



UNIVERSITY OF TORONTO  
FACULTY OF ARTS & SCIENCE

13 March 2014

Professor Sioban Nelson  
Vice-Provost Academic Programs  
University of Toronto

**Re: Review of the Department of Linguistics and its undergraduate and graduate programs**

Dear Sioban,

Along with the faculty, staff and students of the Department of Linguistics, I am very pleased with the external reviewers' positive assessment of the Department and the undergraduate and graduate programs: Linguistics, B.A. (Hons.): Spec, Maj, Min; Linguistics, M.A., Ph.D. The reviewers praised the Department's stellar national and international reputation, noting that the undergraduate program is among the very best in North America and the M.A. and Ph.D. programs are leaders in Canada. The Department's strong morale and well-developed sense of community provide the setting for high-quality, world-class research and excellent teaching and supervision. Students are successful in graduate programs and in career placement, and the department takes full advantage of opportunities to improve the student experience, especially through providing research opportunities to undergraduates.

As per your letter of 6 February 2014, I am writing to address the areas of the review report that you identify as key. The response to these items is separated into short-(current-3 months)/intermediate- (3-12 months)/long-(12+months) term action items for the Department. The Department has seriously considered the reviewers' comments and a number of changes have been instituted over the past few months to respond to their suggestions. The Department has planned a retreat for April 2014 to continue the discussion on the external review report and plan going forward.

***Curriculum & Program Delivery***

• *The reviewers encouraged the Department to rethink its distinction between "core" and "non-core" curricular areas and the impact that this distinction has on the student learning experience and faculty complement planning.*

The reviewers were impressed by the high quality program that the Department delivers to a large student population.

The Chair already has begun a process to discuss the "core" and "non-core" issues identified by the reviewers within the Department. Based on this discussion, there is a sense among some faculty and students that theory in a narrow sense occupies a privileged place in the Department, and that people who do not work in the area of theory are treated by some faculty and students as not counting quite so much, or as doing research that is not quite so valuable. These perceptions are what the Department would like to address, not the use of the terminology "core" and "non-core."

Short-term response:

- In February 2014, the Department conducted a survey, inviting all members of the tri-campus unit to identify the areas that a linguistics department must cover. While people used different terminology, there was strong agreement that there are certain areas that are central or fundamental to linguistics, the building blocks that are necessary for everything else. The internal survey results are in full accord with a survey done independently of strong undergraduate programs at ten universities in Canada and the United States. Strong agreement as to the important methodologies in Linguistics was also found across faculty. In fact, in terms of coverage, the department includes all areas that were identified as central, and people work in a variety of methodologies. .
- The Department will continue to discuss and consult on ways to stress respect the wide range of areas that are covered under linguistics. The Department will brainstorm for ideas about how this might be done at its spring retreat.

Intermediate-term response:

- Following the retreat (noted in the point above), the Department had begun a review of requirements, particularly at the graduate level, in 2012-13, and will continue that review in 2014-15, with the goal of program modification, if necessary, to be submitted for approval in fall 2015. This work will be undertaken by the Department's Curriculum Committee.

***Students***

- *The reviewers noted the need for additional capacity in academic and career advising for both graduates and undergraduates.*

The reviewers noted that the student-faculty interaction is strong and that a community environment exists where students feel valued and have a part in their learning. As members in the department, graduate and undergraduate students benefit from participating in discussions related to academic and career issues. At the same time, the Department has identified areas where more formal career advising would be useful.

**Graduate students**

Graduate students have identified the major issue involving career advising as involving PhD students in their first year of the program.

Short-term response.

- In consultation with the graduate student executive, the Department has undertaken career advising for first year PhD students, beginning in January 2014, through the establishment of a 'junior forum', a biweekly meeting for first-year PhD students focused on finding their way through the PhD program. Students brainstormed on topics of interest to them, and a recent PhD has been hired to organize the forum. Topics addressed so far include general papers and publications. The short-term goal is to complete and evaluate this advising in order to plan for such advising in the future.
- Workshops for all graduate students are planned later in the term on job applications and family responsibilities. All first year PhD students were given a copy of a book called *Surviving Linguistics: A Guide for Graduate Students* by Monica Macaulay. At the end of the term, the group will compile a list of topics that would be of interest in the future, and the department plans for a full-year junior forum next year, with a facilitator.
- The topics of discussion at the workshops this year come largely from the graduate students, in discussion with faculty, and they are oriented for the most part towards academic jobs. Many people with PhDs in linguistics are in non-academic jobs as well.

Intermediate-term response.

