

**REVIEWS OF ACADEMIC PROGRAMS AND UNITS
2006-2007**

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

May 2008

OFFICE OF THE VICE-PRESIDENT AND PROVOST

**REVIEWS OF ACADEMIC PROGRAMS AND UNITS
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Part II: Divisional reviews

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Faculty of Arts and Science

REVIEW SUMMARY

DIVISION/UNIT:	Canadian Institute for Theoretical Astrophysics (CITA) Faculty of Arts and Science
DATE:	December 7, 2006
COMMISSIONING OFFICER:	Dean, Faculty of Arts and Science
PROGRAMS OFFERED:	
Undergraduate & First Professional Graduate:	N/A N/A
EXTERNAL REVIEWERS	
International	Prof. Angela V. Olinto, Dept. of Astronomy and Astrophysics, University of Chicago
Canadian	Prof. Ralph Rudritz, Dept. Physics and Astronomy, McMaster University
DATE OF PREVIOUS REVIEW:	2001
SUMMARY FINDINGS AND RECOMMENDATIONS OF PREVIOUS REVIEW:	<ul style="list-style-type: none">• The University and SGS should continue to support CITA• CITA is an example of successful leveraging of NSERC funding.• CITA members have significantly contributed to the success of the CIAR program in Cosmology and Gravity.• University Development efforts and SGS should make fundraising for the Astrophysics related needs of CITA, the departments of Physics, of Astronomy and of Astrophysics a high priority.
DATE OF RECENT OCGS REVIEW:	N/A
DOCUMENTATION PROVIDED TO REVIEWERS:	<ul style="list-style-type: none">• External Review commissioned by the School of Graduate Studies, 2001• External NSERC committee review, 2002• Director's report to the Canadian Institute for Advanced Research (CIAR) through its Cosmology and Gravitation proposing the continued funding of CITA• Department of Physics external review, 2004• Department of Astronomy and Astrophysics external review, 2005• Physical Science multi-department "cluster 8" review, 1999• CVs of all CITA faculty members• List of Post-doctorial fellows and Senior Research Associates, 2001-2006.• List of PDF and SRA placements in academic positions• List of programs supported by CITA (e.g. conferences, workshops, visitor programs, and undergraduate programs)
CONSULTATION PROCESS:	The Review Committee visited the University on November 6 and 7, 2006. They met with Arts and Science Dean, and Vice-Dean, the Director, Associate Director, Former Associate Director, Post-doctoral Fellows, several CITA Professors, CITA Systems Manager, a self-selected group of graduate students, two members of the CITA Council, Senior Research Associates, the CIAR Cosmology & Gravity Program Director, and Cognate Chairs from Physics and Astronomy and Astrophysics.

FINDINGS AND RECOMMENDATIONS - OVERALL ASSESSMENT AND SPECIFIC ISSUES:

The reviewers judged CITA to be one of Canada's greatest scientific assets and one of the world's top few research institutes in theoretical astrophysics noting that: "CITA is without doubt one of the nation's greatest scientific assets. It is arguably the closest that Canada has ever come to creating the intellectual hotbeds that characterize world academic leaders such as Cambridge and Princeton." Faculty members are world experts with expertise in a wide range of areas. The research environment was viewed as vibrant with a very large and very strong group of Senior Research Associates (SRA) and post-doctoral fellows (PDFs). Morale at CITA is high within a collegial and collaborative atmosphere.

The reviewers noted that constant retention efforts are required in order to maintain this state of excellence. Although recent hires have improved the PDF gender ratio, there is still a significant challenge to increase diversity of post doctoral fellows. Graduate students' experience at CITA is somewhat mixed but this may be changing due to the recent provision of student space. The move of the administrative home of CITA to the Faculty of Arts and Science has been positive.

The reviewers' recommendations can be summarized as follows:

1. CITA take a pro-active approach in recruiting for diversity in faculty, Senior Research Associates and Post-Doctoral Fellows.
2. CITA work to ensure graduate students in the Departments of Physics and Astronomy & Astrophysics become more involved with CITA faculty, SRAs and PDFs, and that it continue its strong recruiting efforts to attract the very best graduate students.
3. The University should help CITA continue a strong Predoctoral program.
4. Given the importance of CIAR to CITA, the University should work to maintain this partnership while at the same time plan to buffer against changes in support through development.
5. CITA should maintain a critical mass of faculty members, suggesting this complement not be fall below seven members.
6. The reviewers noted the shortage of office space as well as the need for its key High Performance Computing space.
7. The reviewers urged the University to secure CITA's long term financial support and consider it a priority for development.

ADMINISTRATIVE RESPONSE

We are very pleased to have received such a positive response, one that affirms CITA as an outstanding research centre with a strong group of faculty, PDFs, SRAs and graduate students who work collectively to create a vibrant, collegial and collaborative research environment. We agree with the general recommendations and note that:

1. A search (CRC Tier II) is underway to replace one faculty member. CITA will continue to make a concerted effort to increase diversity. As the reviewers note, recent efforts in this area have resulted in a more balanced gender ratio among the PDFs.
2. The unit has gone through a recent re-organization of space and all of the graduate students are now on the same floors as their supervisors and the associated PDFs and SRAs. CITA will continue to recruit top quality students and will take advantage of support offered by the university-wide graduate expansion to increase the numbers of students.
3. The CIFAR Gravity and Cosmology program was renewed for a further five years and will aid recruitment and retention.

4. The current search will maintain the faculty number at seven and the observed “vibrancy and friendliness” of the research environment, coupled with the added High Performance Computing associated with SciNet, should prove helpful in recruiting top candidates.
5. The University was successful in attracting significant funding for SciNet.
6. The establishment of the Dunlap Institute for Astronomy and Astrophysics should result in more secure funding for CITA.

Office of the Dean, Faculty of Arts and Science, March 2008.

REVIEW SUMMARY

PROGRAM:	Celtic Studies Faculty of Arts and Science
DATE:	January 11, 2007
COMMISSIONING OFFICER:	Dean, Faculty of Arts and Science
PROGRAMS OFFERED:	
Undergraduate & First Professional Graduate:	B.A.: Celtic Studies (specialist, major, minor) N/A
EXTERNAL REVIEWERS	
International	Professor Catherine McKenna, Celtic Languages and Literatures Harvard University Professor Richard Larson, Linguistics, Stonybrook University Professor Margaret Speas, Linguistics, University of Massachusetts
Canadian	N/A
DATE OF PREVIOUS REVIEW:	1999
SUMMARY FINDINGS AND RECOMMENDATIONS OF PREVIOUS REVIEW:	Celtic Studies was reviewed in 1999 as part of a “cluster” of 11 undergraduate area studies programs, 8 graduate programs (largely area studies), and 4 departments. The reviewers recommended that students taking Celtic Studies do broad, comparative work combined with focused training in a specific discipline (Celtic Studies being not a discipline in itself). Infrastructure funding was noted as desirable.
DATE OF RECENT OCGS REVIEW:	N/A
DOCUMENTATION PROVIDED TO REVIEWERS:	<ul style="list-style-type: none">• Program Director’s report, November 2006• Faculty member CVs• Program course list• Stepping UP planning document, 2004
CONSULTATION PROCESS:	The review was conducted concurrently with the review of the Department of Linguistics. The reviewers met with the Program Director (Principal of St. Michael’s College), the permanent faculty members, students, administrative staff, and the Faculty of Arts and Science Dean and Vice-Dean Academic.

FINDINGS AND RECOMMENDATIONS - OVERALL ASSESSMENT AND SPECIFIC ISSUES:

The reviewers praised the Celtic Studies program, one of only three such undergraduate programs in North America, as a model of effective interdisciplinarity and teaching, and as a “jewel to be treasured”. They lauded the quality of the faculty members, structure of the program, support provided by St. Michael’s College, and collegial cooperation among program members.

In terms of the undergraduate program, the reviewers conclude that is sound and its course content are “admirable for variety, range, and academic integrity, and its quality excellent on all fronts.” They note that “Students in the program, in no matter which stream, are engaged, enthusiastic, and happy with the accessibility and helpfulness of the faculty.” The reviewers recommended that program offerings be expanded in Scottish, Gaelic and Welsh and that relationships should be further developed with universities and intensive language programs abroad.

The program has strong relationships with units such as the Centre for Medieval Studies and the Departments of History, Geography, Linguistics, and English: These connections are valuable in attracting graduate and allows the program to “find resources for their students with particular

academic interests to study and research at an advanced level.” Maintaining these relationships and developing additional ones should be constant goal of the program.

Reviewers noted that although permanent faculty provide “...a cohesive core for purposes of planning, supervision, and counseling of students... contributions of the stipendiary instructors and visiting scholars are essential to the range of offerings that is carefully designed to insure that the program is academically sound and comprehensive.” The reviewers recommended that the program’s interdisciplinary nature be preserved as complement planning occurs. The reviewers recommended that the new position in Contemporary Celtic Cultures, currently envisioned as a CLTA position, be an ongoing addition to the program.

Administratively, the reviewers note that the “College is able to provide the program with adequate faculty and staff offices and classrooms” but that there should be consideration of access to up-to-date teaching technology.

ADMINISTRATIVE RESPONSE

We are very pleased indeed at the reviewers’ recognition of the high quality of our Celtic Studies Program.

1. We agree that the careful replacement of retiring faculty will be of importance.
2. Expanded language offerings may be unnecessary given that the program is sending students abroad to intensive language courses, on special scholarships and bursaries.
3. The planned CLTA position will be considered, as part of the next complement planning exercise in the Faculty, in terms of whether it can be made a permanent addition to the program, presuming this remains a high priority of the program.
4. We believe that the reviewers did not fully understand the extent to which relationships with cognate units already exist: as in program arrangements for students’ language study abroad. Of course more relationships are always desirable, and the Program will continue to pursue them.

The reviewers mention the desirability of more technical support by the Faculty for the program. In September 2006, the College was provided with University funding for renovating classrooms, which included funding for up-to-date data projection and wireless internet services. Other renovations, improving the technological aspects of our classrooms, are ongoing.

Office of the Dean, Faculty of Arts and Science, March 2008.

REVIEW SUMMARY

DIVISION/UNIT:	Department of Classics Faculty of Arts and Science
DATE:	November 9 and 10, 2006
COMMISSIONING OFFICER:	Dean, Faculty of Arts and Science
PROGRAMS OFFERED:	
Undergraduate & First Professional	B.A.: Classical Civilization (major, minor), Classics (specialist, major), Greek (major, minor), Latin (major, minor).
Graduate:	M.A. Classics, M.A. Greek or Latin, Ph.D. Classics
EXTERNAL REVIEWERS	
International	Professor Leslie Kurke, University of California – Berkeley
Canadian	Professor Peter Toohey, University of Calgary
DATE OF PREVIOUS REVIEW:	1999
SUMMARY FINDINGS AND RECOMMENDATIONS OF PREVIOUS REVIEW:	The Department of Classics was reviewed in 1999 together with 5 other humanities departments, and a number of other undergraduate and graduate programs, in a “cluster”. The reviewers commented on the department’s high international reputation, recommended collaboration with History in the ancient history of Greece and Rome (while noting excellent existing links with other relevant academic units), and were in approval of the department’s “restrained and reasonable” appointment requests.
DATE OF RECENT OCGS REVIEW:	2003
DOCUMENTATION PROVIDED TO REVIEWERS:	<ul style="list-style-type: none">• Terms of Reference• Chair’s Report, July 2006• Faculty CVs• Stepping UP planning document, 2004, and decanal response, 2004• External Review Cluster 3 report, 1999• OCGS appraisal, 2003, with consultants’ reports• Graduate student handbook, 2006-07• Undergraduate student handbook, 2006-07• Classics Newsletter, summer 2006• Graduate enrolment expansion document, prepared by department
CONSULTATION PROCESS:	The reviewers met with the outgoing chair of the department, faculty members, an undergraduate student representative, and the graduate student representatives. They met with the Faculty of Arts and Science Dean of and the Vice-Dean: Interdisciplinary Affairs

FINDINGS AND RECOMMENDATIONS - OVERALL ASSESSMENT AND SPECIFIC ISSUES:

The reviewers were impressed with the Department’s energy, optimism, remarkable growth and strength and commitment to interdisciplinarity, strong faculty publication records, and strong student enrolments in all areas. The Department “admirably combines traditional strength in philology with openness to the new interdisciplinary vision and practice now so common amongst younger faculty and students.”

The reviewers stressed that overall the Department should continue to further increase and enhance interdisciplinarity scholarship and research commenting that “the interdisciplinarity which is now so essential to the research work of (especially) newer faculty hires be more fully reflected in every aspect of the Department: in the structure of the graduate program, the teaching of graduate students, and the undergraduate program offerings.”

Undergraduate education

The reviewers commented that they received limited information regarding the undergraduate program. They noted that the various streams of the program are “segregated off from one another” and it would be difficult to readily achieve a sense of interdisciplinarity. The reviewers made several specific observations on the curriculum with similarly specific recommendations. The reviewers commented that the undergraduate first-year courses had an “impersonal atmosphere” in terms of the very large courses and suggested that smaller discussion groups may be appropriate. Intensive summer courses of languages could provide a useful way of enhancing language training.

The reviewers commented that more attention could be given to “collaborative teaching between departments” or at least to collaborations with other units.

Graduate education

The department has a strong graduate program with good graduate funding. The reviewers made a number of detailed suggestions on graduate program requirements, including a loosening of the structure of the M.A., more theory in early program years, and greater pedagogical training and professionalization of graduate students. The Department has strong relations with a number of other programs including the Women’s Study Program and the joint program in Ancient History with York University.

Research activity

The reviewers noted that the publication record of the Faculty members is “remarkably strong”. The reviewers recommended that Roman Literature may be considered as priority area for a new appointment. Roman and Greek Social History, and Material Culture, were also mentioned.

Relations with other units

Close relations exist with the Department of Philosophy and the Centre for Medieval Studies. Although the Department’s relations with other units were largely excellent, somewhat closer links with Art and with Comparative Literature would be desirable.

The reviewers commended the outgoing chair. They recommended that the next chair continue to be open-minded, outward-looking both on campus and nationally/internationally, and committed to Interdisciplinarity, to transparency and inclusivity in governance. Ideally, the next chair should be a woman in order to help to balance the gender ratio in the Department.

Space and facilities

The Department’s current building represents a vast improvement over the previous building, however, it provides insufficient space for the Department’s needs and was not conducive to collegial interactions

ADMINISTRATIVE RESPONSE

We are gratified at the overall findings of the reviewers, in that they were clearly impressed with the quality, energy, and planning of the Department. Their congratulations to the outgoing chair, Brad Inwood, are well deserved. In terms of their individual recommendations, some have already been implemented, while others are being reviewed by the Department.

1. A senior hire in Roman Literature has already been made, and a junior one is scheduled to be advertised soon.
2. The Department has been gradually becoming more inclusive in its governance and the incoming chair is indeed a woman, Professor Allison Keith. The Department intends to continue its focus on interdisciplinarity, and on looking outward across the campus and beyond.
3. The reviewers’ comments on the undergraduate curriculum have been carefully considered, but since the department very recently did a thorough revision of its curriculum -- a revision which does allow flexibility for undergraduates among the various programs – it feels, and we concur, that more experience with the new curriculum is necessary before any further revisions are undertaken. The

reviewers' comments will certainly be considered as the department examines how the new curriculum is working. The suggestion for summer language training will be considered in an examination in 2008 of summer language instruction in general, across the Faculty, and in relation to a number of our departments.

4. The graduate program had also recently been changed, before the reviewers came to the campus, and the detailed recommendations are partly out of date since the reviewers talked, it would appear, mainly to senior students who had gone through the graduate programs before the recent revisions were made. The emphasis on pedagogical training, as suggested by the reviewers, is useful, and graduate expansion is allowing for more teaching assistantships to be provided to the graduate student body in general.

5. The department continues to encourage links with all related academic units.

6. The department moved in December 2007 into new quarters, which are considerably larger and more collegial in design than its previous quarters, and should provide sufficient space for the needs both of faculty and of graduate students.

Office of the Dean, Faculty of Arts and Science, March 2008.

REVIEW SUMMARY

DIVISION/UNIT:	Drama Program, University College Faculty of Arts and Science
DATE:	March 2007
COMMISSIONING OFFICER:	Dean
PROGRAMS OFFERED:	
Undergraduate & First Professional	BA Drama (specialist, major, minor) BA Drama and English (specialist)
Graduate:	n/a
EXTERNAL REVIEWERS	
International	Professor Friedemann Kreuder, Institutsleitung, Institute für Theaterwissenschaft Johannes Gutenberg, Universität, Mainz
Canadian	Professor Harry Lane, University of Guelph
DATE OF PREVIOUS REVIEW:	no previous review
DATE OF RECENT OCGS REVIEW:	n/a
DOCUMENTATION PROVIDED TO REVIEWERS:	<ul style="list-style-type: none">• Terms of reference for FAS program reviews• Director's Report including<ul style="list-style-type: none">• List of program alumni• Digital advances in the UCDP• Chronology of UCDP appointments• UCDP program of study• Course Descriptions 2006-7 and FAS Calendar entry 2006-7• Program enrolment 2006-7• CVs of all instructors• Outline of UCDP administration• UCDP research activities• Chronology of major developments and events 1986-2006• UCDP scholarships and awards• University College Stepping UP submission• Additional printed and electronic materials regarding the program
CONSULTATION PROCESS:	Reviewers met with the Faculty of Arts & Science Vice-Dean Interdisciplinary Affairs,; the Principal of University College; the directors of the UCDP and the Cinema Studies Institute; the Chair of the Department of English; the Director and Graduate Coordinator of the Graduate Centre for Study of Drama; program faculty members and support staff; a students, alumni, and John Mighton (playwright). The reviewers attended a performance of Strindberg's <i>A Dream Play</i> at the Helen Gardiner Phelan Playhouse.

FINDINGS AND RECOMMENDATIONS - OVERALL ASSESSMENT AND SPECIFIC ISSUES:

The reviewers find that the aims and objectives of the stated educational mandate of the program are met satisfactorily or better in principle, and much of the time in practice. They are concerned that in its present circumstances the program's ability to fully achieve some of its objectives is endangered, and many of their recommendations address this concern.

Curriculum: The reviewers note that the curriculum has been designed around the principle of balance between sequence of studio courses and range of academic approaches to dramatic literature and theatre studies. However, it appears that the audition/interview process as well as the curriculum

offered does not emphasize the academic component. As an example, the reviewers note that of all the five half-courses listed for the program, none were offered in the 2006-07 year. The exclusion of DRM minor program students from practical courses might be redressed through supporting an expansion of small-enrolment studio courses through offering more courses with potentially higher enrolments. Two courses of major importance (DRM260H 'Greek and Roman Theatre' and DRM268H 'Canadian Theatre History') are presently not offered and not staffed. The course in 'Native Mythologies' needs to be taught more frequently than every two or three years and deserves its own number (rather than a 300-level 'Independent Studies' rubric).

In addition, they recommend that the next Director undertake an internal self-study and curriculum review.

Scope of Program: The program has a "stated and demonstrably strong international focus, including contacts with and visits and residences by some of the most important theatre directors and artists of Europe and North America". The reviewers were concerned regarding the understanding and expectations that students have of their practical training and suggested the program may be more accurately advertised as "the best *pre*-professional theatre training". The program's fully staged productions are of an "impressive professional standard".

Enrollments: Deliberately low enrolments impact on drama minor students as they are excluded from practical courses. There could be larger enrollment lecture courses that could impact a wider student body and "in a sense" pay for small enrollment studio courses.

Research Activity: This area is stronger in potential than is currently demonstrated by publications or otherwise disseminated results. However, the research is understood to include creative practice as well as research and the reviewers noted that not all of this aspect of the research profile was included in the documentation they received.

Administration and Governance: Relations with University College are cordial and supportive. There is an unusually large Program Committee and the reviewers recommended that a more traditional structure of sub-committees be set up that report to the Program Committee.

Relationships with other Units: The program has stronger international than local or national ties. The reviewers describe the "isolation" of the program within the University and note that faculty members, teaching staff and students are not best served by this current situation. There needs to be a review of its relationships with other units. Immediate steps must be taken to open lines of communication and collaboration with the Graduate Centre for Study of Drama, including the possibility of creating a single academic unit: "Such a linkage of programs might facilitate solutions to what we see as a current urgency in UCDP's ability to adequately staff its course offerings".

Facilities: The program's public spaces are "sufficiently spacious and well-equipped". A few urgent physical matters need to be addressed: the Performance Studio requires a suitable wooden floor, and adequate sound-proofing needs to be installed between the Performance Studio and the adjoining Costume and Design Studio. The noisy air circulation system in the Leonard Common Room needs to be adjusted, and the available computer resources for the program should be reviewed.

