduate courses are offered by UTSC faculty outside of mentoring from their own labs. Most of the graduate courses are offered at St. George, which creates a lot of time loss for students who have to commute.

Management challenges exist on all administrative levels due to size and unusual disciplinary diversity and growth of students without the corresponding growth of administration. The reviewers suggest that a well-functioning "executive committee", with clear lines of delegation and consultation would be a great asset to assist with the Chair's responsibilities.

Communication: A lack of communication has eroded morale and confidence of the faculty, with few or no meetings between the two disciplines or within either biology or psychology.

Staffing: The reviewers note that the administrative staff is a major asset to this department and the group works very well together. Concerns are based around lack of budget for third term of the trimester and increased work loads. There is also a concern of separating the administrative staff with the split, if increase the load doing several jobs twice for two departments) without an increase in staff. The reviewers note that the attitude of the technical staff is dispirited and demoralized.

ADMINISTRATIVE RESPONSE

The Dean is grateful to the reviewers for their many thoughtful comments and suggestions and congratulates the faculty on the high praise received from the external reviewers. Over the course of a relatively short visit, they managed to get a good sense of the strengths, weaknesses and challenges facing Biology and Psychology at UTSC. The strength of the faculty in Life Sciences and the quality of the programs are a source of pride for the campus.

While their report makes it clear that The Department of Life Sciences has provided a successful framework for promoting the careers of its faculty and providing excellent undergraduate education, the recent unprecedented growth of the Department, both in terms of undergraduate students and increased numbers of faculty, coupled with the divergent demands of the Psychology and Biology groups, resulted in the opinion of faculty that they, and their students, would be better served by separate departments of Psychology and Biological Sciences, a view that was strongly conveyed to the reviewers.

The Dean is pleased that the creation of the two new Departments has received both the unanimous support of the faculty and the support of the College Council and the Vice-President and Provost and the approval of Governing Council. Searches for the two new Chairs are currently underway and the Dean is optimistic that the Chairs will be in place by July 1, 2007. Consultations during the development of the proposal to reorganize the Department into two new departments have led to models for staffing the two new departments resulting in an increase that is anticipated to go some way towards addressing the problem of "overwork" highlighted in the external review. Plans are underway to establish a users committee to deal with issues related to construction and renovations, and space utilization in both the old and new science buildings.

Both the psychologists and biologists recognise the strength of neuroscience, at the graduate and undergraduate level, and the proposal for reorganization contains explicit recommendations for establishment of an interdepartmental committee to oversee the undergraduate program in neuroscience. The home department for the Centre of the Neurobiology of Stress, used by faculty and graduate students from both departments, will be the Department of Biological Sciences and it will continue to be managed by a users committee containing representation from both new departments.

The Dean would like to express his thanks to the Interim Chair, Professor Jim Gurd, for his excellent leadership of the Department over the past year.

REVIEW SUMMARY

DIVISION/UNIT:	Department of Management University of Toronto at Scarborough
DATE:	March 13-14, 2006
COMMISSIONING OFFICER:	Vice-Principal (Academic) and Dean
PROGRAMS OFFERED:	Specialist B.B.A. Economics for Management Studies (Specialist) Management (Specialist and Co-op) Management and Humanities (Specialist) Management and Information Technology (Specialist) Management and Language (French) (Specialist) Management and Life Sciences (Specialist) Management and Science (Specialist) Management and Social Sciences (Specialist)
Graduate:	N/A
Diploma/Certificate:	Certificate in Business
EXTERNAL REVIEWERS	
International	
Canadian	Dr. Vishwanath V. Baba, Professor of Management, McMaster University Dr. David Zussman, Professor of Management, Jarislowsky Chair in Public Sector Management, University of Ottawa.
PREVIOUS REVIEW DATE:	2000
SUMMARY FINDINGS AND RECOMMENDATIONS OF PREVIOUS REVIEW:	<p>The review was positive in highlighting the strengths of the department. The reviewers noted the significant change in the undergraduate program with the Division now offering a B.B.A. The caliber of students begin attracted to the program is quite high and demand for the program is growing and is expected to increase even more; already cannot accept all who apply. The reviewers noted the issues arising from the double cohort and rapid increase in enrolment numbers, pointing out that increased faculty resources will be required. They indicated that the co-op program appears to be a major winner and indicated student concerns. In terms of graduate activities of the faculty members, the teaching requirement at Rotman reflects a natural linkage, however, the absence of graduate students on this campus is difficult.</p> <p>Future Directions</p> <ul style="list-style-type: none">• Impressed with the overall direction of the program. The faculty has done much under what can only be called severe resource constraints.• The student/faculty ratio is not sustainable. More faculty must be hired.• If the Division continues at the pace of its hiring successes of the recent year, the research productivity will continue to grow.• Recent hiring suggests that the Division is very progressive with respect to gender balance and under-represented groups.• The space constraints must be addressed, if the faculty complement is to increase.• Faculty compensation is not competitive.• The Division should give careful consideration to a program in e-Commerce, perhaps partnering with Centennial College to do