- The Department will seek ways of maintaining career advising on a continuing basis. This activity is currently funded from the Chair's teaching award, and permanent funds will be sought. In addition, it will be helpful to enhance the forum with workshops on non-academic jobs, through inviting recent graduates in non-academic jobs and working with MITACS.

**Undergraduates**

The reviewers suggest that the undergraduates need more individual counseling. Undergraduate students have various opportunities for academic counseling and advice through the Colleges. Complementary to that, the Department is exploring ways to enhance the program-level and career advising provided to Linguistics students.

Short-term response.

- When the 2014-15 undergraduate calendar is published, the Department will put together more detailed information for undergraduates about making their way through the program. The information will be provided to all majors and specialists by email and through the undergraduate student union social media.
- The Department will re-introduce an undergraduate handbook for 2014-15.

Intermediate-term response.

- The Department will work with undergraduates to organize more in-department events (several already exist). The Department will participate in the Arts & Science "Backpack 2 Briefcase" (b2B) program that connects our students with alumni from their programs and allowing for career mentoring opportunities.

• *The reviewers commented on the doctoral completion times and recommended a re-examination of mentorship practices in the department.*

Time to completion is a priority area identified by the Vice-Dean, Graduate Education & Program Reviews. The Department's consultation with graduate students suggests that they feel a need for earlier mentoring (first year of the PhD), and students feel that they are not always given consistent advice about coursework and generals papers.

Short-term response:

- Beginning in 2014, all first year PhD students will be assigned a faculty advisor. The Graduate Coordinator will plan a workshop in May 2014 (when PhD students begin their generals papers) for faculty advisors to discuss generals paper advising. The Graduate Coordinator will consult with the graduate students about particular concerns that have arisen so that these can be addressed at that workshop.
- Graduate students have identified certain areas where there is not consistency in the answers to questions about aspects of the program. The Graduate Coordinator will work with the graduate students to flesh out these areas, and the process will be spelled out clearly on the website and in the graduate student handbook.

Intermediate-term response:

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

- *The reviewers encouraged the Department to revisit the funding offered to graduate students.*

The reviewers recommended the Department consider ways to improve the funding commitment for students and funding in the 5<sup>th</sup> year of the program. At the same time, they also commented that the Department does a “laudable job” of securing funding for students beyond the 4<sup>th</sup> year of the PhD program. The Department has already set up two Provost’s PhD Enhancement Funds (PPEF) in recent years, and uses these funds to support graduate student research and conference travel; a campaign to set up a third fund is now underway. This academic term, the Vice-Dean, Graduate Education & Program Reviews provided a detailed breakdown of the funds available for graduate student recruitment to each Arts & Science unit offering graduate programs, including the Doctoral Completion Award and endowed funds, and mounted workshops on graduate student recruitment funding to ensure programs utilized their existing funds effectively.

#### Short-term response.

- The Dean’s office will continue to work with the Department to ensure funding sources available for graduate student funding are used effectively. The Department will also review funding available in the 5<sup>th</sup> year, such as the Doctoral Completion award and TA positions, to determine what is feasible to tell students concerning funding in the 5<sup>th</sup> year, assuming normal progress in the program. Assuming that this is feasible, the website will be updated. If it does not appear to be feasible, the Department and the Dean’s office will discuss how this might be addressed.

#### Longer-term response.

- Continue campaign to raise funds for third PPEF to support graduate student funding and research.

#### ***Faculty complement***

- *The reviewers stated that the most pressing issue facing the Department is faculty complement planning. They encouraged consideration of whether to build on current strengths or pursue new directions in research and teaching as the department plans for its future.*

The reviewers noted that the morale in the Department is exceptionally strong, with a strong sense of community. Decisions about the faculty complement, seen by the reviewers as the major challenge, is also viewed as the major challenge by the faculty. The Department had recently had two retirements and had not had the opportunity to discuss in depth future scholarly directions before the reviewers’ site visit. Post external review, the faculty has already had several discussions about complement planning. There is overall agreement on future directions, and conversations will continue at its spring retreat.

#### Short-term response.

- The Department will submit a proposal to the Faculty for permission to search, based on maintaining the strength of the Department at a time of unexpected retirements.

The Faculty of Arts & Science Appointment Committee meets annually to review requests for teaching staff from Arts & Science units. Requests are reviewed on the basis of criteria that are announced in advance through an annual memorandum to unit heads, including: the unit’s Academic Plan and the Faculty’s response; any subsequent external review reports; any subsequent discussion and developments that have led to changes in direction; new information and changes to circumstances facing the unit, as well as new academic priorities, challenges, and/or opportunities that have arisen; enrolment pressures at the undergraduate and graduate levels; and the integrity of the unit’s programs of teaching and research, given the projected impact of any retirements or



resignations. Given the uncertain state of the Faculty's financial position, including the serious impact of recent Provincial changes to the Faculty's program fee funding, budget planning has proceeded cautiously with respect to the number of appointments available across the entire Faculty, although endowments and external sources funded a number of additional positions.