Faculty, Teaching staff and Support staff: There is impressive commitment to the program by all those involved. The reviewers noted that the large number of non-tenure-track positions presently staffing the program places pressure on those involved in terms of day-to-day responsibilities. They recommend that the ways of creating appointments that offer more long-term job security be explored. The non-tenure track appointments should be reviewed to evaluate whether salary is commensurate with experience and seniority in the profession. The program only has one administrative office staff member and the reviewers support the hiring of an additional staff member.

The new Director should have significant theatrical experience, a strong research record, and an ongoing commitment to funded research, as well as a commitment to the program's balance between and integration of theory and practice.

ADMINISTRATIVE RESPONSE:

A new Director of the Drama program has been appointed, and the program will undertake a curriculum review in the context of the Curriculum Review and Renewal presently underway in the Faculty of Arts & Science. The DRM268H has been restored, and (funding permitting) the program will continue to augment offerings of relevant academic courses. The College will examine ways of offering 'Native Mythologies' on a more regular basis.

In terms of the relationships of the program with other units at the University, a Task Force on Drama at the University of Toronto has been struck jointly by the School of Graduate Studies and the Faculty of Arts & Science. The Director of the Drama Program and Director of the Graduate Centre are both included on this body.

The College agrees that the non-tenure-track positions in the program should be strengthened, though it would prefer to do this by offering longer-term or permanent appointments rather than by the creation of 'Professors of Practice' as the report suggests. Reduced teaching loads for new tenure-track appointees have already been arranged, and the teaching of the one Assistant Professor in the program has been adjusted accordingly. The workload of the Program Assistant is now under the management of the Co-ordinator of Academic Services and Assistant to the Vice-Principal, and will be aligned with the workloads of other College Program Assistants.

The new Director, Prof. Tamara Trojanowska (SLA), fulfills the requirements recommended in the review.

The need for a wood floor for the Performance Studio has been significantly reduced by the opening of the new rehearsal space in Morrison Hall. The air circulation system has been adjusted to eliminate the noise, and the College will work with the Director and the Advancement team to address sound-proofing. An improvement to the Program's computer facilities was funded through an allocation from the Student Experience Fund (2008).

Office of the Dean, Faculty of Arts and Science, March 2008.

REVIEW SUMMARY

DIVISION/UNIT:	Department of Germanic Languages and Literatures Faculty of Arts and Science
DATE:	December 2006
COMMISSIONING OFFICER:	Dean, Faculty of Arts and Science
PROGRAMS OFFERED: Undergraduate & First Professional	B.A. German Studies – Specialist, Major and Minor Business German – Minor German & Linguistics – Specialist Modern Languages & Literatures - Specialist Yiddish – Minor
Graduate:	M.A., Ph.D German Literature, Culture and Theory
EXTERNAL REVIEWERS International	Peter Uwe Hohendahl, Cornell University
Canadian	Karin Bauer, McGill University
DATE OF PREVIOUS REVIEW:	1999 (Cluster review with French, Italian, Spanish & Portuguese, and Slavic Languages and Literatures
SUMMARY FINDINGS AND RECOMMENDATIONS OF PREVIOUS REVIEW:	While the Department then had a distinguished faculty teaching a balanced program at both undergraduate and graduate levels, it was faced with a challenge in determining its orientation and intellectual focus for the next decade. The Department was recommended to look at the recent reinvention of the German Department at the University of Chicago and to consider opening itself to the option of cultural history, focusing on topics such as psychoanalysis, German philosophy, 20 th century political conflicts, avant-garde movements, etc.
DATE OF RECENT OCGS REVIEW:	2004-5
DOCUMENTATION PROVIDED TO REVIEWERS:	<ul style="list-style-type: none">• Terms of reference for FAS external reviews• Chair's end-of-term report, November 2006• Faculty CVs• External review cluster report 1999• Graduate Student Handbook• Undergraduate Student Handbook• Germanic Languages & Literatures Newsletter, December 2005
CONSULTATION PROCESS:	During the two day joint site visit the reviewers met with the Faculty of Arts and Science Dean and the Vice Dean, Academic; the Chair, the Associate Chair; the Graduate Coordinator; the Associate Chair and Undergraduate Coordinator; faculty members; undergraduate and graduate students; the School of Graduate Studies Governance Officer of SGS; and the Director of the Joint Initiative in German and European Studies..

FINDINGS AND RECOMMENDATIONS - OVERALL ASSESSMENT AND SPECIFIC ISSUES:

The reviewers highlight that the "Department has been very successful in its various efforts: "the outcome of the rebuilding process between 2000 and 2006 is quite remarkable. New faculty members are making substantial contributions to the University of Toronto as well as the discipline of German studies. Both the undergraduate and graduate curriculum have been revamped and brought up to present expectations [of the discipline], and the administrative structure offers adequate support to the

efforts of the academic staff.” The Department is still in a phase of transition, but appears as an “outward-looking unit that is on the move and confident of its future.”

Faculty

The reviewers commended that the recent hires, from the first ‘rebuilding’ appointments through to those of 2006-7, have redefined the department in terms of a German studies agenda rather than a traditional focus on German literary history and greatly increased the research output of the Department. Several faculty members have shared appointments with other disciplines. The research record of the department is “impressive”. The appointment of a medievalist has brought back Medieval Studies into a department otherwise emphasizing the 20th century. With respect to the Department’s plan to hire in the area of gender studies and transnational literature, the reviewers agreed that the gap in gender studies ‘should be closed sooner than later’; they noted that an appointment in transnational literature would likely strengthen the present 20th century direction but would leave a relative weakness in the 18th and 19th centuries. They noted the gender imbalance in the Department.

Administrative staff

The reviewers noted that the staff are “very dedicated to serve students and academic staff of the department” but are overworked. The 20 per cent financial officer (who is shared with the Department of French) did not have the facilities to handle efficiently the financial affairs of the Department. The reviewers made several recommendations regarding the staffing organization including that they should have access to the chair or acting chair during office hours; that meetings could be held with academic staff to discuss work and modes of communications; the senior secretarial position be upgraded to a 60 per cent; and that office space be allocated in the Department for the financial officer.

Undergraduate programs

The reviewers evaluated the variety of programs as ‘appropriate to a department of its stature and size.’ They approved of the shift back to more teaching in German (rather than in English); of the appointment of a specialist in second language acquisition to reflect the commitment to language instruction; and the increased opportunities for students to study in Germany. They thought that given the number of faculty cross-appointments there might be scope for offering more cross-listed courses taught in English to students in other programs. The reviewers identified several issues for discussion by the Department’s undergraduate curriculum committee: the roles of Medieval and Yiddish Studies within the undergraduate program; the allocation of particular courses to the faculty who specialize in the relevant areas; and offering more pre-1900 courses.

Graduate program

The reviewers noted that the Department has made significant progress in attracting and placing good graduate students. The guaranteed funding package offered by the University is generous compared to other Canadian institutions. While the number of courses offered is ‘good and more than sufficient to fulfill course requirements’, the reviewers recommended that a broad range of courses covering core areas of the discipline be offered. They recommended further an increase in the number of graduate courses taught in German; a review of team-taught graduate seminars in light of some student criticism; the provision of information on grant application procedures and deadlines; and a forum for graduate students to discuss their research with other students and faculty.

Departmental culture and leadership

The reviewers commented that although the organizational structure has been formed, the department does not take full advantage of standing committees and informal means of communications within the department. Committees should be simplified in structure and expanded to include undergraduate and graduate students and administrative staff as appropriate.

The reviewers recommended more meaningful faculty meetings in terms of discussion of substantive matters. This would serve both in terms of enhancing communication and bringing them into the departmental community and identity.

ADMINISTRATIVE RESPONSE

The Dean is pleased with the reviewers' positive assessment of the accomplishments of the rebuilding process commenced under the previous chair of the Department and welcomes their positive recommendations for continuing that process. The new chair has very quickly taken steps to implement several of the recommendations.

1. Faculty appointments: The Department is searching for a candidate in modern German literature and culture (from the 18th century to the present). While the field of specialization is open, the Department is seeking to strengthen its research and teaching profile in one or more of gender studies, transnational literature, mediality, print and material culture. The search is still underway, but the search committee agrees unanimously with the reviewers that there is a need to hire a woman and is making every effort to recruit outstanding female scholars.

2. Non-academic staff: The 60 per cent secretarial position has been upgraded to 80 per cent. Space has been found, and is currently being prepared, for an office within the Department for the financial officer.

3. Undergraduate program: The undergraduate curriculum committee has held several meetings to discuss the integration of medieval and Yiddish studies into the undergraduate curriculum and the other questions raised by the reviewers (bridging the gap between language and literature courses; matching faculty expertise with course offerings; offering more courses in pre-1900 literature). The department has also organized two Study Abroad discussion sessions for undergraduates in order to increase the number of students taking advantage of the opportunities to study in Germany.

4. Graduate program: The department has established an annual 'Grant Writing Workshop' and a system for reviewing students' research proposals in order to increase their chances of success. It has instituted a *Graduate-Faculty Colloquium*, where both graduate students and faculty present their work to the entire department. This has been a great success and already meets at least twice a term,

5. Departmental culture and leadership: As well as the *Graduate-Faculty Colloquium*, the Department has just established an *Annual German Studies Symposium*, an international conference to be led by different faculty members each year. The first, on 'Autobiographical Non-fiction Film: The Contemporary German Context', will take place in April 2008. The second will be on 'Staging Minority Voices: Jews, Turks and Germans on the Cabaret Stage' in spring 2009: this second symposium will help to integrate Yiddish into the study of Germanic languages and literatures.

The Dean is confident that the Department under its new leader will evolve a strong and cohesive departmental culture reflecting the strengths of its young and productive faculty, its students and its programs.

Office of the Dean, Faculty of Arts and Science, March 2008

REVIEW SUMMARY

DIVISION/UNIT:	Human Biology and Collaborative Life Science Programs Faculty of Arts and Science offered with the Faculty of Medicine
DATE:	December 2006
COMMISSIONING OFFICER:	Dean, Faculty of Arts and Science
PROGRAMS OFFERED:	
Undergraduate & First Professional	B.Sc. Human Biology: Genes, Genetics & Biotechnology Specialist Global Health Specialist Health & Disease Specialist Neuroscience Specialist Human Behavioural Biology Specialist [being amalgamated with Neuroscience] Human Biology Major [previously known as the Life Sciences Major] Biochemistry Specialist and Major Immunology Specialist Pathobiology Specialist Molecular Genetics & Microbiology Specialist Nutritional Sciences Specialist and Major Pharmacology Specialist and Major Toxicology Specialist and Major Pharmacology & Toxicology Specialist and Major Environment & Toxicology Specialist Physiology Specialist and Major
Graduate:	n/a
EXTERNAL REVIEWERS	
International	Jeffrey J Wine, Stanford University
Canadian	William Racz, Queens University
DATE OF PREVIOUS REVIEW:	1999 Cluster review with Departments of Anthropology, Botany and Zoology
SUMMARY FINDINGS AND RECOMMENDATIONS OF PREVIOUS REVIEW:	There were serious problems with the very large Human Biology program, whose growth had been exponential from around 400 students in the mid-1980s to approximately 2,000 in the late 1990s. Issues raised included a lack of coherence in the program with few structured requirements. It was recommended that in rethinking the program, the well-established Human Biology Program at Stanford University be studied.
DOCUMENTATION PROVIDED TO REVIEWERS:	<ul style="list-style-type: none">• Terms of reference for FAS program reviews <p><i>Human Biology Programs</i></p> <ul style="list-style-type: none">• Overview by Valerie Watt, Director Human Biology Programs, October 2006• Human Biology Programs Director's Report, August 2005• FAS Calendar Outline• Cluster External Review Report, April 1999• <i>Stepping Up</i> Planning Document, April 2004• Decanal Response, October 2004 <p><i>Other collaborative Life Science programs</i></p> <ul style="list-style-type: none">• Report by the Division of Teaching Laboratories, Faculty of Medicine, October 2006• Department of Biochemistry, Undergraduate Teaching Report,

- February 2006
- Biochemistry FAS Calendar entry
- Department of Immunology Undergraduate Teaching Report
- Immunology FAS Calendar entry
- Department of Laboratory Medicine and Pathobiology Undergraduate Teaching Report, October 2005
- Pathobiology Faculty of Medicine Calendar entry
- Department of Medical Genetics & Microbiology Undergraduate Teaching Report
- Molecular Genetics & Microbiology FAS Calendar entry
- Report on Undergraduate Specialist Program in Neuroscience
- Neuroscience FAS Calendar entry
- Department of Nutritional Sciences Undergraduate Teaching Report
- Nutritional Sciences FAS Calendar entry
- Department of Pharmacology Undergraduate Teaching Report, April 2006
- Pharmacology FAS Calendar entry
- Report on Undergraduate Physiology Programs, January 2006
- Physiology FAS Calendar entry

CONSULTATION PROCESS:

During the site visit on October 23-24, 2006, the reviewers met with the Faculty of Arts and Science Dean and Vice-Dean Undergraduate Education; Faculty of Medicine Dean; the director and former director of the Human Biology programs; the co-chairs of the Life Sciences Curriculum Planning and Executive Committees; the Program Committee of the Human Biology Program; the director and program advisor of the Neuroscience Program; the chairs of cognate Arts and Science departments; the chairs and undergraduate coordinators of the relevant departments in the Faculty of Medicine; teaching staff in the Human Biology program; the director of the Division of Teaching Laboratories in the Faculty of Medicine; students in the Human Biology Programs (specialists and majors); and students (specialists and majors), in the other collaborative Life Science programs.

FINDINGS AND RECOMMENDATIONS - OVERALL ASSESSMENT AND SPECIFIC ISSUES:

Structure and content of the Human Biology Program

The programs in Human Biology are of 'good quality, are fulfilling a major need and should be supported both administratively and academically... The involvement of the basic medical sciences and integration with the other disciplines are also seen as strengths." The program is attracting good students.

One of the issues identified is the large number of Major Life Sciences students that do not have an apparent academic home. Given the large number of students in the program, additional academic advisors should be available. For these students, the reviewers also identified a need for a greater number of upper level courses.

The reviewers made several specific suggestions regarding the curriculum but stress that clear objectives need to be developed for the programs. They recommended that, given the large enrolment in the programs, consideration should be given to 'stabilizing or controlling the enrolment to be more consistent with the available resources." Follow-up surveys of students that have graduated from the program should be conducted.

Structure and content of the Specialist Programs from the Faculty of Medicine

The eight programs offered by the Faculty of Arts and Science in collaboration with the Faculty of Medicine are all 'strong programs'. The recently introduced revenue sharing amongst the two Faculties should continue as it has 'enhanced the opportunity for the basic medical science departments to offer more courses and accept additional students into existing courses'.

Faculty teaching in the Human Biology programs

As the reviewers note, the strength of the Human Biology Programs is that they are multi-disciplinary, although this poses the challenge of gaining faculty resources from a wide range of departments in two Faculties. Although the present situation is superior to what it was in the last review, the programs are still large and diffuse in terms of their goals. The faculty members who teach in the program are very enthusiastic but there is limited ability to hire faculty and the program depends on other departments, on the basis of good will, to provide the teaching resources required.

The reviewers were not in favour of the program receiving departmental status as this would undermine the program's flexibility. Rather, a mechanism should be put in place that would assist in coordination and seeking of resources (for example, the formation of a Human Biology Executive Committee and dedicated funding for the program). The reviewers recommended that the Human Biology Programs and their director be provided with resources in order to hire additional faculty, permanent and/or cross-appointed from departments, with a commitment to teach in the Human Biology programs.

Participating departments should be given a "clear mandate as to the teaching expectations in the Human Biology Program".

Program Administration and governance

The reviewers were specifically asked to comment on the relationship between New College, where the administration of the Human Biology Programs is housed, and the Human Biology Programs. They found this relationship valuable and recommended its continuation. They were impressed with the energy and vision of the new director and strongly recommended she should be provided with more administrative support.

Marketing the Human Biology Programs

The reviewers noted that the key issue is a 'significant mismatch between student expectations that they are being trained for medical school, when in fact only a small proportion of all graduates are admitted to medical school. It would be helpful to provide students with more quantitative data about the program outcomes.' As well, they recommended that the confusingly named Life Science Major be renamed the Human Biology Major.

Facilities and support staff

Here the reviewers focused on the issue of laboratory space and the availability of lab courses, especially the lack of laboratory experience for Human Biology Major students. The reviewers supported the new director's proposal for a third year laboratory course for these students.

Future directions

The reviewers reiterated their recommendation on clarifying career paths for students entering the programs. The Stanford model suggested in the previous review is still valid to study as a possible future direction in that it has an emphasis on educating students in both the biological and social sciences. The reviewers praised the program's aims to 'provide students with skills and motivation to allow for a lifetime of learning.'

ADMINISTRATIVE RESPONSE

The Life Science Major has been renamed the Human Biology Major. The Human Biology Specialist programs now include the Neuroscience specialist program as well as the Global Health program commenced in 2007-8. The prospect for all the Human Biology programs has been transformed by the provision of new resources (see below).

With respect to the other collaborative life science programs, the reviewers' two recommendations have been addressed. The Deans of the Faculty of Arts and Science, and of Medicine, have drafted a new memorandum of agreement to continue and extend revenue sharing for all the Human Biology Programs (specialist and major) and the other collaborative life science programs (again specialist and major) within the context of the University's new budget model. The basic medical science departments in the Faculty of Medicine have been expanding their major programs and several new 300 and 400 level courses offered by the Departments of Biochemistry, Nutrition and Physiology will be available to Human Biology students in 2008-9.

The new and energetic director of the Human Biology Programs, swiftly building on the achievements of her predecessor, successfully applied to the Academic Initiatives Fund (AIF) in 2007 for additional resources for the programs, a total of \$2.3m over the three years 2007-8 to 2009-10. These funds support a newly developed organizational plan with a primary focus on new human resources: 2 FTE tenure-stream professorial faculty jointly with cognate units, 3 FTE teaching-stream faculty, sessional instructors, 2 student advisors, plus more teaching assistants. The Human Biology Programs are now in a position to provide more courses designed specially for their students, including both upper level and laboratory courses for majors as well as specialists.

The Human Biology Programs also received funding to renovate New College space so as both to be able to offer more academic counseling to the students and to house the expanded faculty and administrative staff. This fully addresses the reviewers' concern that the Human Biology Major Program students lacked an academic home, especially now that Human Biology and New College have received further financial support from the Student Experience Fund in 2008 to update the New College classrooms used by the Human Biology students and the Curriculum Renewal Initiatives Fund. AIF have also contributed to the enhancement of laboratories in the Faculty of Medicine used by undergraduate life sciences and Human Biology students.

With respect to the content of the Human Biology programs, course offerings have been significantly enriched in 2007-8 and 2008-9. There are now new core lecture courses in 2nd and 3rd year as well as the new 3rd year laboratory course with priority enrolment for Major students. This has involved the generous collaboration of the Director of the Division of Teaching Laboratories in the Faculty of Medicine as well as the AIF contribution. AIF funding has made possible the availability to Human Biology students of a chronically oversubscribed ANA300Y Human Anatomy & Histology. Six new 4th year courses are being offered in 2007-8 and 2008-9, and eight additional 4th year courses are planned for 2009-10. Additionally, two new program courses are now offered by the Faculty of Physical Education and Health.