so.

- The Division should consider establishing its own fundraising processes.

DOCUMENTATION PROVIDED TO REVIEWERS:

- Terms of Reference
- Schedule of Visit
- Guidelines for Review of Academic Programs and Units
- Report from External Review completed in 2000
- Department Academic Plan, 2004 and Self-Study
- Report of the Chair of the Department
- CV's of members of faculty in the Department of Management
- UTSC Calendar 2005-06, containing the courses and programs offered by the Department of Management
- School of Graduate Studies Calendar, 2005-06

CONSULTATION PROCESS:

The external reviewers visited the campus for two days in March, 2006. During their visit they met separately with the Acting Dean, the Chair, and numerous faculty members, as well as administrative staff, graduate and undergraduate students.

FINDINGS AND RECOMMENDATIONS - OVERALL ASSESSMENT AND SPECIFIC ISSUES:

In general, the reviewers note the quality of the undergraduate program offered is sound and that the co-op program enjoys substantial competitive advantage and contributes largely to UTSC's brand in management education. The quality of research in terms of both productivity and support is impressive. They laud the vision of the department but note that it must be revisited with the development of a clear implementation plan that considers branding, specialization and differentiation.

Undergraduate programs:

- The demand for the BBA program appears to be strong, but there is potential competition from neighbouring schools such as Ryerson, Wilfred Laurier, Waterloo and Schulich that have to be taken into consideration.
- The reviewers were impressed with the quality of students admitted into both the BBA and the Co-op BBA; comparable to other business programs within the UT system.
- The Department may consider more aggressive recruitment strategies such as high school visits and international promotions at undergraduate fairs.
- Students find the co-op option particularly attractive and like the learning/training model that this option offers. The Co-op option is by far the most attractive feature of the program offerings in Management. The Co-op work sessions seem to be appropriately located within the four year curriculum and are managed efficiently. The program structure follows a traditional business curriculum and appears to have the requisite variety of courses for undergraduate programs in business. More information about the value of the program to actual and potential employers is needed. The reviewers recommended an annual survey of the students, alumni and the employers to learn more about the sustainability of the program and to enable planning and ensuing course corrections to the plan. In addition, they noted that the department should make a range of business software available to students so that they are familiar with packages currently in use in their coop placements.
- Recommend more intensive tracking of alumni and the planning of more activities that are designed to bring alumni, students, and faculty together.
- Suggest a joint student faculty task force to explore aspects of ongoing innovation to the Co-op program and incorporate it in a continuous quality improvement format for the program.

The scope of faculty member's involvement

- Overall, the quality of teaching is uniformly good. There are appropriate mechanisms to track teaching quality every semester, which are taken seriously in faculty performance evaluation towards contract renewal, promotion, and tenure.
- Most faculty members appear to have ongoing and viable research programs. It seems the quality of research coming from the Division has been remarkably good, given that they do not even have a graduate program or ready access to graduate students.
- All pre-tenure faculty members at the Department of Management have cross-appointments at Rotman, an opportunity to teach in the MBA program, access to graduate supervision and invitations to all academic activities at Rotman. However, this arrangement appears to be fragile. Faculty in the Division would like to feel that they are part of the downtown campus faculty. Recommend greater clarity in communicating the *de facto* parameters of this arrangement and the attendant constraints to the faculty.
- Recommend that more graduate teaching is allowed for the Scarborough faculty. It brings them into contact with graduate students at Rotman. For Rotman, it expands the pool available for graduate teaching and executive development. Rotman may also consider team teaching with DM faculty. Greater contact with Rotman faculty may also bring forward more comprehensive research proposals for NSERC, SSHRC, CIHR and WSIB.