Intermediate-term response.

- Given that there will likely be more retirements in the next five years, the Department will engage in longer-term planning as to how the Department should look in terms of areas within Linguistics.

***Relationships***

- *The Department currently has a number of relationships with cognate departments and linguists throughout the University, and the reviewers noted that there are additional opportunities to strengthen these connections and build new ones.*

Several of the Department's faculty members have been very involved with other units. Junior faculty have been involved in research projects with faculty in Spanish & Portuguese, French, Speech Language Pathology, Computer Science, and Psychology. Faculty (junior and senior both) from Linguistics, Spanish & Portuguese, and Slavic Languages & Literatures have co-organized conferences and workshops. Faculty members from Linguistics, French, and Spanish & Portuguese applied for and received Arts & Science funding to enhance an online sound database and develop a course together. There is joint research with faculty at York University. Such strong interaction is quite impressive in the recently tenured and not yet tenured faculty. The pre-tenure time is one in which these faculty might have been inward focused, and yet many have engaged in research and coordination of conferences and workshops with people from other units. Such interactions are likely to grow now that many of these people have received tenure. Faculty in Linguistics are involved in graduate student supervision in other units (e.g. Speech Language Pathology, French, Spanish & Portuguese, Computer Science), and faculty from several units serve on graduate faculty in linguistics and are involved in graduate supervision of students in linguistics.

Intermediate-term response:

- The Department will continue to encourage faculty to interact with other units as appropriate.
- *The reviewers encouraged the department to explore and leverage the research and relationship-building possibilities afforded by the department's location in the GTA.*

Department members make good use of the possibilities afforded by the location of the University in the greater Toronto area, as appropriate to their research and teaching. The GTA offers rich opportunities for linguistics research, and the research and teaching that is well-suited to making use of these opportunities will continue to take place, as will the continued and expanded efforts at relationship building in the GTA.

***Resources and planning***

- *The reviewers saw opportunities to improve certain administrative practices, such as faculty participation in complement hiring and graduate admission decisions.*

The Department follows Arts & Science guidelines in searching, with a search committee approved by the Dean and a non-voting student representative selected by the students. The search committee identifies a short list of candidates who are invited for campus visits. All

faculty are invited to have a meeting with job candidates, and are also invited to have a meal with the candidates. The graduate students have a lunch with each candidate, and two graduate students are invited to each dinner. All department members are urged to attend job talks (and the talks are videotaped as well). Feedback from all faculty and students is sought before the search committee meets to make a recommendation. On some occasions a meeting of faculty has been held prior to the meeting of the search committee to solicit feedback, and on others written feedback has been sought. The feedback is very seriously considered in coming to a decision as to who receives the offer.

Short- / Intermediate-term response

- The Chair will continue to ensure faculty are aware of the policy related to hiring and will continue to engage and consult faculty during the hiring process where allowable by policy.

In terms of graduate student admissions, within the Department this is handled by a committee of four faculty, representing different ranks and different areas of interest, chaired by the Graduate Coordinator. The committee reviews all applications, identifying the students who are strong with interests that would be well served by the program. In trying to build new areas of research, the faculty in that area are consulted.

Intermediate-term response.

- Before the admissions process begins next year, the Graduate Coordinator will consult with the Vice-Dean, Graduate Education & Program Reviews and other departments to see the range of ways in which admissions is handled and report to the Department, with discussion about whether current practice could be improved.

The reviewers also discussed the Department's administrative practices in terms of the responsibilities of the undergraduate and graduate coordinators. The Department has attempted to redistribute some of the workload, with administrative staff taking on work that has been handled by the undergraduate and graduate coordinators in the past as well as by hiring work/study students. However, the workload is very heavy, especially for recently tenured faculty who need to pay considerable attention to their research programs, and the workload of the administrative staff is also significant.

Intermediate-term response.

- The Department will consult with the Dean's Office and with other departments about how this workload matters can best be considered.

• *The reviewers noted challenges and opportunities in the organization of the tri-campus graduate program.*

**Graduate teaching.**

The Department workload policy states that faculty in the graduate department can expect to teach at least one graduate half-course every two years as part of their normal teaching load. In fact, the Department has encouraged faculty at UTM and UTSC to teach a graduate course every year so that they can have a strong presence in the graduate program. As the reviewers note, this may not be sustainable as UTM and UTSC hire more faculty.