Office of the Dean, Faculty of Arts and Science, March 2008

REVIEW SUMMARY

DIVISION/UNIT:	Munk Centre for International Studies Faculty of Arts and Science
DATE:	March 14-15, 2007
COMMISSIONING OFFICER:	Dean, Faculty of Arts and Science
PROGRAMS OFFERED:	The Munk Centre houses a number of centres and institutes with graduate and undergraduate teaching programs, as well as research programs without teaching programs. It does not have its own teaching programs.
EXTERNAL REVIEWERS	
International	Michael Barnett, University of Minnesota Steven Weber, University of California-Berkeley
Canadian	
DATE OF PREVIOUS REVIEW:	This is the first external review of the Centre, formed in 2000.
DOCUMENTATION PROVIDED TO REVIEWERS:	Director' Report (October 2006). Letters from the Directors of the academic units housed at the Centre: <ul style="list-style-type: none">• Asian Institute, Joseph Wong;• Boreal Institute for Civil Society, James Radner;• Centre for European Russian, and Eurasian Studies, Jeffrey Kopstein;• Centre for International Studies, Louis Pauly and Steven Bernstein;• Centre for the Study of the United States, Elspeth Brown;• Citizen Lab, Ronald Deibert;• Institute on Municipal Finance and Governance, Enid Slack; <i>Stepping UP</i> Planning Document (April 2004) and Decanal Response (September 2004)
CONSULTATION PROCESS:	<p>The Review Committee visited the University on March 14-15, 2007 (Due to an accident Prof. Weber was unable to attend the site visit; Prof. Barnett took extensive notes which were made available to Prof. Weber, and the two prepared the final report together.)</p> <p>Following an opening briefing with the Faculty of Arts and Science Vice-Dean Interdisciplinary Affairs, the reviewer met with the Munk Centre Director, Executive Director, Senior Fellows, undergraduate and graduate students, Financial Officer, IT Manager; the Program Director, Centre of European, Russian and Eurasian Studies; Interim Director, Centre for the Study of the United States; the Editor of the "International Organization"; the Director, Program on Water Issues; the Director and administrative staff of the Asian Institute; the Acting Director, Centre for International Studies; and the Executive Producer of "Agenda with Steve Paikin", TVOntario.</p>

FINDINGS AND RECOMMENDATIONS - OVERALL ASSESSMENT AND SPECIFIC ISSUES:

The reviewers describe the Munk Centre's "extraordinary achievement" in moving during its first years "from being an idea to becoming Canada's premier and one of North America's leading centres for international studies." They note the "centrality of Munk to the University of Toronto," and make strong recommendations both for "consolidating [the Centre's] recent achievements and [for] making progress toward its goal of becoming one of the world's leading centres in international studies."

The Centre is “becoming an internationally recognized leader in interdisciplinary academic research on global issues.” The physical clustering of the centres and institutes that are part of the Munk Centre provides a greater opportunity to interact and allows for the achieved synergy among the international programs. The reviewers described the Munk Centre has ‘self-consciously promoted a culture that nurtures and feeds dialogue, debate, and discovery’ that has allowed the production of programs and new initiatives. It has a networked model that has provided for an ‘area of experimentation, innovation and creativity within a more traditionally-bound university structure’. The Centre has successfully achieved the goal of becoming *the* place for high quality speakers, events, workshops and conferences on international affairs at the University. The reviewers also consider that it has become a central location for public engagement and education in international studies.

Recommendations

Research Funding: The Munk Centre needs a secure pool of funding available for initiating and sponsoring innovative projects and collaborations. The reviewers envisaged two kinds of programs including research working groups at the University and transnational partnerships between the University and external institutions.

Faculty Lines: “The university should authorize several joint appointments between the Munk Centre and tenure-granting departments.... The university can encourage departments to hire in non traditional areas by establishing joint appointments between them and interdisciplinary centres.”

Diplomat-in-Residence and Visiting Scholars Program: The former diplomat-in-residence program should be restarted. The Centre should “create a visiting scholars program to bring faculty from outside of the University of Toronto to the Munk Centre for a limited period of time.... Those who fill these positions also should be asked to teach a course or help organize a set of activities that will further undergraduate and graduate education.”

Staff Support and Directorship. “The Munk Centre’s staff is stretched dangerously thin – raising questions about the Centre’s sustainability and undermining the ability to build on its recent successes.” The reviewers recommend four staff positions are required: Communications Director; Executive Assistant to the Director and the Executive Director; Half-time assistant to the Financial Officer; and Grants Officer. The reviewers suggest that in order to recruit talented faculty to the position, the Director of the Centre should be compensated on par with the Directors of other major programs.”

Student Integration. “The Munk Centre has invested effort and resources in improving the quality of the undergraduate experience by supporting out-of-classroom activities for undergraduate students in several programs. Graduate students from resident centres and programs, however, need to be better integrated into the life of the centre.” The reviews suggested that the Centre provide faculty-student research awards, whereby faculty are given a research assistant and establish programs and events that bring together the graduate students from the different programs.

Governance. The reviewers recommend that Centre should continue to be organized around interdisciplinary networks.

Physical Space. The Centre is confronting a ‘serious space problem’ in that existing programs and new projects want to be located at the Munk Centre because of the opportunity to collaborate and interact with those already housed there. The reviewers recommend possible long- and short-term solutions.

ADMINISTRATIVE RESPONSE:

The Dean is very supportive of this strong and thoughtful review. As a partial response to this review, a *Committee on International Studies at the University of Toronto and the Role of the Munk Centre* was struck by the Vice-President and Provost to consider international studies and the future of the Munk Centre. The Committee met during November 2007 – January 2008, and reported on 18 January 2008. The membership of the committee was broadly representative and the report proposed a series of recommendations including the creation of a School incorporating the Munk

Centre. This would enable the Munk Centre and its constituent centres and programs to move beyond their present excellence towards an academic program of world-class stature. The Principal of Trinity College, the Dean of the Faculty of Arts and Science, and the Dean of the School of Graduate Studies all support the creation of the unit. The proposal has been developed in consultation with appropriate partners. The Faculty of Arts and Science Council approved the creation of a School of International Studies on March 3, 2008.

In addition:

1. The Centre proposes to invite applications from across the University for interdisciplinary research on global issues, and to match internally any new funding committed by the Faculty of Arts and Science. The Centre's highest priority is \$50,000 of new funding annually for a Research Circle that would become \$100,000. This amount would be returned to faculty and their students.
3. The Munk Committee has recommended the revival of the Diplomat-in-Residence and Visiting Scholars Program.
4. The Munk Committee has recommended the establishment of the recommended four administrative positions as soon as appropriate funding for them can be identified.
5. Appropriate compensation for the Director has been agreed upon between the Dean and the Chair of the Department of Political Science.
6. The Munk Centre and its Directors can implement some of the reviewers' recommendations from its existing resource envelope. They propose to begin a special research seminar for all the graduate students at the Munk Centre, at which students from different programs and disciplines will be invited to present their research. The Centre will also provide funds for graduate students to invite two external speakers which excite the interest of students across programs. The Centre will also deepen its funding for undergraduate activities at the Munk Centre.
7. The Munk Committee recommends that the present flexible governance structure of the Munk Centre be retained, with the addition of an Advisory Council one of the primary tasks of which will be to allocate to the various teaching units within the Centre the teaching time of any new faculty appointments.
8. The Centre is suffering from a critical shortage of space for a long list of faculty and programs that wish to join the Munk Centre. Nor is it at all obvious how to accommodate existing programs at the Munk Centre that are growing through new funding, new faculty and growing numbers of students. Additional space is an urgent requirement, either through an addition to the existing building or through annex space that is physically proximate to the Munk Centre.

Funding for the School of International Studies will be based on the existing financial commitments to the Centre. The School will be actively involved in outreach programs and additional sources of funding will be identified. As academic needs evolve, the University will assist the Faculty of Arts and Science in identifying the space needed for the expansion of its programs.

Office of the Dean, Faculty of Arts and Science, March 2008

REVIEW SUMMARY

DIVISION/UNIT:	Department of Italian Studies Faculty of Arts & Science
DATE:	December 21, 2006
COMMISSIONING OFFICER:	Dean, Faculty of Arts & Science
PROGRAMS OFFERED:	
Undergraduate & First Professional	BA: Italian (specialist, major, minor) Italian Culture and Communication Studies (minor) Second Language Learning, Italian (major)
Graduate:	MA, PhD
EXTERNAL REVIEWERS	
International	Prof. Millicent Marcus, Yale University
Canadian	Prof. Paul Colilli, Laurentian University
DATE OF PREVIOUS REVIEW:	1999 (cluster review with French, German, Spanish & Portuguese, and Slavic Languages and Literatures)
SUMMARY FINDINGS AND RECOMMENDATIONS OF PREVIOUS REVIEW:	The reviewers recommended the hiring of a Dante specialist, and noted that it would be 'desirable for faculty members to feel less restricted in their teaching... by their initial field of specialization.' The departure of two faculty members for other units suggested a recent history of departmental dissension, which should be addressed.
DATE OF RECENT OCGS REVIEW:	2004-5
DOCUMENTATION PROVIDED TO REVIEWERS:	<ul style="list-style-type: none">• Terms of Reference• Chair's end-of-term report (Fall, 2006)• CVs of all department faculty• <i>Stepping UP</i> planning documents and decanal response• 1999 cluster review report• OCGS periodic appraisal (2004-5)• Graduate Student Handbook
CONSULTATION PROCESS:	The reviewers met with the Faculty of Arts and Science Dean and Vice-Dean Interdisciplinary Affairs; the Department Chair, Undergraduate Coordinator, Graduate Coordinator, administrative staff, faculty members, undergraduate and graduate students; and the Dean of the School of Graduate Studies.

FINDINGS AND RECOMMENDATIONS - OVERALL ASSESSMENT AND SPECIFIC ISSUES:

The reviewers found the faculty of the Department to excel in research, supported by world-class resources related to Italian Studies, including one of the best research library collections in North America, and extra-departmental graduate programs that offer courses and expertise in Italian Studies (for example, History, Art History and Medieval Studies). The programs of study reflect a vibrant and strongly supportive Department.

Faculty: The reviewers highlighted the excellent research conducted in the department. They commented that the Department's faculty members consist very largely of graduates of the University of Toronto, and recommended that new hires should be recruited on an international level. There is a significant gender imbalance in the professorial stream. A hire in medieval Italian should be the Department's first priority in complement planning.

Undergraduate education: Undergraduate students lauded the program's strength in terms of excellent teaching and advising, sense of community and supportive environment of the Department.

Language studies are particularly strong, with course enrolments which are 'remarkable' given the University's absence of a language requirement. The reviewers suggest that an additional contact hour be made available both for language and for literature courses.

Graduate education: The Department houses the only doctoral program in Italian in Canada, and the reviewers note the presence of a 'vibrant intellectual community'. The reviewers recommend that they give thought to the expansion of both the MA and PhD programs.

The reviewers note that the loss of Italian Linguistics as an OCGS field (through the death of one faculty member and the resignation of another) needs urgently to be addressed. They recommend that existing departmental faculty with strengths in language acquisition accept some supervision in linguistics until the proposed new hire in that area is able to act as sole supervisor of graduate theses. The reviewers note that the graduate coordinator's position would make more sense with a term of three or four years rather than one year.

There is an issue regarding PhD Qualifying Examinations in the Department and the reviewers note that many Universities are revisiting their policies and regulations in this area. They recommended that the choice of a doctoral dissertation topic be delayed until after the first written examination, and that the option of publishing a refereed article in lieu of the examinations be considered.

The reviewers recommend that further thought be given to the mentoring of graduate students by supervisors, extending those responsibilities to involvement in research and publication, and that graduate students be encouraged to adopt an interdisciplinary approach, which might include taking courses in cognate departments. They recommend that closer ties be sought with cognate units towards the introduction of a strong interdisciplinary component to the curriculum.

Relations with other units: The Department has strong collaborative ties with the University of Toronto at Mississauga, and many units on the St. George campus, and these collaborations should be encouraged as opportunities to enrich the Department's potential.

Department administration, facilities and support staff: The reviewers considered that the Chair appeared to have "very effective administrative mechanisms in place". The administrative staff "are doing a marvelous job" at ensuring the department works smoothly.

The reviewers note that there is a clear division among the Department's faculty members over whether adequate consultation is done in the process of decision-making. The reviewers understand that to a certain extent this division is a product of the physical split in the Department between those housed in St. Michael's College and those housed at Victoria College. The reviewers recommend that faculty members are informed of pre-established consultation and decision making processes and that these processes are rigorously followed.

Space concerns are exacerbated by the inadequate graduate student space and lack of meeting space near the Department's offices. Devising a strategy for space allocation that maximizes the possibility for contact between students and faculty is recommended by the reviewers.

ADMINISTRATIVE RESPONSE:

The Dean welcomes the reviewers' thoughtful consideration of the Department and its programs, and offers the following responses to their recommendations:

1. The Department placed a position in medieval Italian (Dante, Boccaccio) as the second priority in its Stepping Up plan (first priority was a position in Italian Linguistics, which has now been filled). The Department agrees that the medieval appointment should now be its first priority.
2. The Department agrees that gender balance and the avoidance of appointments from within the Department will be crucial issues in any new hires; although the most recent four hires in the Department are not U of T graduates, the balance needs further attention, as does the relatively low proportion of women in the professorial stream. These issues will both be addressed in any new hires.

3. The Department is examining the possibility of changes to contact hours.
4. The Department's norm for graduate coordinator is a three-year term.
5. The Department has now hired a junior faculty member in Linguistics. Senior faculty with competency in areas of language teaching have filled and continue to fill the gap in graduate supervision until the new hire can take on sole supervisions.
6. The Department agrees that it is essential that supervisors take seriously their mentoring responsibilities beyond the supervision of a thesis, and endorses the reviewers' advice that graduate students are encouraged to think in an interdisciplinary manner and to take courses in cognate departments, and that collegial relations with these departments are strengthened. In the context of its OCGS review in 2008-9, the Department will be conducting an internal review of its graduate programs, and these questions (including the expansion of interdisciplinary options) will be considered in detail at that time.
7. The reviewers recommend an expansion of the Department's graduate programs; this has been undertaken in the context of the Faculty's graduate expansion, with the total number of graduate students rising from 32 in 2006-7 to 39 in 2007-8.
8. There is some division in the Department over the question of the PhD timeline, especially in relation to departmental examinations. The question of whether the dissertation topic should be chosen earlier (improving time to completion) or later (allowing a more informed decision) will be discussed in the context of next year's OCGS review, as will the possibility of substituting a published article for the examinations.
9. The reviewers recognize that the Department of Italian has been divided in its response to departmental governance; the members of the Department collectively commit to making an effort to overcome divisiveness and pursue fruitful collaboration. The Department will continue to press for unitary premises.

Office of the Dean, Faculty of Arts and Science, March, 2008

REVIEW SUMMARY

DIVISION/UNIT:	Department of Linguistics Faculty of Arts and Science
DATE:	January 11, 2007
COMMISSIONING OFFICER:	Dean, Faculty of Arts and Science
PROGRAMS OFFERED:	
Undergraduate & First Professional	BA Linguistics (specialist, major, minor), Linguistics and Languages (specialist), Linguistics and Philosophy (specialist); BSc Linguistics and Computing (specialist)
Graduate:	MA, Ph.D., Collaborative Program (M.A.) in Semiotics
EXTERNAL REVIEWERS	
International	Professor Catherine McKenna, Celtic Languages and Literatures Harvard University Professor Richard Larson, Linguistics, Stonybrook University Professor Margaret Speas, Linguistics, University of Massachusetts
Canadian	n/a
DATE OF PREVIOUS REVIEW:	1999 (cluster review with the Departments of English and French)
SUMMARY FINDINGS AND RECOMMENDATIONS OF PREVIOUS REVIEW:	The reviewers noted only that the department was at or near the top of comparable departments in Canada, and endorsing the department's proposals to maintain strong interdisciplinarity. There were no specific recommendations made in 1999, although pending retirements were noted as a problem.
DATE OF RECENT OCGS REVIEW:	2004-5
DOCUMENTATION PROVIDED TO REVIEWERS:	<ul style="list-style-type: none">• Terms of Reference• Departmental self-study (2006)• Academic plan (2004)
CONSULTATION PROCESS:	The reviewers met with the department chair, the undergraduate coordinator, members of the faculty (in two groups), representative members of the undergraduate and graduate student populations, the administrative staff, SGS Vice Dean, the Dean, and Vice Dean Academic, Faculty of Arts and Science.

FINDINGS AND RECOMMENDATIONS - OVERALL ASSESSMENT AND SPECIFIC ISSUES:

The reviewers judged the Linguistics faculty to be of very high quality, with strong research productivity and international recognition, and with "exemplary dedication" to teaching and to service. The quality of training in both the undergraduate and graduate programs is high.

Faculty: The reviewers noted faculty members' "active commitment to research and scholarship, the quality of which is recognized in national and international circles." It is recognized as a strong, highly productive research unit within the academic community. The reviewers highlighted "the intense and admirable commitment that UofT Linguistics faculty exhibit with respect to their students" and noted it is considered to be welcoming and nurturing. Commitment to teaching and advising was evident at the undergraduate and graduate program level – the department is doing a "superb job".

The reviewers noted the comparatively small size of the faculty complement, and emphasized the need for new hires. The new hires noted in the Chair's report will 'go a long way toward alleviating any strain present" and should be appointed on schedule. The research areas planned for these appointments are highly desirable.

Undergraduate education: The program is 'very well-crafted and clearly successful' with students receiving a high level of focused instruction. The students commented on the faculty's 'enthusiasm for involving them in research, and guiding them in it'.

Graduate education: The quality of the graduate program is high. Faculty members 'work closely with students at all levels, fostering an environment in which students learn quickly how to become linguistic researchers'. The Department has planned extensively for graduate expansion and the reviewers concur with their decision to 'emphasize their strength in empirically-based study of human language, language change, and language variation. The current integration of the various approaches to language variation seems especially successful, and we hope that this integration will continue.'

As the international recognition of the Department's doctoral programs grows, the place of the MA in doctoral training has come up. In light of the intensity of the MA program, the reviewers wondered "whether the Department might be losing quality doctoral applicants to universities that allow students with BAs to apply directly to a five-year doctoral program". The reviewers recommended a reconsideration of the MA program, which at present is highly demanding and intensive, perhaps damaging the availability of students to the doctoral program and lengthening the time to completion of the Ph.D.

The reviewers noted that the language requirement, which obliges students to exhibit reading competency in two languages rather than their native languages, is rightly being reconsidered as students raised problems with its nature and application.

Relations with other units: The Department has been successful in integrating joint/cross appointments and relations with linguists at UTM and UTSC are strong.

Administration, facilities and support staff: The Department culture is 'one of strong respect and collegiality, with heavy involvement of all faculty members in decisions affecting the department.' The reviewers comment that support staff are 'stretched beyond reasonable limits and their functions will not scale up as smoothly as the program grows.' The reviewers recommended additional clerical help dedicated to graduate student administration.

The reviewers conclude that there is need for additional space in order to foster the collegial environment of the department. They recommended that the department be given additional space, in consultation with members of the department as to space requirements.

ADMINISTRATIVE RESPONSE

We are very pleased at the reviewers' recognition of the high quality and dedication of the members of the Department of Linguistics, and the recognition also of their collegiality, teamwork, and dedication to their students in general. We concur with all of the reviewers' recommendations. More specifically:

1. The already approved 3 new faculty appointments will be made as budget permits, as much on schedule as possible.
2. The department will reconsider the MA program, although the issues here are extremely complex and have been debated within the department for quite some time.
3. The department most certainly needs new, attractively configured space. The Faculty has been hampered in providing this space by a delay in some of our current capital projects. The department, however, is on our priority list for new space as soon as it becomes available and renovation resources are identified.
4. Graduate expansion has already delivered temporary additional clerical help to the department; and consideration will be given as to whether it can be continued on a more stable basis.

5. The department has now reviewed its language requirements and a reduction to one language at the MA level, as recommended, has been approved, to begin in September 2008. The administration of the language requirement has been simplified.

Office of the Dean, Faculty of Arts and Science, March, 2008

REVIEW SUMMARY

DIVISION/UNIT:	Department of Slavic Languages and Literatures Faculty of Arts and Science
DATE:	December 7-8, 2006
COMMISSIONING OFFICER:	Dean, Faculty of Arts and Science
PROGRAMS OFFERED: Undergraduate & First Professional	B.A.: Croatian and Serbian Studies (major, minor) Czech and Slovak Studies (major, minor) Estonian Studies (minor) Finnish Studies (major, minor) Hungarian Studies (major, minor) Polish Language and Literature (major, minor) Polish Studies (major, minor) Russian Language and Literature (specialist, major, minor) Russian Language (minor) Russian Literature in Translation (minor) Slavic Language (specialist) Slavic Language and Literature (specialist) Ukrainian Language and Literature (specialist, major, minor) Linguistics and Languages (combined specialist) Modern Languages and Literatures (combined specialist)
Graduate:	M.A. Ph.D. with majors and minors fields in: Croatian and Serbian Language and Literature Czech and Slovak Language and Literature Polish Language and Literature Russian Language and Literature Slavic Language and Literature Ukrainian Language and Literature
EXTERNAL REVIEWERS International	Daniel Collins, Ohio State University Gabiella Safran, Stanford University
Canadian	n/a
DATE OF PREVIOUS REVIEW:	External Review Cluster Report, 1999
SUMMARY FINDINGS AND RECOMMENDATIONS OF PREVIOUS REVIEW:	<p>The department should organize a third-year abroad program, allow students to take more courses from other departments and reduce the number of survey courses. It should continue with its goal of making the curriculum more interdisciplinary and culture-oriented by cooperating with other departments.</p> <p>The positions requested (specialist in 20th Century Russian Literature and Culture, 19th Century Russian Literature specialist, Russian Linguist, Ukrainian specialist and Polish specialist) are reasonable. The University's library resources in Eastern and Central Europe are limited.</p>
DATE OF RECENT OCGS REVIEW: DOCUMENTATION PROVIDED TO REVIEWERS:	2005-2006 <ul style="list-style-type: none">• Terms of Reference• Department Self-Study, October 2006• Faculty CVs• <i>Stepping Up</i> Academic Plan and Faculty Response, 2004• External Review Cluster Report, April 1999• OCGS Reviewers' Report, November 2006• Graduate Student Program and handbook 2006-07

- Undergraduate student handbook, 2006-07
- Language Brochures, 2006-07
- Slavic Language and Literatures Newsletters, Fall 2006

CONSULTATION PROCESS:

The reviewers met with the Faculty of Arts and Science Dean; the Department Chair, Graduate Coordinator, Undergraduate Coordinator; undergraduate and graduate students, faculty members; Cognate Chairs from Spanish and Portuguese, and English; the University of Toronto Library Director of Collection Development, Slavic Coordinator and Head and Central and East European Resource Centre.