Faculty complement planning, balance of tenure and non-tenure stream faculty

Currently the balance among the tenure, pre-tenure and non-tenure faculty appears to be optimal largely due to the undergraduate course offerings. Much depends upon whether the future direction of academic programming at the department is going to be academic or professional.

The scope and nature of the Department's relationship with other academic units in the University and with external organizations

Rotman provides the graduate and executive education at the University of Toronto and the reviewers recommended that market segmentation and the pursuit of autonomy within one's segment is the only viable strategy. The department's relationship with the Centre for Industrial Relations seems to be evolving smoothly to everyone's mutual benefit.

The reviewers note that it appears that there is a good working relationship between the department and the leadership at UTSC. However, in order for the department to reach its full potential, it is important for the department to demonstrate its strategic value with its capability to contribute significantly toward enhancement and sustenance of the institutional mission and add to its reputation. This should be supported with a concrete strategic plan that links future goals, processes in place to accomplish those goals, and the resources that would make it possible.

The reviewers recommend that the department establish and maintain ongoing relationships with the professional organizations that are relevant to its mission. This will more firmly anchor its professional image in the community.

The appropriateness and effectiveness of the department's organizational and financial structure

The reviewers note the discontent among the faculty and the leadership of the department pertaining to resource allocation. The Chair's report on the Self Study makes numerous references to inequity in resource allocation and provides an impressive array of statistics supporting this perception. The student:faculty ratio is one such parameter. The relative proportion of tuition dollars allocation is another. It is important to remove the opacity that surround funding formulae. In general, the infrastructure support for faculty research, program administration, and pedagogical technology seems adequate.

The new building which was commissioned two years ago appears to have met the expectations of all the constituencies in a general sense. In discussions with the students, the reviewers noted that they would require some lounge space to study during the time they are on campus but not in class.

Management and Leadership of the Department

The Department appears to be well managed. The Chair understands the challenges facing the department, the faculty and the students. The reviewers found the mission statement of the department in the Planning document comprehensive and doable. However, they noted that there should be tangible evidence of the progress that has been made along the dimensions mentioned there. More specifically, they recommend the development of comparative metrics so that the mission to be the “best” can be established for others to see. The reviewers recommended that an advisory committee be created in order to establish a closer relationship with the alumni and the business community.

Special challenges

Salary discrepancies: A major source of discontent among the faculty is the wide disparity in compensation between seemingly similarly qualified faculty between UTSC and Rotman. While there are explanations for these discrepancies, it appears that they have not been communicated to the satisfaction of the people at the department. The institutional expectations are different for Rotman hires and UTSC hires.

Long range planning: The Planning document of 2004 raises a number of critical issues regarding the future of the BBA and the vision for the department, in a well thought through, well documented, and informative manner. The reviewers did not see that the department had systematically followed through with an implementation mechanism. They suggested the department revisit the plan in the context of the reality on the ground in 2006, identify strategic priorities, put forward an action plan, and an implantation scheme.

Consistency with the University's Academic Plan: While there is consistency between the University's Academic Plan and Department of Management's planning document in terms of their broad value statements, the reviewers did not see any serious attempt to develop operational measures that would demonstrate the effectiveness of the program.

The morale of the faculty, students, & staff

There seems to be robust morale across the board. It is important that both UTSC and the department take steps toward managing aspirations and expectations toward greater stability and sustainable morale.

ADMINISTRATIVE RESPONSE

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 Department. He congratulates the faculty, staff and students on the high praise received from the Reviewers.

The quality of the B.B.A., which is reflected in strong student demand for this program, makes it a flagship program for the campus. The Dean is pleased to see the progress made by the Department in addressing the recommendations of the Reviewers. The department's Curriculum Committee has developed a list of measurable outcomes that would permit the department's program to fit in with some of the current metrics used by rating institutions to rank business schools. The current advisory committee will be expanded to include a larger sample from the firms which hire our co-op students, and our proposals for curricular changes will be brought to that committee.

The Dean is working with the Chair on the Department's strategic planning endeavours, which are in line with a campus-wide planning exercise that has been initiated in anticipation of the arrival of our new Vice-President and Principal in July, 2007.