Intermediate-term response:

- In its review of the graduate program, to take place in 2014-15, the Department will consider ways of approaching graduate teaching that balance the needs of faculty of the different campuses.

### **Graduate student supervision.**

The reviewers noted that UTM and UTSC faculty members might have more difficulty in recruiting graduate students, due to their more limited presence in the St. George department and the students' expressed preference to stay on the St. George campus. The UTSC faculty who have been at the University for several years are actively involved as PhD supervisors, and the more recently hired faculty are involved in graduate advising at the MA level and in PhD general papers. (We note that, in general, it takes a few years before new faculty, regardless of campus, become PhD supervisors, although all have been involved on Ph.D. committees from soon after they are hired.)

### Intermediate-term response.

- The Department will consult with the Dean's office and other graduate programs about how they handle tri-campus supervision, especially when lab work is involved.

### ***Quality***

• *The reviewers noted concerns over the Department's competitiveness and international standing arising from its limited ability to fund international graduate students.*

The Department attracts excellent students, with strong domestic and international applicants both. However, finding expanded funding for international graduate students is a challenge shared across the Faculty of Arts & Science. Strengthening support for international students is an identified priority in the Faculty's academic plan and its importance reiterated in the 2013 Faculty external review. The Faculty's financial challenges constrain our graduate programs in limiting our ability to recruit the best students, in limiting admissions of international students, and in supporting our students. We have worked with our units to devise funding packages for recruitment purposes. A&S Advancement has had success in raising funds for graduate fellowships, and the Graduate Admissions Committee has usefully offered strategic direction for units' admissions.

### Short-term response:

- The Department will engage with Arts & Science Advancement to explore how funds could be raised to support international students.

### **Other issues**

#### ***Space***

The reviewers identified two major needs, a seminar room and additional lab space.

### Short-term response:

- In 2014-15, the Department will work with the Dean's Office to explore space options considering the Department's overall space needs.

The review report provides a thoughtful analysis of the Department and undergraduate and graduate programs. We appreciate that the reviewers identified the Department's strengths and

noted areas for development. The Department has begun to move forward with plans to address the key recommendations highlighted by the reviewers.

Sincerely,

A handwritten signature in black ink that reads "David Cameron". The signature is written in a cursive style with a large initial 'D'.

David Cameron,  
Dean and Professor of Political Science

cc. Keren Rice, Chair and Graduate Chair, Department of Linguistics  
Amrita Danire, Vice-Dean Graduate, UTM  
William Gough, Vice-Dean Graduate Education and Program Development, UTSC

## Review Summary

<b>Program(s):</b>	Mathematics, B.Sc. (Hons.): Specialist, Major and Minor Applied Mathematics, B.Sc. (Hons.): Specialist Mathematics and Its Applications, B.Sc. (Hons.): Specialist Mathematics and Philosophy, B.Sc. (Hons.): Specialist Mathematics and Physics, B.Sc. (Hons.): Specialist Mathematical Applications in Economics and Finance, B.Sc. (Hons.): Specialist Mathematics, M.Sc., Ph.D. Mathematical Finance, M.M.F.
<b>Division/Unit:</b>	Department of Mathematics, Faculty of Arts & Science
<b>Commissioning Officer:</b>	Dean, Faculty of Arts & Science
<b>Reviewers (Name, Affiliation):</b>	Dr. Niky Kamran, James McGill Professor, Department of Mathematics and Statistics, McGill University  Dr. Sheldon Katz, Professor, Department of Mathematics, University of Illinois, Urbana-Champaign  Dr. W. Hugh Woodin, Professor, Department of Mathematics, University of California, Berkeley
<b>Date of review visit:</b>	March 25 – 26, 2013

## Previous Review

**Date:** December 2 and 3, 20004

### Summary of Findings and Recommendations:

1. **Undergraduate Programs** (Mathematics, BSc: Spec, Maj; Applied Mathematics, BSc: Spec; Mathematics and Its Applications, BSc: Spec; Mathematics and Philosophy, BSc: Spec; Mathematics and Physics, BSc: Spec)

The reviewers observed the following strengths:

- Outstanding specialist graduates
- Quadrupled size of specialist program following the introduction of the mathematics and its application program

The reviewers made the following recommendations:

- Revive the interdisciplinary Mathematics-Physics-Chemistry Program
- Coordinate better with cognate departments in FAS, especially for teaching of undergraduate mathematics