FINDINGS AND RECOMMENDATIONS - OVERALL ASSESSMENT AND SPECIFIC ISSUES:

The reviewers find the Department of Slavic Languages and Literatures to have a “strong international reputation, excellent quality, and unique stature.” This overall assessment is largely due to its “unusual diversity” in breadth and depth of coverage of Slavic and East European languages and cultures at the undergraduate and graduate levels; its excellent faculty, both senior and more recent hires; high caliber of students; and its collegiality of environment and operation. After going through a difficult period in the 1990s in which the department shrank, the department has been successful in attracting excellent students and faculty members. Its profile is “unique in North America and makes it a department Slavists elsewhere can envy.”

Undergraduate education and experience: The reviewers note that the department is unusual in North America in its devotion to undergraduates and in offering “full, balanced majors and minors” across a number of Eastern European languages other than Russian. For several languages, the student experience is enhanced by supplemental changes and study-abroad programs. Students report a high level of satisfaction in the program and the high caliber learning experience as well as with the strong sense of community, both with their student cohort and their professors.

Areas for improvement include greater support for undergraduate co-curricular activities in the form of language clubs and an undergraduate journal; reduction of language class sizes; improved TA instruction and increased use of graduate students in teaching; and expansion of the language coordinator’s role to oversee language teaching and to ensure consistency through the years of language training.

Graduate education and experience: The program has real time constraints produced by the need for students to master a number of languages. The main concern raised by reviewers was the need to provide funding over a longer period than five years in order to be competitive with peer institutions. The current funding is a great improvement over what was previously available, however, they recommend clarifying the funding formula and making it more flexible, as well as pursuing advancement opportunities to support dissertation writing and conference travel. Graduate recruitment would be helped by more active advertising. The reviewers noted that a regular lunch/dinner activity for graduate students, with a focus on professional issues, would help build community as well as prepare students for professional activities. Finally, the reviewers recommend that the department tailor its graduate exams more to the teaching expertise of its faculty, and to provide more survey and comparative courses.

Encouraging interdisciplinarity: According to the reviewers, the department’s programs “provide a good balance of disciplinary (philological) and interdisciplinary pursuits.” The one area they note for improvement is the provision for more comparative Slavic language and culture courses, which can draw on the strength of the department’s diversity and better prepare graduate students for this increasingly interdisciplinary field.

Faculty: The department has highly productive and excellent scholars, representing an ‘astonishingly broad number of disciplines.’ The primary issue for the reviewers is that this small department is stretched to meet its educational mission, and cannot afford to lose any of its faculty members. There must be a focus on retention of junior and mid-career faculty, and strategic replacement of a key retirement in Serbian and Croatian. The main recommendation is to slightly reduce the teaching load which is higher than in comparable US universities. The reviewers see this as a key recruitment and

retention issue. The addition of a West Slavist specialist and a specialist in synchronic Russian linguistics was recommended as was the intensification of efforts to hire a linguist in Estonian.

Promoting equity and diversity in the classroom and the curricula: The reviewers praise the diversity of the curriculum (unique outside of an Eastern European institution), noting in particular that “the non-Russian programs are in no sense marginalized”, and that faculty “deserve special praise for their sensitive outreach to the ethnic communities”. Their one concern is the replacement of an upcoming retirement in Serbian and Croatian, due to the sensitivity of this area.

Other issues: The reviewers observe a serious space problem; more space is needed for faculty and teaching assistant offices, and a space for large meetings and colloquia would be “ideal”. They also noted that many computers appeared to need updating, and recommend the department consider effective models for regular updating of computers.

ADMINISTRATIVE RESPONSE

We are pleased with the recognition of the department’s strengths, and the clear and focused recommendations for improving the stature and environment of an excellent department still further.

Guaranteeing the quality of the (undergraduate) student experience.

The department has already largely addressed most of the issues raised here. A number of language support clubs have been established, and the department will consider support for an undergraduate journal in the next academic year. Strategies for reducing class sizes are being considered. The language coordinator’s role has been expanded, with increased activities in coordinating instructors and curriculum, and language teaching workshops are being organized for next fall.

Encouraging interdisciplinarity.

The department notes that a comparative course will be given priority when planning future courses.

Maintaining the strengths of the department.

The department notes difficult to implement less teaching by faculty members at the current time. The department is committed to doing everything it can to keep its excellent junior and mid-career faculty. Furthermore, it recognizes the hiring priorities listed by the reviewers. The Dean has approved searches for a replacement with a 19th century specialization (underway) and for the South Slavic position (2009).

Promoting equity and diversity in the classroom and the curricula.

As part of the larger goal of maintaining the breadth and diversity of the department, the recommendation of the reviewers to hire back the current professor to teach on a stipend basis and search for a replacement for him in Croatian and Serbian have both been implemented.

Creating and maintaining excellent graduate programs.

The funding issues have been clarified, although competitiveness with peer institutions is difficult to address. A course is being created in Medieval Russian, and comparative courses will be considered in future course planning. The department agrees with the priority placed on increased funding for graduate student conference travel. The Faculty has given significant advancement priority to seeking external funding for the Department’s programs, with considerable success in the area of Polish, Hungarian and Finnish Studies.

Other issues.

The Faculty has recognized the challenges of the current space configuration of the Department, and has identified it as one of the many medium-priority space projects. Unfortunately, planning personnel and funding sources limit the possibility of an immediate solution to mitigate the problems identified by the reviewers. With respect to the state of the department’s IT infrastructure, the department has been updating desktop systems as funds can be identified to do so.

Office of the Dean, Faculty of Arts and Science, March 2008

REVIEW SUMMARY

DIVISION/UNIT:	Department of Statistics Faculty of Arts and Science
DATE:	March 29-30, 2007
COMMISSIONING OFFICER:	Dean, Faculty of Arts and Science
PROGRAMS OFFERED:	B.Sc.: Actuarial Science (specialist, major) Statistics (specialist, major, minor) Statistics and Computer Science (specialist) Statistics and Economics (specialist) Statistics and Mathematics (specialist)
Graduate:	M.Sc. and Ph.D: Statistics
EXTERNAL REVIEWERS	
International	Prof. Deborah Nolan, Associate Dean, Division of Mathematical and Physical Science, University of California, Berkeley.
Canadian	Prof. Charmaine Dean, Department of Statistics and Actuarial Science, Simon Fraser University.
DATE OF PREVIOUS REVIEW:	1998
SUMMARY FINDINGS AND RECOMMENDATIONS OF PREVIOUS REVIEW:	<p>While it is important for the department to continue offering a high quality undergraduate education, only modest efforts in this direction should be made unless additional resources are made available. Areas with faculty shortage appear to be in service learning courses, offerings at the Scarborough and Mississauga campuses, and the program in Actuarial Science.</p> <p>The department should encourage greater formal emphasis on cross-disciplinary work, particularly within the graduate program. The department needs a person who can devote energy to applied work and helping structure graduate student activities in this direction. Space is a pressing concern. Faculty office space is barely adequate, while graduate student space is inadequate. Recruitment will be affected by the lack of study space and computational facilities.</p>
DATE OF RECENT OCGS REVIEW:	2001
DOCUMENTATION PROVIDED TO REVIEWERS:	<ul style="list-style-type: none">• Terms of Reference• Department of Statistics, Chair's Report• Faculty CVs• Stepping Up: Department of Statistics, 2004• OCGS Report, 2001• Statistics' External Review, 1998
CONSULTATION PROCESS:	The Review Committee met with the Faculty of Arts and Science Dean and Vice-Dean; the Department Chair, Associate Chair, Graduate Associate Chair, Undergraduate, undergraduate and graduate students, faculty members, and administrative staff; faculty members with cross appointments in Biostatistics; and Mathematics; members of the Statistical Consulting Service Group, four faculty members in the Biostatistics dept.; Cognate Chairs from Computer Science, and the Masters in Mathematical Finance.

FINDINGS AND RECOMMENDATIONS - OVERALL ASSESSMENT AND SPECIFIC ISSUES:

The reviewers highlighted that the Department of Statistics is one of the leading departments in the discipline internationally, with numerous faculty members who have received honours and prizes and play key leadership roles, undergraduate programs of high reputation, and a high quality graduate program that attracts excellent students. They emphasize that their recommendations “aim to enhance an already superb department.” They felt that “the department can be aided ... in its research and teaching roles through an expansion of its research strengths in applied statistics.”

Faculty: The department has traditional strengths in theoretical and computational areas that would be further broadened and deepened with an expansion into applied statistics. Bridging theory and practice is crucial for keeping the field up-to-date, and helps make important connections to other units. Appointments with diverse linkages were recommended in order to increase collaborative engagement.

Undergraduate education: The programs have a very high reputation and have grown significantly in recent years. In order to maintain quality, the department needs to engage with the administration as to how best to offer its programs. In the short term, the department should consider reducing the number of electives offered and increasing class sizes.

The reviewers note a need for “some modernization” in the curriculum, which would bring theory to bear on applied problems and include experience with data. The reviewers also recommend that the department play a unifying role in statistics education, by offering workshops for other academic units or helping to review the statistics course proposals of other units.

Graduate education: The graduate program is of high quality and students are “engaged in their research, active in the department, and satisfied with their financial support.” The reviewers highlighted the strength and popularity of the MMF program. There is a serious shortage of graduate student office space.

As with the undergraduate curriculum, the reviewers note a deficiency in the applied statistics area: “it appears understaffed, outdated, and unable to meet the demand and interest of the students.” The reviewers suggest in the short term that graduate students could take a biostatistics course or engage in the collaborative activities of the National Program in Complex Data Structures. However, the long term solution must entail hiring faculty in applied statistics.

Relations with other units: There are strong connections with a number of cognate units. The reviewers recommend that graduate faculty in Statistics with appointments at UTM or UTSC be provided shared office space on the St. George campus in order to encourage a broad sense of community.

Departmental administration: The reviewers recommend that there be a shift in emphasis from day-to-day operations to planning and vision and that increased communication both within the department and between it and the Dean’s office could help move the department’s priorities forward.

Facilities and support staff: The reviewers noted a “dedicated and talented staff” that are nonetheless shorthanded. They recommend at minimum a half-time position (and preferably a full-time one) be added to the administrative staff complement. The reviewers point out the importance of this is freeing up the Chair’s time to be more involved in strategic planning.

Space is a very acute problem for the department. The reviewers recommend that the department be brought together with adequate space for all its graduate students, a seminar room, and storage space. They also note the importance of the department space being close to cognate departments.

ADMINISTRATIVE RESPONSE

Faculty: Expansion of the Faculty into applied statistics, though desirable, is not seen by the Department as an effective mechanism for creating the strongest possible unit.

Undergraduate education: The Department agrees with the reviewers on the need to streamline its curriculum, given the resource limitations in the face of rising enrolments. The Department has committed to a revision of its undergraduate curriculum at the 3rd and 4th year level that will place more emphasis on modern applied statistics, complementing its current strengths in theoretical statistics. The Department agrees that it can play a unifying role in statistics education, for example, by offering workshops to other units and reviewing course proposals from other units. In the short term, however, resource limitations make this difficult to achieve.

Graduate education: The Department agrees with the need to have emphasis on applied statistics, and participation in the National Program in Complex Data Structures will facilitate this. However, the Department believes that the best way to strengthen itself is to continue to hire the very best statisticians, and not compromise on quality by seeking candidates in specific areas (given that this would limit the applicant pool in any one given search).

Relations with other units: The Faculty recognizes the strong connections the Department has with cognate units. With the new space for the Department being made available in 215 Huron Street, the Department would be able to accommodate in shared offices graduate faculty from the other two campuses.

Departmental administration: The Faculty agrees with the reviewers on this shift in duties. Given staffing challenges within the unit, the chair has had limited opportunity to engage with the Dean's office in the last several years.

Facilities and support staff: The Faculty recognizes the challenge of administering a department with a large number of undergraduate students, graduate students and numerous programs, along with a very research-active faculty. However, the level of resources available to the Department are consistent with those of similarly sized units in the Faculty of Arts and Science, which overall reflects the limited resource base the Faculty operates under. Some improvements in efficiency may be created through a modest reorganization, a task that would best be done by the new Chair.

The Faculty has identified as a high priority the relocation of the Department in 215 Huron Street, with an adjoining bridge to the Departments of Mathematics and Computer Science in the Bahen Centre for Information Technology, as well as the Fields Institute. A planning committee is being struck for this project, and relocation could take place as early as summer 2009. The actual timing and overall scope of the required renovations will depend on the availability of capital resources to the Faculty.

Office of the Dean, Faculty of Arts and Science, March 2008

REVIEW SUMMARY

DIVISION/UNIT:	First Year Seminars, Research Opportunities Program, and Independent Experiential Study Programs Faculty of Arts and Science
DATE:	January 26, 2007
COMMISSIONING OFFICER:	Dean, Faculty of Arts and Science
COURSES OFFERED: Undergraduate & First Professional	199Y First Year Seminars 299Y Research Opportunities Program 399Y Independent Experiential Study Program
EXTERNAL REVIEWERS	
International	Sharon Palmer, Assistant Vice Provost for Undergraduate Education and Director of Freshman and Sophomore Programs, Stanford University Robert E. Megginson, Professor of Mathematics and Associate Dean for Undergraduate and Graduate Education, College of Literature, Science, and the Arts, University of Michigan
Canadian	n/a
DATE OF PREVIOUS REVIEW:	None
DOCUMENTATION PROVIDED TO REVIEWERS:	199Y program: 1. enrolment statistics, 2005-7 2. 2004 EAC survey 3. EAC report 4. Northrop Frye Award 1996 5. First-Year Handbook, 2006-7 299Y program: 1. enrolment statistics 2005-7 2. list of students 2006-7 3. funding data 4. Research Fair program 2006 5. 2005 EAC survey 6. Northrop Frye Award 1996 7. article from Research Journal of Molecular Structure, 2003 8. project descriptions, 2006-7 399Y program: 1. enrolment statistics 2006 2. list of instructors, course descriptions, summer 2005-6 3. 2004 Canadian Bureau for International Education Award
CONSULTATION PROCESS:	The reviewers met with the Faculty of Arts and Science Dean and Vice-Dean Interdisciplinary Affairs; Prof. Ken Bartlett, Coordinator of Faculty Programs and his assistant, Edith Tveit, then with the Co-Chairs of the FAS Curriculum Review and Renewal Committee, Prof. Joe Desloges, Chair of the Department of Geography, and Prof. Suzanne Stevenson, Acting Vice-Dean for Undergraduate Education and Teaching. They met as a group with about 15 instructors in the 199 program, followed by 15 instructors in the 299 program; then with about 12 students in 199 courses, and 12 students in the 299 and 399 programs.

FINDINGS AND RECOMMENDATIONS - OVERALL ASSESSMENT AND SPECIFIC ISSUES:

Overall, the reviewers found the teaching and research activities of the three programs to be quite high, although their comments centered primarily on the largest of the reviewed programs, the 199 program. (Less time was devoted to the 299 and 399 programs due to limited time available for the review and the numbers of students involved in the three programs.) Although faculty members were vocal about the need for more consideration of both program structure and faculty incentives, they were clearly highly committed. Similarly, students provided evidence of the quality of the seminar and research experiences.

First Year Seminars (FYS) – The reviewers note that the seminars are achieving their goal of providing meaningful and interesting interdisciplinary experiences to students. Many students commented that the 199 seminars made a large university feel smaller due to their intimate seminar structure. Many felt they would stay in touch with their instructors who seemed to play and continue to play mentoring roles. Although some students originally choose these types of courses due to a perception that they would be “soft” science courses, they found them to actually deepen their interest in the subject areas. Students indicated they would like to be able to take more than one of these courses. It is possible that the First Year Seminar program is not serving all groups equally well depending on the area and sometimes cultural traditions.

Over 40% of Arts and Science students are currently enrolled in First Year Seminars and the reviewers concurred with the Faculty that the program should be expanded with the goal of providing one FYS experience for at least 50% of the students in the Faculty. Concurrently, the Faculty should catalogue and analyze existing small group experiences for first-year students to see which are already providing students with 199-type interactions.

The reviewers recommended that the First Year Seminar instructors have a regular forum which would allow them to meet both administration about “the purposes and expected outcomes of the courses, and to have peer-to-peer opportunities to share best practices”.

Research Opportunities Program (ROP) – Faculty members were quite positive and very enthusiastic. As students are often selected for their enthusiasm, ROP could be seen as helping to expand the “base of well-trained students for important jobs beyond the small group ... who already excel academically early in their careers.” Although very positive, faculty would like more recognition for the considerable time they invest in mentoring student researchers. Reviewers noted that the 299 students do not reflect Canada’s ethnic diversity. The students lauded the program, its teamwork and the opportunity to present results. The reviewers suggested that the program should be expanded and recommended that a formal feedback mechanism for students to evaluate their ROP experiences would be useful.

Independent Experiential Study Program – Although the reviewers did not have sufficient time to fully review this program, they observed that an analysis should be done to determine who the program is actually serving, the diversity of the student population, and what impact the 399 experience has on their career ambitions and choices.

Program Administration, Governance and Future Directions

Professor Ken Bartlett’s coordination of the Seminars, and Programs as well as his dedication, knowledge, and relationships with departments and faculty members was commended. The reviewers suggested broader faculty involvement in program oversight and administration to ensure fresh perspectives and offset potential succession problems. A broadly-representative curriculum committee would be helpful in providing comprehensive oversight to the programs.

It was noted that the unfunded mandate that each Arts and Science department must offer two First Year Seminars from its own resources can place a higher burden on smaller departments. The reviewers suggested that official mechanisms be created that support the programs in smaller departments. The college-based programs were highlighted by the reviewers as an example of a creative way to expand the seminar offerings while at the same time building sense of community among students and faculty.

Overall, the reviewers stressed that communication and assessment should be priorities in order to ensure that the goals of the seminars are best communicated and are being met. Increased communication to departmental chairs about faculty participation and the value the university places on such programs would help address faculty concerns about how their participation in such program is reflected in the evaluation of their contributions. The university should “clarify the goals of these programs to faculty and think of creative ways to offer training, support, and sharing of best practices.

ADMINISTRATIVE RESPONSE

Following in a comprehensive way the recommendations of this review, oversight of the 199/299/399 programs was shifted from the Office of Teaching Advancement (which had provided the initial incubation and administration for the programs) to the newly-created portfolio of Vice-Dean Students in the Office of the Dean, Faculty of Arts & Science. This move has substantially increased Faculty oversight as well as communication between the Dean’s office and the chairs on these programs. Since the Vice-Dean is also leading the Faculty’s Curriculum Renewal, many of the report’s recommendations will now be addressed in the context of that exercise; this will include recommendations specifically related to curriculum and learning outcomes. Note that there are already sufficient 199 offerings to accommodate about half of our first-year students, but we plan to investigate whether more offerings of 199s or similar courses is warranted.

A start on addressing seminar programs that consider cultural backgrounds has been taken through the funding of the Pathways for Aboriginal Worldviews and Success in Sciences program (PAWSS) in the Centre for Aboriginal Initiatives, which focuses on providing culturally-aware basic study in the sciences and mathematics for aboriginal students. The Faculty will develop systems for demographic analysis of participation in the 299/399 programs, as well as mechanisms for student evaluation and student outcomes. The Faculty recognizes the difficulties with the present system by which all departments of whatever size are asked to contribute 2 FCE of 199 courses and will consider alternatives mechanisms for better balancing the load across our academic units without decreasing the total offerings across the Faculty.