## 2. Graduate Programs (Mathematics, MSc, PhD)

The reviewers observed the following strengths:

- Very successful, reflected in the high rate of success in the placement of recent graduates

The reviewers made the following recommendations:

- Make sure graduate students have an opportunity to teach before they graduate

## 3. Faculty/Research

The reviewers observed the following strengths:

- Leading mathematics department in Canada; within the top five or six departments at publicly funded institutions in North America
- Department is consistently hiring the very best faculty regardless of their fields of research
- Proximity to the Fields Institute is an asset
- CLTAs and post-doctoral fellows making important, positive contributions to the department

The reviewers identified the following areas of concern:

- Retention of faculty is a challenge, especially junior faculty

The reviewers made the following recommendations:

- Focus on the timely promotion of key faculty to retain them
- Build on areas of existing strength in the complement
- Expand complement as tri-campus enrolment grows to maintain student to faculty ratio
- Significantly increase the number of CTLAs
- Extend fellowships from two years to three years

## 4. Administration

The reviewers observed the following strengths:

- Successful tri-campus relationships
- Capable, high-functioning administrative staff

The reviewers identified the following areas of concern:

- Pressing space issues; offices scattered throughout the campus and inadequate lounges/spaces for interaction

The reviewers made the following recommendations:

- Promising plans to move the department to the Bahen Centre
- Maintain and restore departmental library

Last OCGS Review(s)      2008/09

Date(s):

# Current Review: Documentation & Consultation

## Documentation Provided to Reviewers:

Terms of Reference; Self-Study; Faculty CVs; Site Visit Itinerary; Faculty of Arts and Science External Review Report (2013); University of Toronto Academic Appointments – Overview; and Faculty of Arts and Science Organizational Chart

## Consultation Process:

The reviewers met with the Dean; the Vice Dean, Graduate Education & Program Reviews; the Department Chair, the Chairs/Directors of cognate university departments; junior and senior faculty members; administrative staff; and undergraduate and graduate students.

## Current Review: Findings & Recommendations

### 1 Undergraduate Program

Mathematics, B.Sc. (Hons.): Specialist, Major and Minor

Applied Mathematics, B.Sc. (Hons.): Specialist

Mathematics and Its Applications, B.Sc. (Hons.): Specialist

Mathematics and Philosophy, B.Sc. (Hons.): Specialist

Mathematics and Physics, B.Sc. (Hons.): Specialist

Mathematical Applications in Economics and Finance, B.Sc. (Hons.): Specialist

#### The reviewers observed the following strengths:

- Curriculum and program delivery
  - Positive outcomes of high school to college transitional courses, such as the PUMP non-credit course
  - Department regularly takes measures to improve content and delivery of courses
- Quality indicators
  - Comparable to undergraduate programs at the top research universities in Canada and the U.S.
  - Specialist programs effectively target students who would be suitable candidates for graduate school
- Enrolment
  - Overall growth indicates a very positive trend, reflecting the excellent reputation of the Department
  - Remarkable growth in enrolment in Specialist programs between 2002 (329) and 2011 (513), due in large part to the success of the Specialist in Mathematical Applications in Economics and Finance
- Students
  - Student consistently rate courses as excellent
  - Students interviewed are happy and engaged
- Support
  - Department actively engages students outside of the classroom, such as through the Mathematics Undergraduate Union Seminar series and the Fields Undergraduate Network

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

- Physical resources
  - Some undergraduate majors do not have access to common spaces after classes

**The reviewers made the following recommendations:**

- Physical resources
  - Allow major students to access common spaces

## 2 Graduate Program

Mathematics, M.Sc., Ph.D.

Mathematical Finance, M.M.F.

**The reviewers observed the following strengths:**

- Overall quality
  - Graduate programs are outstanding and consistent with the academic standing of the faculty
  - M.M.F. is a highly successful, self-supporting program
- Admissions requirements
  - M.Sc. admissions requirements are “flexible but appropriate”
  - Ph.D. admissions are selective—appropriate for a department with distinguished research faculty
  - M.M.F. admission is highly selective, below 20%
- Curriculum and program delivery
  - M.Sc. and Ph.D. program delivery is primarily traditional, which is both appropriate and effective
  - M.M.F. students develop an in-depth understanding of the current state of quantitative finance from both the academic and business perspectives
  - M.M.F. curriculum is flexible and adaptable
  - Tri-campus systems works well
- Quality indicators
  - M.Sc. time to completion is little more than one year—very good for mathematics and faster than averages for the Physical Sciences and all of U of T
  - Good average time-to-completion for Ph.D. students (5 years)
  - “Phenomenal success” of M.M.F. evidenced by the 100% placement rate for internships and 100% employment rate for graduates since the program began in 1998
  - Limited but positive data regarding post-graduate employment of students
- Students
  - Students have positive impressions of the programs
  - M.M.F. students are highly motivated to succeed
- Student funding
  - An impressive number of M.Sc. students (40%) hold external fellowships or scholarships—twice the Arts & Science and Physical Science averages
  - 25% of Ph.D. students have external fellowships or scholarships—high for mathematics students
- Support