Office of the Dean, April 2008

Faculty of Medicine

REVIEW SUMMARY

DIVISION/UNIT:	Department of Biochemistry Faculty of Medicine
DATE:	June 4 and 5, 2007
COMMISSIONING OFFICER:	Dean
PROGRAMS OFFERED:	
Undergraduate & First Professional	BSc: Biochemistry, Specialist and Major (offered through the Faculty of Arts and Science) BSc: Bioinformatics and Computational Biology, Specialist (offered through the Faculty of Arts and Science)
Graduate:	M.Sc. and PhD Collaborative Graduate program in Biomolecular Structure Collaborative Graduate Program in Biomedical Engineering Collaborative Graduate Program in Developmental Biology Collaborative Graduate Program in Proteomics and Bioinformatics Collaborative Graduate Program in Neuroscience
EXTERNAL REVIEWERS	
International	n/a
Canadian	George A. Mackie, University of British Columbia Gerry Wright, McMaster University
DATE OF PREVIOUS REVIEW:	2001
SUMMARY FINDINGS AND RECOMMENDATIONS OF PREVIOUS REVIEW:	The recommended the following for the Department: <ul style="list-style-type: none">▪ Maintain good communication with all the members of the larger city-wide department including various groups of researchers. The next chair must continue to be a consensus builder.▪ Maintain open lines of communication with the other cognate academic departments, especially with respect to teaching and interdepartmental programs.▪ Support young recruits by continuing mentoring of research, scholarship, teaching, graduate supervision and ethics.▪ Continue to promote the departmental vision including continual attention to recruiting.▪ Enhance undergraduate teaching. Find ways to make sure that the biochemistry specialization students get the appropriate treatment and continue to cover traditional areas such as metabolism.▪ Continue to maintain the outstanding graduate program by improving the situation for graduate students.▪ Less restrictive graduate student admission requirements may allow the department to attract graduate students concomitant with the wide range of existing research programs.▪ To deal effectively with the new research building including issues of who will be in the new building and for how long.
DATE OF RECENT OCGS REVIEW:	2003
DOCUMENTATION PROVIDED TO REVIEWERS:	<ul style="list-style-type: none">▪ Terms of reference▪ External Review Guidelines and External Review Schedule▪ Chair's Statement - Stepping Up Plan, Faculty of Medicine Departmental Academic Planning and Faculty of Medicine Departmental Budget Plan▪ Business Officer's Statement▪ Faculty Member's Statement▪ Undergraduate Education Reports: Undergraduate Report 2000-

- 2007, Undergraduate Student Report, JULS and the Undergraduate Medicine Report
- Graduate Education Reports: Graduate Education Report and the Graduate Students Report
- Research Report and Summary of Research Funding
- List of Faculty
- Organizational Chart and Committees
- Previous external Review Reports
- Departmental Budget
- Summary of Teaching Activities
- Seminar Programs
- Departmental Communications and Web site
- The CVs of the key faculty members were available to the reviewers during the site visit

CONSULTATION PROCESS:

Over the two-days of the review, the reviewers met with the Dean of the Faculty of Medicine, the current Department Chair and representatives from within the Department including groups of faculty members involved in Graduate studies, Undergraduate studies and research initiatives. They met with undergraduate and graduate students, the Vice-Dean Research, and cognate Chairs and Directors of the collaborative programs.

FINDINGS AND RECOMMENDATIONS - OVERALL ASSESSMENT AND SPECIFIC ISSUES:

The reviewers indicated that there is much to be proud of in the Department of Biochemistry – it is successful, the students are remarkably happy, and the Department includes a large faculty contingent of ‘core’ members that are primarily located in the Medical Sciences Building. They noted that even in the current highly difficult research funding climate, almost all faculty members hold competitive grants. They praised the Chair noting that despite having to manage yearly budgetary constraints, he possesses tremendous energy and a positive outlook. His leadership is universally appreciated. The reviewers recommended that the Chair should be grooming more mid-career faculty members for administrative roles to engage more of the faculty members in the administration of the Department to assist the Chair with administrative matters

Undergraduate Teaching: The reviewers indicated that there is a low enrollment in the specialist program coupled with increased enrollment in the newly launched Major Program in Biochemistry. They attribute the difference in requirement of a required fourth year laboratory course in the specialist program. This shift in preferences is not unique to Biochemistry but is a trend in most university programs and the department should monitor this trend. The reviewers recommend the department consider a future merger of the two programs.

The reviewers reported that the content of the undergraduate programs is traditional and there is little research in the undergraduate programs until the 4th year. The lack of a co-op option at the University has resulted in opportunities lost for students to gain experience and “for the Department to broaden connections with the Biotech and Pharmaceutical sectors that will employ its graduates.” The reviewers noted there is ‘little appetite’ in the department for a review of the curriculum or for investigation of teaching methods other than the conventional and conclude that “the Department is at risk of losing its appeal to students.”

In contrast, the reviewers noted that the undergraduate medical program is ‘more innovative and the participating faculty members seemed highly engaged in and excited about teaching.’

They suggested that the undergraduate program lacks concrete outcomes measures and an effort to poll students post-graduation regarding their experience would be enlightening. The reviewers made the following recommendations:

- Undertake a critical review of undergraduate curriculum for the specialist and majors programs.
- Develop outcome measures for the undergraduate programs.

- Seek to identify new teaching faculty for the undergraduate Medical Program.
- Encourage the development of co-op education in the Faculty.

Graduate Education: Graduate students appear satisfied with the program. The reviewers noted the significant growth in the enrollment of graduate students in recent years; by all measures the program is headed in the right direction.

The reviewers praised the Department's efforts to recruit new students with other Departments. They recommended that in the future "expansion of this cooperative model, including joint evaluation of students, would help eliminate redundancy and decrease workloads for faculty members as well as staff."

The reviewers indicated an issue with the time to completion for MSc students which they feel is rather high. They noted that there is a negative financial impact of 'out of time students' in a research intensive Department and supervising faculty should be aware of this issue. The reviewers recommend that the Department address the issue of long times to completion for the M.Sc. program.

Research Activities: The reviewers noted that the Department is highly research-intensive with 31 of 33 prime appointees holding competitive external grants, an excellent achievement considering the present challenges at the major federal granting agencies. "The amount of CIHR funding is, however, average when compared to similar departments even within the Faculty." The reviewers suggested that with the upcoming 100th anniversary of the Department there is an opportunity for the Department to work with the Advancement Office to identify potential donors and secure endowment funding

The reviewers highlight a challenge within the Department as it has branded itself as 'the Protein Department'. This vision is causing some tension within the Department, as scientists with research programs focused on problems in Cell Biology/Molecular Biology/Bioinformatics don't feel that the 'Protein Department' description is sufficiently general to encompass their programs. The reviewers recommended that the Department "undertake an internal prioritization process to address the divide between the Protein and Cell/Molecular Biology groups prior to recruitment.

Cognate Departments: The reviewers indicated that relationships with cognate departments within the Faculty appear to be uniformly positive. As education and research become more interdisciplinary and funding opportunities for translational research expand, the Department may explore new ties with interdepartmental research and educational opportunities with clinical and basic science departments".

Organizational Structure: The reviewers found that the structure of the Department is well-organized, although they recommend that the terms of reference for departmental committees should be established. A space and facilities committee may be helpful.

Resource Allocation: The reviewers felt that despite the fact that the Department has lived within its means that it is in a "permanent state of crisis" which has a corrosive impact on morale among faculty, staff and students and also makes planning difficult. They noted that the new budget model is not well understood by the rank and file, and wondered whether "the Chair is getting sufficient advice and assistance from the Dean's office in managing and communicating the budgetary process."

The reviewers expressed their view that the departmental staff complement is too lean to support its academic activities especially in the area of the expanded graduate program. They noted that they had not met with administrative staff during their visit and would have appreciated doing so. They recommended that an additional staff member to assist the Chair should be given top priority by the Department. The reviewers recommended that the Dean's Office assist the Chair and departmental staff in identifying the resources to enable hiring an assistant to the Chair.

Vision / Long-range Planning: Referring to the stated vision of the Department to be the best 'Protein Department' in the world, the reviewers felt this vision is perceived to exclude a sizable group within the Department. Even if there were a consensus that this was an appropriate vision that "there are no milestones or outcome measures to know if the vision is being achieved." They suggested that 'an environmental scan be conducted to identify strengths, weaknesses, opportunities and threats in

comparison to comparable departments both inside and outside Canada before undertaking a further round of recruitment.'

Morale: The reviewers noted that there is a wide range of levels of morale within the faculty; however graduate and undergraduate students as well as postdoctoral fellows seem very happy overall. The reviewers feel that this range is a result of a number of factors including the perceived inadequacy and uncertainty of the departmental budget, teaching loads, recruitment and space. The reviewers felt "the lack of a shared vision... [was] the major impediment to Department's further evolution and success."

Departmental Stature: The reviewers noted that there was an indication in the documentation provided to them "that the Department ranks among the top three or four in the country", however 'there is little quantitative evidence to support this claim.' The reviewers conclude that there is considerable untapped potential in the Department provided it can unite around a shared vision that articulates a forward-looking view of Biochemistry in the 21st Century."

ADMINISTRATIVE RESPONSE

The Dean expressed her congratulations to the Chair, Professor Reinhart Reithmeier for a very successful review following five years of his highly valued and expert leadership. She noted that the external review of the Department of Biochemistry, which highlights strengths, challenges and opportunities, has been a most useful exercise and will help to propel this Department forward to enhanced national and international prominence.

Overview: The Dean noted that Professor Reithmeier has advanced the organizational management of the Department of Biochemistry during his tenure as Chair through recruitment of new members to his leadership team and adding a formal role for an Associate Chair and a Research Committee. He has taken his leadership position very seriously and does engage his Advisory Committee in decisions relevant to the Department. The Dean indicated her agreement with the reviewers about grooming mid-career faculty for leadership succession. The Dean agreed that the Department's administrative capacity is too lean, particularly in view of graduate enrolment expansion. The Chair also requires more administrative assistance.

Undergraduate Education: The Dean stressed the importance of critical evaluation and renewal of the undergraduate Arts & Science curriculum, particularly the specialist program in relationship to the major programs. More opportunities for students to engage in research earlier than year 4 is important and in keeping with the overall plan of the University.

The establishment of reasonable outcome measures relevant to graduates of the specialist and majors' programs would enable the Department to continually evaluate their education goals and objectives. An approach for benchmarking across all the Basic Science undergraduate programs within the Faculty of Medicine should be undertaken as part of the broader strategic plan.

The possibility of implementing a co-op option for students in Biochemistry is possible based on experience in other departments at U of T (including Pharmacology). To succeed, this innovative opportunity would require champions among the faculty, not just enhanced administrative support. I agree with Professor Reithmeier's recommendation that the faculty and students in the Department should be consulted about the importance and feasibility of a co-op option.

Graduate Education: Referring to the recommendation from the external reviewers, the Dean noted that the decreased time to completion of the MSc degree is quite feasible based on experience in other Basic Science graduate departments in the Faculty with the shift being promoted among the faculty.

Research Activities: The Dean agreed with Professor Reithmeier that recruitment of faculty should focus on the strongest candidates. It is likely that the divide between "proteins" and "cell-molecular biology" will disappear as scientific fields advance, e.g., systems biology, biomarkers of disease. Research training of students and post-doctoral fellows should reflect an integrated cohesive approach across the discipline of biochemistry.

Cognate Departments: The Dean expressed her confidence that the Department will continue its partnerships with Cognate Departments, Faculties and affiliated hospital research institutes with respect to new faculty hires and in advancing both undergraduate and graduate education.

Organizational Structure: The Chair has addressed the main recommendations of renewing position descriptions for the Associate Chair and committees.

Resource Allocation: The Dean noted that new revenues have been obtained from expansion of undergraduate Arts & Science as well as the graduate enrolment in Biochemistry programs. She indicated that new revenue through fund-raising is essential for this Department and the Office of Advancement in the Faculty of Medicine will be working more closely with this and the other Basic Science Departments to assist the Chair.

Vision/Planning: Strategic visioning and planning by the Department for the next five years will be well aligned with the same process now underway in the Faculty.

Morale and Departmental Stature: The Dean noted that the reviewers have challenged the Department to conduct a critical review of its performance compared to other Departments both in Canada and internationally. The development of a shared vision for the Department will be important in improving morale overall. The challenge in a benchmarking exercise will be the distribution of our Basic Science departments. In this regard, the Faculty must assume responsibility for assisting in the creation of the most effective and efficient framework for documenting academic achievement.

Office of the Dean, September 2007

REVIEW SUMMARY

DIVISION/UNIT:	Department of Family and Community Medicine Faculty of Medicine
DATE:	December 17-18, 2006
COMMISSIONING OFFICER:	Dean, Faculty of Medicine
PROGRAMS OFFERED:	
Undergraduate & First Professional	Undergraduate Medical Education: Family Medicine Longitudinal Experience (FMLE), Family Medicine Clerkship, Family Medicine Electives Program and Site Visits Program
Postgraduate:	Family Medicine Residency Program, Teaching Practice Program, Rural Program and Emergency Medicine Program
EXTERNAL REVIEWERS	
International	n/a
Canadian	Dr. Bob Woollard, University of British Columbia Dr. Ruth Wilson, Queen's University
DATE OF PREVIOUS REVIEW:	2000
SUMMARY FINDINGS AND RECOMMENDATIONS OF PREVIOUS REVIEW:	<ul style="list-style-type: none">▪ The erosion of funding to the Department to support their overall mission along with rapid growth in undergraduate teaching has led to an unsustainable situation.▪ Serious consideration should be given to defining the core competencies of family physicians graduating from the University.▪ The Department should seek the support of the Dean in lobbying for additional positions for training in family medicine.▪ The research program in the Department is positioned to 'stake out its research territory' and explicitly articulate its goals, intentions and capacities throughout the Department and to current and potential collaborators.▪ The Department as a whole should meet more frequently.▪ The Department should take advantage of new funding opportunities for researching family medicine, to refine the postgraduate educational opportunities for family physicians, and to align funding and effort for undergraduate education.
DOCUMENTATION PROVIDED TO REVIEWERS:	<ul style="list-style-type: none">▪ Terms of Reference▪ External Review Guidelines and External Review Schedule▪ Chair's Report▪ Strategic Planning Process▪ Financial Statement 2002-2007▪ Hospital Teaching Unit Reports▪ Mission Statement, Goals and Objectives▪ Organizational Reporting Chart▪ Finance Working Group Report▪ Undergraduate Education: External Review Report, Research Report and Student Report▪ Postgraduate Education Reports▪ Research Report 2001-2006▪ Previous External Review and Responses▪ Departmental Communications - Triennial Report 2002-2005▪ CVs of the key faculty members were available during the site visit
CONSULTATION PROCESS:	The reviewers met with the Dean of the Faculty of Medicine, the current Department Chair and representatives from within the Department including groups of faculty members involved in graduate studies, undergraduate studies, postgraduate and research initiatives. They

met with graduate, undergraduate and postgraduate students, the Vice-Dean Research, Cognate Chairs, Vice-Deans Education, Unit Chiefs, Program Directors, Professional Development Committee and the Chair, Generalist Care Curriculum Enhancement Task Force.

FINDINGS AND RECOMMENDATIONS - OVERALL ASSESSMENT AND SPECIFIC ISSUES:

The reviewers noted that the Department of Family and Community Medicine is large and complex and partly by virtue of its size, the University makes a significant contribution to the health human resource needs of the province. They concurred with the Dean that the Department is poised to play a key role in the Faculty since the Faculty's proposed undergraduate curriculum review (2007) calls for a greater emphasis on early patient contact, longitudinal relationships, communication skills, and generalist medical skills including integrative skills. They caution that this must be considered "in the broader context of preparation for serious re-assessment of the purpose and goals of the program and the possibilities for disruptive change as the Faculty expands geographically and into an era of newer forms of pedagogy including inter-professional education." Referring to the changes, the reviewers noted that the Faculty's *Generalism Task Force Report* provides a useful point of departure for the Department's participation in this process of change within the broader Faculty.

Undergraduate Medical Education Program: The reviewers reported that the Department contributes a large number of undergraduate teaching hours and that it 'has a tradition of effective undergraduate leadership'. The Department 'has made innovative contributions to scholarship in undergraduate education... However, there seems a general consensus (borne out by recent graduate questionnaires) that these contributions are less visible and respected by a sub-specialty dominated Faculty and its students.' The reviewers concluded that the Department has 'exceptional leadership in undergraduate education but the achievement of its full potential will require focused, active and effective support presence from all levels of the Department and particularly that of the new Head.'

The reviewers observed that medical students value their family medicine teachers however they commented to the reviewers that "the pre-clerkship program family medicine faculty are invisible to them." As a counter point, the clerkship level students spoke positively about their experiences in family medicine. They reported that students were unanimous in agreeing that the length of the family medicine clerkship should be expanded to at least six weeks and faculty members are supportive of this change, and recommended that this be implemented as soon as possible. The reviewers also reported that programs which allow students to spend a day or a week with a family doctor are oversubscribed and students would like to see the programs expanded. The Department would likely benefit from engaging with the Interest Group in Faculty Medicine and the Undergraduate Education Committee in order to address these issues and to increase the profile of family medicine as a potential career choice for students.

The reviewers recommended that the Department should actively participate in the proposed Faculty-wide curriculum review, with a view to contributing in a dynamic way to the discussions about the role of generalism in the curriculum, the correction of negative and creation of positive expressions of family practitioners within the curriculum, the development of curricular and evaluation innovations, and assist in defining and developing the family practitioner of the 21st Century.

Postgraduate Medical Education Program: The reviewers are aware that the Department has experienced rapid expansion in order to accommodate both Canadian and international medical graduates and they noted that the Department may well be asked to continue to expand. They indicated that 'there is well-justified anxiety' regarding securing the resources needed for an expanded program. The complex nature of funding from a variety of sources leaves some significant variation in the funding and deployment across the various sites where postgraduate teaching takes place. 'New leadership at both the Program Director and Headship level will need to approach the issues of funding and deployment with great care and open communications. Practice plans exist in various forms across the units as do the current stage of involvement in primary care renewal. Pursuit of uniformity in this regard may be unwise but open communication and leadership in setting joint aspirations is not.'

The reviewers indicated their awareness of the 'growing pains' at the UTM academy and the Credit Valley site. They stressed that senior leadership in the Department should be proactive in attending to the difficulties and opportunities inherent in the expansion and by doing so the lessons learned in the expansion should be used to improve relationships in the entire program. The reviewers found that the 'hospital unit chiefs are not well-aligned with the academy system, and do not see themselves as facilitating a smooth integration of undergraduate and postgraduate education using the academic as a framework.' They recommended that the Department should more closely align hospital departments with the undergraduate academies, and develop plans to integrate undergraduate and postgraduate teaching more seamlessly at the hospital level as well as at the programmatic level.

Noting that the working relationships between the units, divisions and the Director appear to be effective, the reviewers indicated that this relationship is 'important in the complex funding and working environment' and that a more formalized use of committee structures and continued transparency will be essential.'

Fellowship and International Program: The fellowship program is relatively small and the reviewers not that it should be expanded. Efforts should be made to increase the sense of connection between the residents and the department. In terms of the work of International Program, which is primarily self-funded and is to some extent the primary care area of the Centre for International Health, these will be driven by the demands and interest from students. The reviewers indicated that the evolution towards more international development is both exciting and commendable.

Continuing Medical Education and Professional Development: The program has bold goals but is achieving them; the reviewers especially lauded the mentorship program as a way of fostering connection to the Department and developing unit leadership in the future. The reviewers indicated that the Centre for Effective Practice is 'a noteworthy development and its reformulating relationship with the Department is cause for close attention by the Department' to 'ensure that optimal scholarly development and social impact are achieved.'

Research: The reviewers noted that the 'researchers in the Department are grateful for...[the] level of research support' however they are concerned about support for junior researchers, especially availability of funds for research initiation. The reviewers indicated that 'there has been a leveling of support for research... in recent years with a balancing of emphasis on education and teaching.' They suggested that 'it would be reasonable to maintain a balance of opportunities for research support by seeking creative ways to support research, faculty development and the scholarship of innovation... through primary care funding.'

Unit administration and relationships with other units

The relation of the Department with the Dean's office is strong, although there appears to be little collaboration with cognate departments in the Faculty. The reviewers recommended that the Department should undertake a Department-wide engaged strategic planning and priorities exercise. This should embrace the units, divisions, the Wilson Centre and community researchers. Funding mechanisms to support junior researchers and further elaboration of career support and faculty development should be a part of this process.

The reviewers recommended that Department should accelerate efforts to become proponents of new models of primary care by actively adopting team-based care, implementing electronic medical records, tracking the number of rostered patients and taking advantage of new funding models for clinical care to enhance financial resources for the Department. The Department should give urgent attention to the University of Toronto Mississauga Academy and teaching program at Credit Valley to ensure success for this initiative while recognizing that the innovations and lessons learned can have value to the entire Department. The reviewers also recommended that the Department should consider engaging the Family Practice Interest Group into its deliberative structures.

ADMINISTRATIVE RESPONSE

The Dean appreciated the detailed, expert and excellent review provided by Drs. Wilson and Woollard noting that the Department is quickly evolving into a major academic force within the Faculty of Medicine

and that the next five years will be filled with opportunity for continued growth and development for the Department.

Overview: The Dean concurred with the reviewers set of recommendations and whole heartedly agreed on the praise of Professor Nasmith's excellent and visionary leadership which have created a new framework for positive growth and development in the context of effective practice, equity and education excellence.

Undergraduate Medical Education Program: The Dean is pleased that the medical students speak positively about their learning experience in family medicine and that they have put forth a recommendation to increase exposure to this discipline. The report of the *Task Force on Generalism* and other factors speak to the need for undergraduate medical education curriculum review that will take into account not only learning objectives but also course content and the "culture of clinical learning".

Postgraduate Medical Education Program: Referring to the reviewers' comments on the expansion of PGY3 positions and the necessity to review the curriculum, the Dean noted that it is important for the Department to expand their advanced education program as part of "our fulfillment of the social mandate for improved health care and to assume leadership in health human resource development strategies both provincially and nationally" which should be considered a strategic priority. The Dean recommended that consideration be given to establishing a leadership team within the Department to assist the new Postgraduate Program Director in the management and oversight of all elements of the postgraduate education program.

International Program: The Dean indicated that the Department plays a leadership role within the Faculty both in international health research and continuing education and that these activities will continue to grow. Referring to the linkage to health care relevant to Toronto's multicultural/multiethnic population, the Dean noted that this field of research provides an opportunity for the Department to partner with other health disciplines within our Faculty engaged in international health projects including the proposed School of Public Health.

Continuing Education and Professional Development: The Dean agreed with the reviewers, and the Chair, that continuing education and professional development should continue to be prioritized in the Department.

Research: The Dean indicated that the "discipline of family practice and research leadership in this field has never been more important" and that the new Chair of the Department will have an unprecedented opportunity to build research activities to a new level. The research building will be achieved through effective partnerships both internally and externally with the Department being poised to develop a formal Clinician-Scientist training program at the doctorate level.

Leadership challenges and Recommendations: The Dean noted that the reviewers have clearly delineated the challenges and indicated that she is in favour of serious consideration of all of their recommendations.

Office of the Dean, February 2007

REVIEW SUMMARY

DIVISION/UNIT:	Department of Health Policy, Management and Evaluation Faculty of Medicine
DATE:	March 5 and 6, 2007
COMMISSIONING OFFICER:	Dean, Faculty of Medicine
PROGRAMS OFFERED: Undergraduate & First Professional Graduate:	Undergraduate Medical Education – Preclerkship Master of Health Informatics Master of Management of Innovation MHSc Health Administration MN/MHSc Health Administration Combined Degree MHSc Health Administration/MSW Combined Degree MSc Health Services Research MSc Clinical Epidemiology MSc Health Technology Assessment & Management PhD Health Services Research PhD Clinical Epidemiology
Continuing Education	Physician Leadership Program Clinical Epidemiology Institute
EXTERNAL REVIEWERS:	
International	Thomas G. Rundall, University of California Berkeley
Canadian	Tom Noseworthy, University of Calgary
DATE OF PREVIOUS REVIEW:	1997
SUMMARY FINDINGS AND RECOMMENDATIONS OF PREVIOUS REVIEW:	<ul style="list-style-type: none">▪ The reviewers considered the Department is one of the leading graduate education centres in health administration in North America▪ The MHSc Program achieved the high stature of being the leading program in Canada and the Department's MSc and PhD program were considered to have made a significant contribution to academic, professional and research activities in Canada.▪ The reviewers noted that the Department's teaching activities in the undergraduate medicine program were seen to be innovative and responsive to students' needs and interests and that perhaps the content might be increased in the future.▪ The Department should explore potential sources of collaboration within the Faculty of Management that could benefit the Department's research efforts as well as its doctoral students.▪ The reviewers raised the question as to whether the research program should become a more formalized program.▪ Because of the fundamental changes in education and research activities, the reviewers recommended that the Department undergo a strategic planning exercise to chart its future mission and to reassess the organizational context within which it functions.▪ The reviewers recommended that the use of electronic technology including the development of a web site be implemented for alumni to help keep them abreast of trends in the field.▪ The Department was encouraged to develop a new internal organizational structure with new accountability and information systems as well as functional physical space.
DATE OF RECENT OCGS REVIEW:	2006

DOCUMENTATION PROVIDED TO REVIEWERS:

- Terms of Reference
- External review guidelines and External review schedule
- Chair's Report
- Faculty Report
- MSc Director's Report and the MSc Student Report
- MSc/PhD Health Administration Director's Report and the MSc/PhD Health Administration Student Report
- MSc/PhD Clinical Epidemiology Director's Report and the MSc/PhD Clinical Epidemiology Student Report
- Undergraduate Medical Education Report
- Physician Leadership Program Director's Report and the Physician Leadership Program Student Report
- Research Report
- Departmental Budget
- Departmental Communications
- Previous External Review Reports
- Previous Review Reports and Responses (OCGS Appraisal Brief and Site Visit Report)
- CVs of the key faculty members were available during the site visit

CONSULTATION PROCESS:

Over the two days of the review, the reviewers met with the Dean of the Faculty of Medicine, the current Department Chair and representatives from within the Department including groups of faculty members involved in graduate studies, undergraduate studies and research initiatives. They met with other stakeholders including graduate students, the Vice-Dean Research, cognate chairs, Deans from Faculty of Law and Faculty of Nursing, alumni representatives, preceptors from the fully affiliated teaching hospitals and community hospitals, and representatives from Provincial agencies.

FINDINGS AND RECOMMENDATIONS - OVERALL ASSESSMENT AND SPECIFIC ISSUES:

The reviewers indicated that the Department of Health Policy, Management and Evaluation (HPME) could be viewed 'as the gem in the crown' within the complexity of the University of Toronto environment. The scope of education and research of the Department is appropriate for its stated mission and similar to comparable departments in Canada and the U.S. HPME, like other such departments in Canada, faces ongoing resource constraints despite expansionary pressures. Despite these pressures the Department has been able to advance new programs and create collaborative opportunities. The reviewers suggested that future collaborations such as those with the Rotman School of Management, the proposed School of Public Health and the School of Public Policy will strengthen the market niche occupied by the Department.

The reviewers noted that they have offered in their report several suggestions for consideration and feedback which may be used to shape the future of the Department; however none of the suggestions put forth are of a critical nature and are offered to stimulate dialogue.

Education: The reviewers highlight the multiple professional academic degrees offered by the department noting that they fit well together with synergies across the different courses and degrees. Having them within a single departmental structure appears to work well. They indicated that the large complex nature of the Department requires strong leadership and committed and engaged faculty to design and implement well integrated academic programs. The reviewers felt that the commitments that HPME faculty have with other units within the University, hospitals and other organization will be an ever-present challenge for HPME.

The undergraduate curriculum was re-organized in 2003-04, and continues to be kept current by the program's Director. The reviewers observed that the undergraduate medical education commitment does not engage the department broadly, suggesting that "faculty need to be reassured that a medical school and its existence depends on the central role of undergraduate medical education and their contributions to it."

The reviewers noted that the quality of the graduate education program is excellent with the degree and non-degree programs being in demand and operating at or near capacity. External reviewers have noted their high regard for the design of the curricula and the teaching by Department faculty. Faculty have identified that there are several key factors that have led to the success of the Department including the Chair's leadership, relationships with other Faculties and the breadth and depth of the Department's academic programs. In their discussions with the reviewers, students noted that one of the strengths of HPME was the quality of the programs and the "...applicability of the curricula to current and foreseeable health policy and delivery system challenges". The reviewers recommended that HPME work on more effectively communicating the programs to the external community, in particular their role in contributing to the practice of evidence-informed health policy and management.

The reviewers praised the overall quality of the educational program. On-going monitoring and strategic planning activities are routinely undertaken to revise and update the Department's curriculum. Faculty members incorporate research into their teaching which ensures that the courses are current and leading edge.

The reviewers indicated the need for the Department to enter into collaborations with other departments. Referring to the proposed School of Public Health, the reviewers indicated that it was essential that HPME contribute to the curriculum of the new School because the health system component is one of the five criteria for accreditation; suggesting that HPME must be a central contributor to the School but need not be assimilated.

Referring to the Department's educational programs, the reviewers offered suggestions for consideration for some, but not all, programs including the following:

- In the MHSc course, there is currently no forum for discussion of student work in their practicum experiences
- Attention needs to be paid to the perception of 'service' relationships such as the teaching of basic law instruction to MHSc students
- The MSc/PhD in Health Administration has experienced substantial growth in recent years and there is a concern that this be managed appropriately
- The reviewers noted that the MSc/PhD in Clinical Epidemiology is a strong program with effective leadership however clinical epidemiology focuses on clinical problems and issues and has little interface with the MSc/PhD work done in an area of epidemiology by a non-clinical student

Research: The reviewers highlighted the importance of research to the Mission of the Department. They noted that the HPMS faculty members have been successful in securing external support for their research with the grant income having been doubled from \$2,704, 241 in 2000 to \$5,808,261 in 2005-2006. They noted that the research being done by HPME faculty members is nationally important and that senior faculty are internationally known with the knowledge gained from their research being routinely incorporated in their classroom teaching and service activities. The primary suggestions regarding research included:

- Tri-council grants often go through research centres and institutes external to the Department and the result is that the allocation of tri-council competitive fund to the Department is low. The reviewers noted that because of this there are no Canada Research Chairs in the Department.
- The reviewers concluded that as a consequence of these arrangements, the infrastructure for research is poor, and this is seen as a detriment, particularly to the more junior investigators.

Administration and Future Directions: The complex department is managed well noting how well the Chair and department have worked through 'strategic planning exercises, multiple departmental reviews, relocation to new office space, adjustments to budgetary reductions, implementation of new academic programs, and other changes and initiatives. Faculty and student morale are high and the Department's educational and research programs are strong."

The reviewers noted that in the future, the Department faces a number of important challenges and opportunities. Noting the development of a health management specialization in the Rotman School, the reviewers indicated that the Rotman program has the potential to draw students and resources away from HPME however they have a different emphasis which is the professional preparation of CEOs and other senior leaders in management. Both HPME and the Rotman program can co-exist.

As noted previously the development of a new School of Public Health will require HPME participation, but the Department should remain separate.

The reviewers suggested that the Department needs to strengthen and market its identity to include within their stated vision a tag line on evidence-informed decision making aimed at health policy and management stakeholders. With the formation of the School of Public Health, the Department needs to take this opportunity to brand and market its vision more clearly.

It was noted by the reviewers that the issue of resources will continue to be a challenge and one of the solutions will be to find opportunities to leverage existing resources as well as creating linkages with partners. They noted that the Alumni expressed a strong desire to contribute to HPME so this avenue should be explored.

ADMINISTRATIVE RESPONSE:

The Dean noted that overall this is a positive report on the Department of Health Policy, Management and Evaluation and on the accomplishments of the Department under the most capable leadership of Professor Louise Lemieux-Charles.

Education: The Dean indicated that there are two major themes that recur in the discussions of the graduate degree and professional development programs. The first is that the Department has not been able to brand itself sufficiently as a high status, premier program. The Chair recognizes this challenge and is now seeking new opportunities with the assistance of the Faculty of Medicine Office of Advancement that has just hired a new Associate Director of Strategic Communications and Public Relations. The Dean noted that she understands the view of the external reviewers that health policy is a unique signature of this department however she feels that the management and evaluation missions are equally important. The second major issue relevant to education commented on by the reviewers is the balance between new revenues through enrolment expansion and the development of continuing education and professional development programs, and the faculty and administrative resource required to deliver top-quality education. The Dean is confident that the careful analysis of the opportunities for strategic partnering with other university departments and affiliated institutions as well as external agencies, will enable the Department of HPME to continue to build on their current success.

The Dean agrees with the reviewers that this department as a whole has significant relevance to health professions' education at the University and recommends that contributions in specific areas such as patient safety and quality assurance be considered, perhaps most effectively in the context of inter-professional education and the core curriculum is now under development through the Office of Inter-professional Education.

Research: The Dean indicates that by all accounts, the research mission of the Department of HPME is being fulfilled very successfully. The Dean recommends to the HPME Chair and Program Leaders to continue to develop positive, collaborative relations with the Clinical Department Chairs, and the research leadership within the affiliated hospitals. Although this is a complex environment, not easily understood from an external perspective, our institution leads through partnering.

Future Directions: The Dean is pleased to report that the future appears bright for HPME given the high morale of the faculty and students, the excellent leadership of the Department and the willingness of the Chair to engage directly in the planning and implementation of many new programs. The positioning of this Department as a primary partner in the development of a School of Public Health will enable it to retain its independence within the Faculty of Medicine and benefit from the strategic investment in faculty, programs and partnerships that will be required to establish the School.

Office of the Dean, May 2007

REVIEW SUMMARY

DIVISION/UNIT:	Department of Medical Imaging Faculty of Medicine,
DATE:	May 18 and 19, 2006
COMMISSIONING OFFICER:	Dean, Faculty of Medicine
PROGRAMS OFFERED: Undergraduate & First Professional Graduate: Continuing Education	Undergraduate Medical Education – across all four years Residents and Fellows Continuing Medical Education Program
EXTERNAL REVIEWERS International Canadian	Joseph Lee, University of North Carolina at Chapel Hill Richard Rankin, University of Western Ontario
DATE OF PREVIOUS REVIEW: SUMMARY FINDINGS AND RECOMMENDATIONS OF PREVIOUS REVIEW:	2000 The reviewers recommended the following – <ul style="list-style-type: none">• <i>Residency Training:</i> The University do everything possible along with the other academic centres in Canada to obtain approval for increasing the number of residents.• <i>Fellowship Training:</i> The department should make every effort to continue this much needed service.• <i>Continuing Medical Education:</i> This is a good program based on faculty volunteers to make it successful. It should be continued.• <i>Undergraduate Medical Education:</i> The program requires assessment and enhancement; efforts should be made by the department as well as the Undergraduate Training Program in the Faculty to accommodate more teaching time for the medical students as diagnostic imaging has such a high application to their future practice of medicine.• <i>Research:</i> The department's accomplishments are laudable; it is recommended that the University and hospital work with the academic practice plans support the academic mission comparable to the financial support provided within other University Clinical Departments.
DATE OF RECENT OCGS REVIEW:	n/a
DOCUMENTATION PROVIDED TO REVIEWERS:	<ul style="list-style-type: none">▪ Terms of Reference▪ External Review Guidelines and External Review Schedule▪ Chair's CV and Chair's Report▪ Long-term Planning – Strategic Direction▪ Organizational Chart▪ Departmental Officers▪ Committees▪ Faculty List▪ Faculty Members' Reports – HSC, MSH/UHN, SMH, SWCHSC▪ Report of the Residency Program Directors▪ Postgraduate Student Reports▪ Report of the Fellowship Program Director▪ Continuing Education Report▪ Report of the Undergraduate Education Program Directors▪ Undergraduate Students Report▪ Report of the Research Program Directors▪ Summary of Research Funding▪ Previous Reviews – External Review, 2000 and the Royal College of Physicians and Surgeons of Canada, 2001

- Departmental Budget
- Annual Report
- CVs of the key faculty members were available during the site visit

CONSULTATION PROCESS:

The reviewers met with the Dean of the Faculty of Medicine, the current Department Chair and representatives from within the Department including groups of faculty members involved in postgraduate education (Subspecialty Division Heads), postgraduate medical education, fellowship program, undergraduate education, continuing education and research investigators, undergraduate students, postgraduate medical trainees, fellows, the Vice-Dean Research and Cognate Chairs.

FINDINGS AND RECOMMENDATIONS - OVERALL ASSESSMENT AND SPECIFIC ISSUES:

The reviewers noted that the Department of Medical Imaging has an excellent teaching program, a good publication record and a growing research enterprise which is due to the Chair's leadership as well as the support of the faculty, division chiefs, program directors and practice groups. They indicated that the biggest challenge for the Department will be to identify a new Chair to succeed Professor Kucharczyk.

Education:

Residency Training: The reviewers noted that program is widely recognized as the 'best Radiology resident training program in Canada' and it should have no difficulty in passing external review from the Royal College next year.

Fellowship Training: Fellows are reported to value the program and have a very positive experience within in due to the "supportive and excellent faculty as well as the quantity and quality of case materials." The reviewers suggested that their program be enhanced in terms of research experience. They also suggested that the Department should explore the feasibility of creating a single fellowship program for the smaller subspecialties by pooling resources from various hospital sites and that funding should be secured from the Ministry for clinical subspecialties that are recognized by the Royal College.

Continuing Medical Education The program is recognized nationally and internationally. The reviewers suggested that the Department may wish to look into the feasibility of creating a Visiting Fellowship program.

Undergraduate Medical Education: The reviewers report that the program is highly regarded by the students. The reviewers noted the continued need to increase imaging education in the undergraduate curriculum across all four years and recommended that consideration of involving residents and fellows in teaching medical students, increased use of computerized educational materials, adequate administrative support, protected time for course planning and providing recognition of faculty for excellent undergraduate teaching.

Research:

The Department has had notable success in expanding its research base, however, the reviewers strongly made several recommendations:

- Line of authority in recruiting imaging scientists needs to be explicitly established and articulated by the Dean when there is a clear difference in priorities between Department Chair (and hospital Radiology department Chief) and hospital administrative leadership.
- Methods to allow the Chair to exert more direct influence at the practice level should be explored. This may be achieved by creating a single Governing Board for all four practice plans. The Board should consist of representatives (either a Senate or a House of Representative model) from each practice group with the academic chair serving as the Chair of the Board. Alternatively, the academic chair can be given a recognized position in each of the individual practice plans.
- Consideration should be given by the Department to improve or establish research infrastructure at its major sites (e.g., research associates, administrative assistants, grant management, etc) by

partnering with the Dean and leaders from various hospitals and research institutes. Similarly, a more structured mentorship should be established for its junior faculty and trainees.

- Additional financial resources to support research should be explored to include the University and various hospitals. In order to double the current grant funding, the Department will need to recruit additional twelve primary researchers. Our estimate calls for the Dean's office to provide \$1.5M for three years as a start-up package for the new Chair.

Administration, relationship with other units and future directions:

The administration of the unit was lauded by the reviewers. The unit has many collaborations with clinical and basic science departments. The organizational structure "appears to serve the department well in carrying out its clinical, educational and research missions." The Department has an "ambitious plan in plan to foster formation of multidisciplinary research teams, recruitment of M.D. faculty interested in research and training of research students. The greatest challenge will be for the Department to find a successor to the outgoing Chair.

ADMINISTRATIVE RESPONSE

The Dean noted that the success of the Department is due to the "sustained excellent leadership of Dr. Kucharczyk." Referring to the next Chair she indicated that the challenges for the incumbent will be to build the research capacity through strategic planning.

Residency Program: The Dean is pleased with the positive review of this program and noted that the Department is to be commended for its commitment to education excellence.

Clinical Fellowship Program: The Dean noted that the Clinical Fellowship Program enables the Department to build its national and international reputation in clinical education.

Continuing Medical Education: The Dean agrees with the reviewers that the Department may wish to expand the professional development courses for practicing radiologists.

Undergraduate Medical Education: The Dean concurred with the recommendations regarding innovation in curriculum design and delivery in medical imaging including the use of web-based teaching tools. She noted that full time clinical faculty receive remuneration through academic practice plans and, as such, time for undergraduate teaching is enabled through practice plan decisions about academic position descriptions with time protected for teaching. Adequate administrative support is an issue to be addressed by the Department and affiliated hospitals.

Research Activities: Responding to a suggestion by the reviewers that the Department should consider recruiting an additional twelve primary researchers, the Dean noted that successful hiring and support of clinician-scientists and investigators requires cooperation and coordination at the practice plan level. Further, the acquisition of support for research infrastructure within the hospital requires effective partnership with the Vice President Research and cognate academic leaders.