- Ph.D. students receive “enriched training” and benefit from access to leading experts in the field
- Proposal to create a Center for Applied Mathematics and Statistics could provide preparation for students for non-academic employment, and this endeavour is worthy of support from the University

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

- Curriculum and program delivery
  - Increasing difficulty in offering courses in mathematics fields due to the erosion of the faculty complement
- Quality indicators
  - Opportunities for improvement in the post-graduation employment of students, though several faculty members are already working on such improvements
- Student funding
  - Serious concerns about the funding structure for international students; could have an impact on the competitiveness of the Department in attracting top international students
- Faculty resources
  - Graduate students are teaching large lecture courses, taking time away from their studies; however, the teaching experience will make them more competitive in the academic job market
- Physical resources
  - Office space for doctoral students is scattered, making it difficult for students to participate in group research and learning

**The reviewers made the following recommendations:**

- Quality indicators
  - Ph.D. times to completion could be improved by relaxing course requirements for first-year students
- Student funding
  - Reinstate fee waivers for international graduate students
- Support
  - Make adjustments to the relationship with the Field Institute so that doctoral students can derive greater benefit from its activities

### 3 Faculty/Research

**The reviewers observed the following strengths:**

- Overall quality
  - World-class department; elite academic unit
- Research
  - Excellent publication record

- RiskLab and GAINTA are very successful laboratories, providing mathematical expertise in mathematical finance and information security; both labs help graduates and post-doctoral fellows to gain employment in the financial and IT industries
- Scope, quality and relevance
  - Excellence in a broad range of sub-disciplines of pure and applied mathematics
  - Department has received a “healthy” number of NSERC undergraduate summer research awards
- Faculty
  - Excellent record of hiring junior faculty
  - Remarkable success record in the Sloan Fellowship Program, with 12 awards to junior faculty in the Department between 2002 and 2013
  - Commendable practice of hiring faculty at the highest international levels

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

- Faculty
  - High-achieving junior faculty recruited away from the Department
  - Proportional loss of tenure-stream faculty in favour of teaching stream positions
  - Need for a new tenure-stream appointment in Mathematical Logic and Set Theory

**The reviewers made the following recommendations:**

- Faculty
  - Continue to recruit and retain high-performing junior faculty
  - Allow Department to retain faculty lines and CRCs if faculty members depart within a defined period of time after an initial appointment
  - Ensure that tenure stream lines are retained when faculty depart from the University
  - Develop more efficient and effective modes of instructional delivery by tenure stream faculty

## 4 Administration

**The reviewers observed the following strengths:**

- Scope and nature of relationships with cognate Faculties, academic departments and units
  - Very successful relationship with cognate units in the Faculty—Statistics, Computer Sciences, and Physics—reflected in the number of joint appointments with these departments
- Relationships with external government, academic and professional organizations
  - Fields Institute for Research is a tremendous asset for the Department and University; many faculty are closely involved in organizing successful thematic programs at the Fields Institute
- Department/unit/programs relative to the best in Canada/North America and internationally

- “An elite academic unit, comparable in strength to the best mathematics departments in North America”

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

- Morale of faculty, students and staff
  - Low faculty morale, in spite of department’s elite status and achievements, mainly due to changes in faculty complement
- Resource allocation, including space and infrastructure support
  - Faculty and graduate student offices are spread across the campus in different locations, which is inefficient
- Planning / Vision
  - Major planning challenge in building tenure-stream complement of research faculty to historical levels

**The reviewers made the following recommendations:**

- Relationships with external government, academic and professional organizations
  - Continue to foster the close relationship to the Fields Institute
- Organizational and financial structure
  - Make committee assignments at the end of the academic year which precedes the year of service so that committees can be active right away
- Resource allocation, including space and infrastructure support
  - Relocate faculty, post-doc fellows, and graduate students within the Bahen Center to create greater cohesion within the Department
- Planning / Vision
  - At the University-level, engage in planning relative to online education