The Dean noted that the reviewers have identified the governance issue that is common to most of the Clinical Departments, namely that the University Departmental Chair without a hospital-based leadership position has no direct authority over hospital resource or practice plans. Under the leadership of Dr. Kucharczyk, the Department has expanded its research activities with significant investment from external agencies for new imaging infrastructure support. Interaction between the Chair and VPs Research at some of the affiliated hospitals has not always been as smooth, although this is not unique to the Department of Medical Imaging. Tensions have arisen when the Chair desires to recruit a researcher to a particular hospital, but is unable to negotiate this recruitment with the VP Research. Nevertheless, some outstanding new recruits to the Department of Medical Imaging and important new collaborations with clinical and basic researchers in other Departments have emerged in the last few years. In his administrative response, Dr. Kucharczyk comments on the "major misalignment between the Faculty of Medicine and the hospital research institutes" where the University Department vests academic authority in the Chair and the hospitals with the VPs Research.

The hospitals and their research institutes, through strategic planning, have defined clinical programmatic and research priorities. The integration of the Department research agenda with the priorities of the affiliated hospitals has been very successful in some sites, particularly Sunnybrook Health Sciences Center, and less successful elsewhere. It is recognized that opportunities to co-recruit clinician-scientists in the Department of Medical Imaging must be supported by the Dean and cognate Departmental Chairs including Radiation Oncology and Medical Biophysics. These opportunities must continue to be pro-actively sought within all the affiliated hospitals in discussion and planning with the VPs Research and hospital Chiefs of Medical Imaging. Programmatic research collaboration among scientists in Medical Imaging and cognate Departments will help to solidify ongoing academic relations within the affiliated hospitals.

The Dean agreed with the reviewers that mentorship of trainees and young faculty is very important noting that the Department has established a Radiologist-Scientist Training Program which is an important step to building research capacity and establishing leadership in Canada in advanced research training in medical imaging. The Department is encouraged to build on this initial success and continue to expand the Radiologist-Scientist training program; perhaps seeking partnership with cognate Departments in supervising trainees further building research collaborations.

Office of the Dean, May 2006

Ontario Institute for Studies in Education

REVIEW SUMMARY

DIVISION/UNIT:	Department Of Human Development and Applied Psychology (HDAP) Ontario Institute for Studies in Education (OISE)
DATE:	November 16-17, 2006
COMMISSIONING OFFICER:	Dean, OISE
PROGRAMS OFFERED:	
Undergraduate & First Professional	Participation in the initial teacher education program leading to the BEd and the Diploma in Technological Education Participation in MA in Child Study and Education (see below), a two-year program leading to teacher certification and a master's degree
Graduate:	Child Study and Education: MA School and Clinical Child Psychology: MA, PhD Developmental Psychology and Education: MA, MEd, EdD, PhD
EXTERNAL REVIEWERS	
International	Michael Gerber, Chair, Education Department, Gervirtz Graduate School of Education, University of California, Santa Barbara
Canadian	Annette LaGrange, Dean, School of Education, University of Calgary
DATE OF PREVIOUS REVIEW:	This is the first review of the Department since the merger of OISE and the Faculty of Education at the University of Toronto in 1996. There was an external review of OISE in 2003.
SUMMARY FINDINGS AND RECOMMENDATIONS OF PREVIOUS REVIEW:	n/a
DATE OF RECENT OCGS REVIEW:	2005-2006
DOCUMENTATION PROVIDED TO REVIEWERS:	<ul style="list-style-type: none">• Terms of Reference• OISE Initial Teacher Education calendar• OISE Graduate calendar• OISE Academic Plan• HDAP Departmental Self-Study• HDAP Academic Plan• HDAP program guidelines• CVs of all HDAP faculty• report from OCGS of most recent review
CONSULTATION PROCESS:	The reviewers met the Dean, Chair and Associate Chair of HDAP, Associate Deans, HDAP faculty members, HDAP administrative staff, HDAP graduate students, members of HDAP's external community, and Chairs of other OISE departments

FINDINGS AND RECOMMENDATIONS - OVERALL ASSESSMENT AND SPECIFIC ISSUES:

The external reviewers concluded that these are high quality programs with faculty members who "work energetically to maintain their international distinction in research while continuing to examine and expand their commitment to teacher education." The HDAP programs select and produce top caliber students and maintain high standards of teaching and research training, and are national and international leaders in research. Morale is high in the department.

Education:

The five departments of OISE share responsibility for the BEd program and meet regularly through a committee of course coordinators. The reviewers noted the department expressed a desire to understand and take ownership of the Psychological Foundations and special education portions of the BEd. They flag that the Psychological Foundations course “is – and should be – considered the primary means” by which the department contributes directly to the BEd. They recommended the formation of a psychological foundations working group with one permanent faculty member from each of its graduate programs to advise the Associate Dean, Teacher Education on content, standards, evaluation, scheduling and staffing for this course.

The reviewers concurred with the recent OCGS reports of the graduate education programs of high quality. They suggested that a doctoral internship program be created to provide doctoral students with “graduated opportunities to learn to teach human development and applied psychology as these pertain to education at the university level, and to teach student-teachers, first under supervision from permanent faculty and, upon successful demonstration of ability, independently under the general supervision of the course coordinator.”

The reviewers noted that though the province has initiated more support for graduate enrollments and that U of T administration has encouraged units to take advantage of this as a potential opportunity, HDAP faculty are reluctant to expand because classload would increase without corresponding increased net resources and that existing program quality could be reduced. However, the reviewers suggested that there are opportunities for expanded graduate education (special education, and teacher continuing education or new teaching specialists). They suggested possible scenarios to build on the programmatic foci of special education and early childhood and development programs; use of adaptive forms of scheduling and program delivery, and collaboration with other OISE departments.

Faculty

The reviewers highlight that the Department has an active research activity. Relationships with other units at OISE are strong, especially with synergistic units such as the Institute for Child Study. A small collaborative effort in development science connects HDAP to the cognate units in the University. The reviewers noted HDAP’s productive partnerships with the Institute for Child Study (ICS), the Hospital for Sick Children, George Brown College and a number of local schools.

The reviewers suggested that, given the province’s interest in special education, there is an opportunity for HDAP to “further develop its expertise in special education and to take a stronger leadership role in government, schools, and community to enhance the quality of services for children with special needs.” They recommended expanding programs in special education, adding special education to the BEd program, and establishing a special education working group. They noted a need for a stronger more unifying identity for Development Psychology Education, perhaps focused on special education, would be beneficial.

Administration and organization

The reviewers were of the opinion that morale is good, that the structure functions well, and that the department is financially well managed.

The reviewers noted that here, as elsewhere, base budgets are unlikely to provide adequate resources in the future, and the department is concerned about replacing faculty. Although more appreciation of the need to generate revenue is necessary, it appeared to the reviewers that faculty members were working on better understanding emerging opportunities. The department is reluctant to expand the MA and PhD programs, being concerned to maintain quality, and recognizing these programs will not increase net revenue.

The reviewers recommended revisions in the organization of and clarity in the assignments to administrative staff in order to better support the chair and provide research support for faculty. Some faculty members were interested in receiving clearer instructions about the department’s goals in teacher education and improved administrative support with regards to their teaching and research. Reviewers felt that there is a “need to review the role and capacity of administrative staff.” In particular, they suggested that Human Resources could conduct a review that should be followed by

an action plan. The reviewers proposed more professional development for staff and a more technically skilled staff.

Long-term planning

The reviewers highlight that the cultural and structural changes due to the merger with the University have been “navigated” successfully and pointed out HDAP’s success in obtaining research grants. The reviewers were of the opinion that the “time seems right to build on this foundation by consciously and conscientiously establishing a stronger forward-looking vision for the department.....There is an understanding that the strength and future of the unit requires multiple commitments towards various aspects of the department’s mandate and there is much evidence that this understanding is a constant source of open discussion, planning, and faculty effort. They are well poised to move forward.”

ADMINISTRATIVE RESPONSE

The reviewers recognize the scholarly strength of the Department of Human Development and Applied Psychology (HDAP), its collaborative leadership and its strong links to teacher education, graduate education and provincial and national initiatives. They failed to note explicitly the uniqueness of some of the existing programs, particularly the MA and PhD in School and Child and Clinical Psychology (SCCP) and the MA at ICS. These two programs are unique in the province and Canada, and graduate highly skilled professionals who are much in demand in the labour market.

In the period since the reviewers visited OISE, and in the context of OISE’s overall efforts to address budget challenges, HDAP has undertaken to increase enrollment in the flex-time PhD and is actively recruiting MEd students who wish to specialize in special education or early child development. A more coherent curriculum in these areas of specialization has been articulated, with a variety of courses offered in the Fall, Winter, and Summer terms. Across HDAP programs, faculty members have articulated the curriculum in terms of required courses offered on an annual basis and “menu” courses that will be offered on a cyclical basis. Most faculty contribute to MEd and/or BEd teaching. The department has paid explicit attention to adaptive forms of scheduling and program delivery, sharing courses with other programs (e.g., Counseling Psychology), and is beginning to consider, as a long-term objective, the implementation of a cohort-based MEd course.

A psychological foundations working group has been set up and has taken steps to direct the Psychological Foundations course. The group now includes permanent faculty from each graduate program and it has been providing advice on all aspects of the course, including content, standards, evaluation, scheduling and staffing. In addition, faculty and graduate students have access to a range of capacity-building opportunities through the professional learning initiatives directed by the working group.

OISE has a long history and proud reputation for its teaching and research in special education but until recently, this area has languished because of a lack of faculty replacements. However, in the last two or three years, there have been several new appointments in the area and it is gaining strength. In response to comments by the reviewers, a special education working group was established in anticipation of a new course in special education within the BEd program, and its recommendations have been central to improving the coherence, rigor, and reputation of special education in HDAP (see above).

Some progress has been made in addressing the recommendations of the reviewers in the important domain of administrative support for the department. There has been somewhat greater clarification of assignments and lines of responsibility. New measures have been undertaken by the chair to encourage professional development so that staff will gain the technical skills needed to support faculty research.

Office of the Dean, February 29, 2008

REVIEW SUMMARY

DIVISION/UNIT:	Department of Sociology and Equity Studies in Education (SESE) Ontario Institute for Studies in Education (OISE)
DATE:	January 2007
COMMISSIONING OFFICER:	Dean, OISE
PROGRAMS OFFERED:	
Undergraduate & First Professional	Participation in the initial teacher education program leading to the BEd and the Diploma in Technological Education
Graduate:	Sociology in Education: MA, MEd, EdD, PhD
EXTERNAL REVIEWERS	
International	Gloria Ladson-Billings, University of Wisconsin-Madison Lyn Yates, University of Melbourne
Canadian	Tim Stanley, University of Ottawa
DATE OF PREVIOUS REVIEW:	This is the first review of the Department since the merger of OISE and the Faculty of Education at the University of Toronto in 1996. There was an external review of OISE in 2003.
DATE OF RECENT OCGS REVIEW:	2004-05
DOCUMENTATION PROVIDED TO REVIEWERS:	<ul style="list-style-type: none">• Terms of Reference• OISE Initial Teacher Education calendar• OISE Graduate calendar• OISE Academic Plan• SESE Departmental Self-Study• SESE Academic Plan• CVs of all SESE faculty• OCGS Evaluators' December 2004 report
CONSULTATION PROCESS:	The reviewers met the Dean and Associate Deans; SESE Chair and Associate Chair, Research Manager, faculty members, administrative staff, graduate students and students in teacher education program, members of SESE's external community; representatives of four other U of T departments, and Chairs of other OISE departments.

FINDINGS AND RECOMMENDATIONS - OVERALL ASSESSMENT AND SPECIFIC ISSUES:

The reviewers were impressed with the excellence of the Department of Sociology and Equity Studies in Education (SESE) and described it as "a very special place" that stands out internationally in terms of its reputation, research productivity, mentoring of faculty, profile with the community, and attractiveness to graduate students. It has "a shared sense of ethical and epistemic commitments in practice as well as in theory". Rarely had the reviewers "heard such a stream of positive comment from all sides." They indicated that the department's democratic and participatory governance structure is a key feature as all share a common sense of commitment, purpose and mission. They recognized that the department has created a lively place for intellectual exchange and said that merging it with another unit would destroy its excellence.

Sustainability, intensification of work, and addressing student needs

Despite tremendous enthusiasm, the reviewers were very concerned about the ability to sustain the department's uniqueness and excellence. They felt that faculty members and administrative staff are "stretched too thin". For example, rather than replacing a recently departed administrative staff person, his/her responsibilities were simply divided up amongst the already busy team. Reviewers expressed concern regarding the faculty complement. Faculty workloads are very high amidst mounting expectations on the parts of both graduate students and faculty members. Students demand more specialized courses, more resources, more communication and more attention. Some students reported difficulties finding supervisors (in part due to the increasing use of sessionals). There aren't enough mid-career scholars to address the need for supervisors and to off-set senior retirements. This may force junior faculty into leadership roles prematurely. There are also concerns about planned devolution of budget administration.

The reviewers offered a number of possible solutions to the pressures of intensified work demands. They recommended SESE "consider reducing the range of programs it is involved in, especially the Ed D ... [and] PhD, and re-assess the viability of increasing participation in cross-university programs." It needs new faculty and administrative staff and simplification and increased coherence in the departmental graduate course offerings.

Involvement in ITE

The more junior members of the department are most involved in initial teacher education and in particular in the School and Society course. At the same time, the department is expected to play a leadership role in ITE. The reviewers note a mismatch between the skills and expertise of many department members and the needs of the ITE program. There also "...appears to be a lack of institutional incentives for professors to be engaged in the ITE program." Furthermore, ITE seems to have a marginal nature in the department. The department's internal functioning "tends to devalue the ITE program" or ignore the ITE program and not to involve teacher education students.

The reviewers recommended that "OISE/UT should do everything possible to maintain SESE as a distinct department." They warned very strongly against merging the department with another unit. They suggested that the department hire more mid-career faculty and support staff (or share the latter with other departments). They recommended that the department simplify its graduate structure, streamline its offerings according to faculty resources, and develop faculty retention strategies. Improving communications with its graduate students was also recommended.

The reviewers had several suggestions about redressing SESE's direct involvement in ITE including that the "department, in consultation with the Faculty, should develop a plan ... to stabilize and enhance its involvement in this program...."

ADMINISTRATIVE RESPONSE

I was very pleased that the reviewers clearly identified the strengths of the Department of Sociology and Equity Studies in Education (SESE). The work of SESE is highly regarded and it attracts excellent students to its graduate programs. Its community of scholars makes great contributions to OISE, to U of T, to its relevant scholarly fields and the wider communities in which it is involved. It is indeed "a very special place" with an international reputation and draws excellent and diverse students to the University of Toronto.

Sustainability, intensification of work, and addressing student needs

The question of sustainability is an important one, for in our current budget climate, we will not be able to maintain the current faculty and staff complement without a growth in enrolment. SESE's faculty complement has been approximately stable at about 16 since the merger agreement in 1996/7. There has been faculty renewal in the department, with new junior appointments, while an equal number of faculty have left. Over this period, its graduate student enrolment has fluctuated between 125 and 188 FTE graduate students, and is currently at 180. The current plan, in line with recommendations throughout OISE, is to increase that number, which does strain the resources of the department.

The department is trying to increase professional masters enrolment, by keeping the existing options in the MEd program, and working with two other departments on a cohort in urban education. It is planning to hold enrolment in the EdD and flex time PhD programs constant.

The current chair states that her first priority is to maintain a level of faculty complement that will allow them to continue providing excellent programs, research and service.

In the current fiscal environment, SESE can expect to face increasing student numbers without an increase in faculty complement, mirroring the patterns which are occurring across campus at a time of what the Provost describes as “revenue shortfall” from the province. Retirements are anticipated, and replacement positions will depend on enrolment trends. With increases in enrolment, some replacements will be possible.

In these circumstances, OISE is working with all its departments to encourage careful course planning over a three year cycle and to find ways to work more efficiently with students. The reviewers’ suggestions for reducing specializations and defining core courses are helpful and appropriate. The chair is working with her colleagues to make their program simpler and more coherent.

Despite some concerns mentioned by reviewers about the availability of supervisors and communication with students, there is evidence that students in SESE are well served. The department offers a professional development seminar for doctoral students; it has organized a similar workshop for masters students for the first time this fall. A reduced administrative complement and increased work has made updating their website difficult, but OISE-wide initiatives on the website will help the department make information available. Further administrative complement is not possible for such a small department at a time of resource constraint. Solutions must be found in collaborative projects with other larger departments or as a result of OISE-wide initiatives, for example in the communications area where we are making shared student recruitment and web tools available.

Involvement in ITE

At OISE, departments staff courses in the teacher education program, but admission to and governance of the program does not rest in any one department. Teacher education students are rarely involved in department governance, as they are enrolled for only one year and are involved at the Institute-wide level.

The department provides teaching staff for some “related studies” courses, for coordination and staffing of the technological studies program and for coordinating and staffing the School and Society course. The chair is concerned that because of resource limitations, the department may have to curtail its involvement in initial teacher education, despite the reviewers’ concern that the department increase its involvement.

SESE will continue to coordinate and staff the School and Society course with the Department of Theory and Policy Studies. Although the department would like to hire a specialist for School and Society, my view, like the reviewers’, is that the department as a whole must take more ownership. Teaching in ITE is often more difficult than graduate teaching, as the reviewers point out. But the critical contributions that the department can make to teacher education are apparent, and their graduate students would like more experience as TAs. Following the report of the Teaching Task Force, OISE as whole is trying to increase teaching opportunities for graduate students, and plans to set up a new teaching support office that will provide support for both faculty and graduate students.

The chairs of both TPS and SESE have committed to involving their departments in more planning together in relation to the School and Society course, developing a common understanding of the key elements that must be covered by all instructors. They are developing a document this spring that summarizes the existing mandate for the course, reviews how the course is being taught, and suggests a way forward. The document will go to both departments for discussion and I anticipate that there will be substantial progress on the issues the reviewers raise.

Office of the Dean, February 29, 2008

REVIEW SUMMARY

DIVISION/UNIT:	Department of Theory and Policy Studies in Education (TPS) Ontario Institute for Studies in Education (OISE)
DATE:	April 2-4, 2006
COMMISSIONING OFFICER:	Dean, OISE
PROGRAMS OFFERED:	
Undergraduate & First Professional	Participation in the initial teacher education program leading to the BEd and the Diploma in Technological Education
Graduate:	Educational Administration: MA, MEd, EdD, PhD (including a flex-time PhD) Higher Education: MA, MEd, EdD, PhD (including a flex-time PhD) History and Philosophy of Education: MA, MEd, EdD, PhD
Diploma/Certificate:	Certificate in School Management
EXTERNAL REVIEWERS	
International	Lynda Stone, University of North Carolina, Chapel Hill Patricia Thomson, University of Nottingham
Canadian	Marc Renaud, University of Montreal
DATE OF PREVIOUS REVIEW:	This is the first review of the Department since the merger of OISE and the Faculty of Education at the University of Toronto in 1996. There was an external review of OISE in 2003.
DATE OF RECENT OCGS REVIEW:	2004-05
DOCUMENTATION PROVIDED TO REVIEWERS:	<ul style="list-style-type: none">• Terms of Reference• Handbook of OISE Advisory Board (provides overview of OISE programs and structure)• OISE Initial Teacher Education calendar• OISE Graduate calendar• OISE Academic Plan• OISE Annual Report• TPS Departmental Self-Study• TPS Academic Plan• CVs of all TPS faculty• reports from OCGS of most recent reviews
CONSULTATION PROCESS:	The reviewers met the Dean, Chair of TPS, Associate Deans, Research Manager, TPS faculty members, TPS administrative staff, TPS graduate students, members of TPS' external community, and Chairs of other OISE departments.

FINDINGS AND RECOMMENDATIONS - OVERALL ASSESSMENT AND SPECIFIC ISSUES:

The reviewers indicate that TPS appears to have a “generally positive climate” with devoted administrative staff, satisfied graduate students and congenial, caring faculty. Faculty members share a “strong institutional pride”. Nonetheless, “the department is at a crossroad”. Despite the passage of more than 10 years since the amalgamation, seemingly fresh tensions remain.

General overview: There is a positive environment in the Departments. The reviewers highlight, though, that the Department is at a crossroad, noting the tensions that still exist as a result of the merger of OISE and the University. They note these tensions are further compounded by

communications issues within the programs and amongst the faculty. The reviewers also note that communication issues also exist between the Dean and the departmental members and suggested that improving communications “would allay several areas of tension.”

Research: The reviewers commented that although “individual scholarship is strong, the research program as expressed through the two research centers lacks coherence.” The recommended that an internal review of the centers be conducted. As well, they noted that the “overall connection between the central research office and the department as whole” could be improved.

Governance: There is a general lack of faculty participating in the department governance and the reviewers were unsure about meetings within programs. They suggest that governance structure “contributes to faculty frustration with lack of information and decision transparency.”

Initial Teacher Education (ITE): The more junior members of the department are most involved in initial teacher education and in particular in the School and Society course. At the same time, the department is expected to play a leadership role in ITE. The reviewers note a mismatch between the skills and expertise of many department members and the needs of the ITE program and the program seems to have a marginal nature in the department. The department’s internal functioning “tends to devalue the ITE program” or ignore the ITE program and not to involve teacher education students.” The reviewers noted that greater coherence in the program could result from joint development of texts to support the course across faculty members.

Graduate Studies: Students are generally happy with the program although there were expressed concerns with the infrequent offerings of required core courses, lack of diversity among teaching staff, and level of computer resources. The reviewers highlighted the discrepancy in terms of advisees for graduate students in terms of workload equivalence of the faculty members, noting that this did not seem to bother the students.

Administration and planning: The reviewers recommended that senior faculty members have a more active role in mentoring junior faculty and especially in terms of undergraduate teaching. There had been concerns regarding the integration of the History and Philosophy of Education programs. These programs should stay within OISE but their role must be clarified. The reviewers understood that the programs are proceeding with development of joint courses that will span the programs, but that “separate faculty identities will remain in place.”

The reviewers recommend that the Department should develop a long term plan and “strategies which will also allow for short term flexible responses while building capacity and sustainability.” The department and Dean should focus on the development of faculty and student enrolment plan.

ADMINISTRATIVE RESPONSE

The Department of Theory and Policy Studies in Education (TPS) had some reservations about the report of the reviewers. In my view as dean, communication among departmental programs and with the Institute does need to be improved, and in TPS, as in all our departments, proactive approaches to workload pressures and program planning must be addressed. I know that the new chair is working with her departmental colleagues on these challenges and I have confidence that the issues will be addressed. In addition, there are a number of institutional initiatives coming out of the work of two major cross-departmental committees which include representatives from TPS. In particular, the Teaching Task Force is making recommendations which will assist in the mentoring and support of junior faculty, and the Budget Advisory Committee is making recommendations that should lead to better understanding and strategic planning with respect to enrolment, and more effective long-term program planning and coordination in all our departments.

Communication, management and governance

The new department chair has put a focus on communication. She has instituted regular monthly meetings of the chair, associate chairs, and program coordinators including the program component coordinator for School and Society. This has allowed the program coordinators to understand more fully what is happening in other parts of the department. As well it has created a venue where the chair and associate chairs can discuss with the coordinators issues that are Institute-wide or University-wide. This information is taken back to program meetings where there is further discussion with the rest of the faculty. All of the programs are currently meeting on a regular (monthly or biweekly) basis. This process is helping to create more understanding throughout the department of issues in initial teacher education.

A new administrative position, assistant to the chair, has been added to the department complement to help the chair with her initiatives.

The chair is working to encourage more frequent department meetings. Students are not currently included in department meetings, but the chair meets with them on an informal basis.

Research productivity and research centres

From my perspective, the reduction in overall research funding is less important than the increase in the number of grants held. The presence of a small number of very lucrative grants does not have as dramatic an impact on students or the research culture as the existence of widespread involvement in research. That said, the department is establishing more consistent, concentrated support for obtaining grants, and working with OISE's research office on this.

In response to the reviewers' question about the added value of two research centres in the department, faculty from the two centres (International Centre for Educational Change, and Centre for Leadership and Diversity) met in the spring of 2007 and determined that the mandates and commitments of the faculty in each centre were sufficiently different to warrant the continued existence of both. ICEC focuses more exclusively on research activity in the area of educational change, with the key members currently working on three major research projects. CLD is more focused on making links between research and the field.

Teaching programs in the department

The new OISE-wide policy on three-year planning for course offerings coming out of the work of the Budget Advisory Committee has ensured that faculty engage in discussions about how best to rotate graduate courses so they are offered on a regular basis.

The History and Philosophy group has spent considerable time over the last two years addressing the question of how they can work together more effectively. This year they introduced a new required course on the Philosophy of History and the course evaluations indicate it was a success. A second course on the History of Philosophy, required for all students, will debut in 2008-09. Additionally, all students enrolled in a history focus are now required to take one philosophy course and all students in philosophy must take one history course.

The chairs of both TPS and SESE have committed to involving their departments in more joint planning in relation to the School and Society course, developing a common understanding of the key elements that must be covered by all instructors. They are developing a document this spring that summarizes the existing mandate for the course, reviews how the course is being taught, and suggests a way forward. The document will go to both departments for discussion and I anticipate that there will be substantial progress on the issues the reviewers raise.

Finally, I do not believe that, during their visit to TPS, the reviewers were able to get a full picture of some of the important new initiatives being developed. In particular, they did not acknowledge: the new strategically-focused graduate professional programs designed in TPS; the leading role that TPS took in the development of the new concurrent teacher education program (CTEP) involving partnerships with other University divisions; or the department's role in sponsoring a collaborative educational policy program.

Mentoring of junior faculty

All pretenure faculty members at OISE receive one course release to assist with establishing their research and teaching programs, and are given feedback on their research and teaching from the chair. In response to particular expressed needs, faculty who wanted more focused discussion with a senior colleague about their research have been linked with a senior mentor. For a faculty member who was especially concerned with the issue of research funding, the department provided support to develop two grant proposals. Additionally, a series of lunch-time sessions for faculty with staff from research services have been organized from February through April. A new office of teaching support at OISE has a mandate to help mentor faculty with their teaching assignments.

Workload

The new chair is working with a committee from across the department to determine a clearer workload policy for faculty. This will address issues with regard to junior faculty, supervision and advising loads, teaching responsibilities, and service. It will be consistent with the OISE workload policy, tie in with three year course planning and take into account the budget constraints we are facing.

Office of the Dean, February 29, 2008

University of Toronto at Scarborough

REVIEW SUMMARY

DIVISION/UNIT:	Department of Computer and Mathematical Sciences University of Toronto at Scarborough
DATE:	April 19 and 20, 2007
COMMISSIONING OFFICER:	Vice-Principal (Academic) and Dean, University of Toronto at Scarborough
PROGRAMS OFFERED:	
Undergraduate & First Professional	B.Sc. Computer Science: Specialist, Major; Specialist and Major Co-operative Management and Information Technology: Specialist Mathematics: Specialist and Major Mathematics and its Applications: Specialist Natural Sciences (in cooperation with Physical and Environmental Sciences): Specialist Statistics: Major B.B.A. (joint with Management)
Graduate:	n/a
EXTERNAL & INTERNAL REVIEWER:	
International	Edward R. Scheinerman, Department of Applied Mathematics and Statistics, The Johns Hopkins University
Canadian	Ram Murty, Department of Mathematics, Queen's University Nancy Reid, Department of Statistics, University of Toronto
DATE OF PREVIOUS REVIEW:	2000 (Division of Physical Sciences)
SUMMARY FINDINGS AND RECOMMENDATIONS OF PREVIOUS REVIEW:	<ul style="list-style-type: none">• Researchers are very active and generally of good quality, with some of genuine distinction. With the exception of Environmental Science, there is an established practice of faculty conducting their research and graduate supervision on the St. George campus. This is regarded as appropriate and understandable.• Faculty members are clearly focused on Scarborough, working and planning to achieve the academic goals. Increased research activity at UTSC would be beneficial.• Faculty members provide considerable support of downtown activities. Chairs of St. George departments are very supportive and appreciative; however, it is not clear whether adequate compensation has been provided to UTSC for these contributions.• Reviewers applaud the high degree of planning being carried within the Division to develop initiatives and the soundness of the programs being developed. Strong concern was expressed regarding the creation of effective specialist programs.• Of the current undergraduate programs offered, Co-op Computer Science - with its rapidly expanding and strong academic program - is a clear success story. Co-op Environmental Science and the Early Teaching Program are also high quality academic programs with clear reasons for anticipating future growth.• Undergraduate students are generally satisfied with their education at UTSC. Faculty have been assessed as reasonable, with a few poor teachers, but most rated as good. Chemistry and Mathematics teachers received particular praise from students.• Reviewers noted active graduate supervision by UTSC faculty with all graduate programs are centered downtown• Senior Lecturers and Lecturers have expressed concern over the

ongoing erosion of instructional resources and the variable quality of undergraduate TAs. It is suggested that some aspects of the current TA training should take place at UTSC rather than solely at St. George.

- Administrative and technical staff are positive and concerned about their work, but the Division is woefully understaffed. Three laboratory technicians must be replaced and an additional administrative assistant is needed. Complaints about the length of the commute to St. George, and regrets over the demise of the intercampus ferry service, are common across the board.
- Enrolment is expected to grow over the next five years.
- UTSC faces the prospect of becoming academically responsible for most of its undergraduate programs – only the most lab-intensive will remain dependent on the St. George campus.

DOCUMENTATION PROVIDED TO REVIEWERS:

- Terms of Reference
- Guidelines for Review of Academic Programs and Units
- Dept of Computer & Mathematical Sciences Self-Study 2006
- Dept of Computer & Mathematical Sciences Plans and Aspirations 2006
- Dept of Computer and Mathematical Sciences “Stepping Up” plan
- External Review of Physical Sciences, January 2000
- Faculty CVs
- UTSC Calendar 2006-2007
- School of Graduate Studies Calendar, 2006-2007

CONSULTATION PROCESS:

The external reviewers visited the campus for a full day on April 19, 2007. During their visit, they met separately with the Dean, the Chair, numerous faculty members, and AMACSS Representatives (Student Association). On the morning of Friday April 20, 2007, the external reviewers met to write their report.

FINDINGS AND RECOMMENDATIONS - OVERALL ASSESSMENT AND SPECIFIC ISSUES:

The reviewers had an overall positive overview of the Department, highlighting the high quality of the research and teaching. There is an excellent sense of collegiality and morale. They noted that the disciplinary mix is a good one and the separation of the Department from the former Division of Physical Sciences has proven to be a positive change. The reviewers were “impressed with the high quality of research” in the Department, noting the wide array of awards, grants and publications. The reviewers observed that the disciplines represented in the Department are “ideally suited for cross-fertilization” but that this integration is a not present resulting in a “missed opportunity.”

The reviewers noted that it would have been helpful to have had additional meetings with students, administrative staff. A tour of the facilities as well as sample course materials and a more in-depth analysis of department finances would also have been useful.

Education and student experience

The reviewers commented on the impressive quality and dedication of faculty members and teaching staff to undergraduate education. The trimester schedule is well conceived to help students succeed.

In terms of the academic programs, the reviewers recommended that the Department capitalize on its combined expertise in mathematics, computer sciences, and statistics by creating a specialist degree program that combines all three areas (for example, a *Quantitative Analyst* program). The reviewers recommended that the Department undertake an examination of its courses to ensure the needs of their own students and students in other departments are being served. All courses should be

examined for freshness and relevance, and additional advanced topic courses are needed to add greater depth to all the programs. New courses that combine their constituent sub-disciplines and subjects in other departments should be launched.

The co-op program is a “tremendous asset” to the overall undergraduate education mission. The reviewers recommended that the summer term course offerings be made consistent and on par with fall and winter semesters. When summer course offerings are sparse, students take courses downtown – this compounds the problem of justifying mounting summer courses at Scarborough.

The reviewers suggested that the level of enrolment would require attention; although UTSC has seen dramatic growth during the current decade, the number of students specializing in computer and mathematical science programs has either remained level or declined. This parallels the North American trend in computer science.

The Department should consider that, in order to achieve excellent undergraduate programs, it will need to improve its out-of-the-classroom activities, including undergraduate participation in research projects, vibrant student-run activities and colloquia that are accessible to undergraduates. The reviewers flag that one impediment to building a true scholarly community on UTSC in general are the “competing demands on research faculty; their need to be at St. George is in tension with increasing their availability in Scarborough.” Another is the space available given the Department faculty offices are dispersed across three buildings and there is no ‘home’ focus for faculty, staff and students.

In terms of graduate education, the reviewers commended the freedom and flexibility afforded the research stream faculty to engage fully with the graduate program at St. George, noting that the close relationship should be maintained.

Administration, staffing and future planning

The reviewers observed that the ratio of gender balance in the Department is “highly skewed” and that many similar disciplinary departments have achieved a more balanced position.

The reviewers report that transportation between UTSC and St. George is difficult and time consuming and it would be beneficial if the shuttle service between campuses were restored.

Although the faculty members of the Department are strong and talented, the reviewers recommended that the department needs a much stronger statistics presence. The department should expand its course offerings in statistics (for its own students and service courses for other UTSC students).

As noted above, in order for the Department to develop a true sense of community, the reviewers had several recommendations with regards to space including moving all offices to a contiguous portion of one building, creating offices for graduate students, allocating a dedicated seminar room and a dedicated lounge. The available space should be carefully for its efficient use.

The reviewers recommended that the Department more effectively communicate and raise the visibility of its programs to students by updating its web site and print materials; developing of a broad set of scholarships and prizes; and, establishing summer research workshops and local community outreach activities. The Department may also consider the video conferencing as a solution to some of the problems created by the lack of adequate transportation between campuses.

An annual retreat was suggested as a valuable tradition to cultivate in providing an opportunity for students, staff, faculty, alumni, and administration to give an annual examination to all aspects of the department’s activities.

ADMINISTRATIVE RESPONSE

The Dean has read the Report of the Review Committee. He 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 Reviewers comments regarding the review process are noted and efforts will be made to incorporate their suggestions in future reviews.

The Dean is pleased to report that the Department has made progress in addressing the recommendations of the Reviewers, most notably:

- A Retreat was held in September to discuss the External Reviewers Report and the Department intends to continue holding annual retreats in the future
- A new Specialist Program in Quantitative Analysis has been introduced, which is intended to appeal not just to students interested in mathematical finance, but also those who would like to pursue biostatistics or quantitative areas in the social sciences. As part of the program the Department has developed new courses in machine learning, computer security and stochastic differential equations.
- The Department is pursuing initiatives to actively increase enrolments in its courses, including looking for opportunities to teach courses that serve the needs of students in other disciplines. This winter the Department offered a new introductory computer science course for science students, which will be incorporated into most Biology programs. Enrolment is expected to reach 200 next year. There is also a plan to introduce a minor program in Computer Science which is targeted towards Management and Biological Science students.
- In the recent past the Department explored ways of enriching the scholarly community on campus for its undergraduates; to date efforts have not received a strong response and the Department continues to grapple with this challenge. However, coaching sessions for the Putnam Mathematics competitions each fall and this spring for the Mathematical Modeling competition have been very successful.
- This year there has seen a marked increase in applications to Computer Science programs and the Department has been very active in recruiting these applicants.
- For some years the Department has been working with the other departments at UTSC to encourage them to make use of mathematics and statistics courses in their programs. This year the response has been very positive and new courses or additional sections have been introduced, resulting in marked increases in enrolment in CMS courses.
- The Department has begun discussing service learning courses as part of the Science Engagement initiative at UTSC and has also introduced a service course in Statistics for graduate students.
- The Department has increased its summer course offerings to support co-op students and there has been considerable interest from students.
- Space constraints at UTSC limit our ability to provide the Department with contiguous offices space; however, funds were provided for renovations to the Department's present space to create an attractive lounge, which will become a focal point for members of the Department, and will be used for seminars. It is also expected that space will be found for graduate students as space is freed up with the opening of the new Science building this summer.
- In the coming year the Department intends to focus attention on improvements to its recruitment and marketing efforts, in particular through the renovation of its web site and development of other electronic marketing media.
- Within the framework of the new Principal's strategic planning exercise the Department intends to propose two new positions in Statistics as recommended by the report. In addition, it will be developing plans for a new program in Actuarial Science.
- Funding has been provided to maintain the level of support for post-doctoral fellows at its current level.

Office of the Vice-Principal (Academic) and Dean, University of Toronto at Scarborough, March 2008

APPENDIX 1

Externally commissioned reviews of academic programs, completed 2006-07

Additional reviews of programs are conducted by organizations external to the University. Reviews of academic programs by external bodies form part of collegial self-regulatory systems to ensure that mutually agreed-upon threshold standards of quality are maintained in new and existing programs. Such reviews may serve different purposes than those commissioned by the University. A summary listing of these reviews is presented below. These reports compliment the University's Performance Indicators and other institution-wide quantitative measures of our performance towards key goals and compares that performance to its peers¹.

Faculty of Applied Science and Engineering	
B.A.Sc Programs in Chemical Engineering Civil Engineering Computer Engineering Electrical Engineering Engineering Science Industrial Engineering Materials Engineering Mechanical Engineering Mineral Engineering	Canadian Engineering Accreditation Board
Faculty of Architecture, Landscape, and Design	
Master of Architecture	Canadian Architectural Certification Board
Master of Landscape Architecture	Canadian Society of Landscape Architects
Leslie Dan Faculty of Pharmacy	
Baccalaureate of Science in Pharmacy (BScPhm) Doctor of Pharmacy (PharmD)	Canadian Council for Accreditation of Pharmacy Programs
Faculty of Medicine	
Residency Programs	The Royal College of Physicians and Surgeons of Canada
Postgraduate Medical Education (PGME) programs	The Royal College of Physicians and Surgeons of Canada, and, The College of Family Physicians of Canada
School of Graduate Studies	
Aerospace Science and Engineering, MEng, MASc, PhD	OCGS Appraisal, APSC
Architecture, Landscape and Urban Design, MArch, MLA, MUD	OCGS Appraisal, ARCH
Child Study and Education, MA	OCGS Appraisal, OISE
Cinema Studies, MA	OCGS Appraisal, ARTSC
Clinical Biomedical Engineering, MASc, MSc, PhD	OCGS Appraisal, APSC
Community Health, MScCH, Diploma	OCGS Appraisal, MED
Comparative Literature, MA, PhD	OCGS Appraisal, ARTSC
Comparative Literature, MA, PhD	OCGS Appraisal, ARTSC
Educational Administration, MEd	OCGS Appraisal, OISE/UT
Electrical and Computer Engineering, MEng, MASc, PhD	OCGS Appraisal, APSC
English, MA/PhD	OCGS Appraisal, ARTSC
European Russian and Eurasian Studies, MA	OCGS Appraisal, ARTSC
French Language and Literature, MA, PhD	OCGS Appraisal, ARTSC
Finance, MF	OCGS Appraisal, MGT
Forest Conservation, MFC	OCGS Appraisal, FOR
Forestry, MScF, PhD	OCGS Appraisal, FOR

¹ <http://www.utoronto.ca/aboutuoft/accountabilityreports.htm>

Genetic Counseling, MHSc	OCGS Appraisal, MED
Investigative and Forensic Accounting, Diploma in	OCGS Appraisal, UTM
Italian Studies, MA, PhD	OCGS Appraisal, ARTSC
Management, MBA, MMPA	OCGS Appraisal, MGT
Management of Innovation (MMI)	OCGS Appraisal, MED
Medieval Studies, MA, PhD	OCGS Appraisal, ARTSC
Music, MA, MMus, DMus, PhD	OCGS Appraisal, MUS
Music Education, MMus, PhD	OCGS Appraisal, MUS
Music Performance, MMus, DMus	OCGS Appraisal, MUS
Nursing Science, MSc, MN, PhD, Diploma	OCGS Appraisal, NUR
Nutritional Sciences, MSc, PhD	OCGS Appraisal, MED
Planning, PhD	OCGS Appraisal, ARTSC
Physics, MSc, PhD	OCGS Appraisal, ARTSC
Public Policy, MPP	OCGS Appraisal, School of Public Policy and Governance
Slavic Languages and Literatures, MA, PhD	OCGS Appraisal, ARTSC
Spanish, MA, PhD	OCGS Appraisal, ARTSC
Speech Language Pathology, MHSc	OCGS Appraisal, MED
Speech Language Sciences, MSc, PhD	OCGS Appraisal, MED
Statistics, MSc/PhD	OCGS Appraisal, ARTSC
Visual Studies, MVS	OCGS Appraisal, ARTSC
Collaborative Programs	
Astrophysics (participating units: AST, PHY)	OCGS Appraisal
Biomedical Engineering (participating units: BCH, CHE, DENT, ECE, LMP, MIE, MMS, MSC, PHM, PHY, PSL, REHSC)	OCGS Appraisal
Ethnic and Pluralism Studies (participating units: AEC, ANT, CHM, CTL, ECO, EEB, FIS, FOR, GGR, GLG, MGT, PHL, POL, SOC, SES)	OCGS Appraisal
International Relations (participating units: ANT, ECO, GGR, HLADM, HIS, POL, SOC, RLG)	OCGS Appraisal
Knowledge Media Design (participating units: ARCLA, CSC, CTL, FAH, FIS, MIE, MSC, SOC)	OCGS Appraisal
Women's Health (participating units: DEN, ENG, EXS, HPME, IMM, FIS, IMS, NUR, PCL, PSY, PHS, REL)	OCGS Appraisal