**ADMINISTRATIVE RESPONSE – Appended**



10 March 2014

Professor Sioban Nelson  
Vice-Provost Academic Programs  
University of Toronto

**Re: Review of the Department of Mathematics and its undergraduate and graduate programs**

Dear Sioban,

Along with the faculty, staff and students of the Department of Mathematics, I am very pleased with the external reviewers' positive assessment of the Department and the undergraduate and graduate programs: Mathematics, B.Sc. (Hons.): Specialist, Major and Minor; Applied Mathematics, B.Sc. (Hons.): Specialist); Mathematics and Its Applications, B.Sc. (Hons.): Specialist; Mathematics and Philosophy, B.Sc. (Hons.): Specialist; Mathematics and Physics, B.Sc. (Hons.): Specialist; Mathematical Applications in Economics and Finance, B.Sc. (Hons.): Specialist; Mathematics, M.Sc., Ph.D.; and Mathematical Finance, M.M.F. The reviewers lauded the Department's outstanding position as one of the best mathematics departments in North America. They specifically praised the high quality and success of the academic programs, the faculty's excellent publication record, and the department's broad research expertise within a range of sub-disciplines of pure and applied mathematics.

As per your letter of 12 January 2014, I am writing to address the areas of the review report that you identify as key. The response to these items is separated into short-(current-3 months)/intermediate- (3-12 months)/long-(12+months) term action items for the Department. The Department has seriously considered the reviewers' comments and a number of changes have been instituted over the past few months to respond to their suggestions.

***Curriculum & Program Delivery***

• *The reviewers saw opportunities for improvement in the preparation of graduate students for non-academic employment.*

The reviewers noted that they had received limited data on post-graduation employment of students, but were left with an overall positive impression. They noted that graduate students received enriched training and benefited from interactions with leading experts through lectures. Several faculty members are working on overall improvements, and suggested that a proposed Center for Applied Mathematics and Statistics would be an excellent initiative in this direction.

Short-term response:

- Department faculty members are exploring the development of a Master's program in an area such as the mathematics of data.
- Efforts are also being made to increase the number of MITACS Elevate and Accelerate Fellowships and NSERC Industrial R&D Fellowships, both of which will increase the exposure of students to mathematical problems that arise in industry.

Intermediate-term response:

- The Department plans to work with the leadership in cognate departments to develop a more detailed academic rationale and budget plan for the proposed Centre, which will then be considered by the Faculty.
- At a Faculty level, we are working to promote a broader, multi-faceted strategy to support the academic and non-academic professional development of our students outside of programs. In particular, students in our doctoral stream Master's and PhD programs have expressed greater interest in having more opportunities facilitated by their academic units to explore disciplinary, non-academic career opportunities. This term we have initiated a process to understand unit's current activities with the aim of sharing best practices. We will also explore the potential to partner with the School of Graduate Studies and Career Services.

• *The reviewers suggested that decreases in complement have affected the ability to offer graduate courses in important fields.*

The reviewers found the suite of graduate programs offered by the Department to be outstanding and met with graduate students who shared the same positive impression of the programs. However, decrease in complement has affected topics courses that introduce students to fields of current and active research. It also had an impact on the Department's undergraduate program.

Short-term response:

- The Department requested and received approval to search for three positions in 2013-14. All three are tenure-stream positions: one at the rank of Assistant Professor in the field of Applied Mathematics; the second in the field of Number Theory and Geometry at the rank of Assistant Professor; and the third at the rank of Associate Professor in the field of Mathematical Physics. The latter position is a joint hire with the Perimeter Institute for Theoretical Physics.
- A request for positions is being prepared by the Department for submission to the A&S Appointment Committee to be considered for the spring of 2014. These will be in the fields of Algebraic Combinatorics (Discrete Math), Mathematical Visualization (joint with the Department of Computer Science), and a joint position in Geometric Langlands/Probability with the Perimeter Institute for Theoretical Physics.

The Faculty of Arts & Science Appointment Committee meets annually to review requests for teaching staff from Arts & Science units. Requests are reviewed on the basis of criteria that are announced in advance through an annual memorandum to unit heads, including: the unit's Academic Plan and the Faculty's response; any subsequent external review reports; any subsequent discussion and developments that have led to changes in direction; new information and changes to circumstances facing the unit, as well as new academic priorities, challenges, and/or opportunities that have arisen; enrolment pressures at the undergraduate and graduate levels; and the integrity of the unit's programs of teaching and research, given the projected impact of any retirements or resignations. Given the uncertain state of the Faculty's financial position, including the serious impact of recent Provincial changes to the Faculty's program fee funding, budget planning has proceeded cautiously with respect to the number of appointments available across the entire Faculty, although endowments and external sources funded a number of additional positions.

***Quality Indicators:***

• *The reviewers noted the high quality indicators for the PhD program. With respect to improving the completion time, they suggested relaxing the course requirement for first-year doctoral students.*

The reviewers commented that the suite of graduate programs offered by the Department is 'outstanding'. The reviewers noted that the mean time to completion for PhD students is 5 years, which is good.

**Short-term response:**

- The Department's Graduate Committee is discussing the course requirements for first year doctoral students as well the Qualifying Exams. It is expected the Committee will bring forward a recommendation in 2014.

• *The reviewers expressed concern that limited funding available for international graduate students disadvantaged the program in competing for the best students internationally.*

Finding expanded funding for international graduate students is a challenge shared across the Faculty of Arts & Science. Strengthening support for international students is an identified priority in the Faculty's academic plan and its importance reiterated in the 2013 Faculty external review. The Faculty's financial challenges constrain our graduate programs in limiting our ability to recruit the best students, in limiting admissions of international students, and in supporting our students. We have worked with our units to devise funding packages for recruitment purposes. A&S Advancement has had success in raising funds for graduate fellowships, and the Graduate Admissions Committee has usefully offered strategic direction for units' admissions.

**Short-term response:**

- The Department took advantage of the Provost's PhD Enhancement Fund (PPEF) by raising \$200,000 in the first round to support international graduate students, and will participate in future rounds.

***Faculty***

• *The reviewers noted a decrease in the tenure stream complement and recommended the Department consider the optimal balance between teaching stream and tenure stream faculty as well as the use of online and other innovative methods of instructional delivery.*

As noted above, the Department has requested and received approved to search for three faculty members in 2013-14, and is preparing a request for two faculty members for this spring.

In terms of online and innovative methods of instructional delivery the Department is already piloting such methods. Indeed, the reviewers commented on "the Department's openness and sensitivity to the opportunities offered by the use of new and innovative modes of course delivery" and they referred to instances of this in which pre-recorded videos were used to supplement classroom instruction.

**Short-term response:**

- In the fall of 2013, the Faculty of Arts & Science implemented a new funding initiative, Advancing Teaching and Learning in Arts & Science (ATLAS), in order to support a wide range of teaching and learning initiatives within the Faculty, including supporting enhanced and innovative teaching that incorporates leading pedagogical approaches and contributes to a body of evidence-based effective practices. Fourteen proposals were

received this winter and more than half have been funded for 2014-15. The Dean's Office has encouraged departments to apply for next year's fund.

• *The reviewers noted a strong spirit of collegiality in the Department but felt all the same that the morale of faculty was low.*

The reviewers' noted that the Department and its faculty have achieved an elite status through international research and strong spirit of collegiality. Their comment regarding morale was attributable to retirements and resignations of faculty members over the past few years that have not been replaced, and matters related to space. The issue of complement is addressed above and space issues are discussed below.

### ***Resources and Planning***

• *The reviewers praised the Department's recent efforts to consolidate space but flagged continued concerns over the location and set-up of faculty and graduate student offices on campus and lack of common undergraduate student study space.*

For the past five or so years, largely due to the Faculty's and the University's constrained financial situation, we have not been in a position to pursue any major construction or renewal of our physical infrastructure. As a first step towards understanding our physical infrastructure, we expect that the A&S Office of Infrastructure Planning comprehensive Faculty-wide Space Benchmark Study, initiated last year, will be complete in 2014-15. This information will serve to identify the space needs of users as well as opportunities for better utilization of our space, including consolidating departments that are currently spread across the St. George campus.

#### Short-/Intermediate-term response:

- The Department is working with the Faculty's Office Director of Infrastructure Planning regarding consolidation of its space, as well as developing a common undergraduate study space.

The review report provides a thoughtful analysis of the Department and undergraduate and graduate programs. We appreciate that the reviewers identified the Department's strengths and noted areas for development. The Faculty and the Department have already implemented and/or has begun to move forward with plans to address the key recommendations highlighted by the reviewers.

Sincerely,



David Cameron,  
Dean and Professor of Political Science

cc. Kumar Murty, Chair and Graduate Chair, Department of Mathematics  
John Bland, Acting Chair and Graduate Chair, Department of Mathematics  
Amrita Daniere, Vice-Dean Graduate, UTM  
William Gough, Vice-Dean Graduate Education and Program Development, UTSC

## Review Summary

<b>Program(s):</b>	Physics, B.Sc. (Hons.): Specialist, Major and Minor Biological Physics, B.Sc. (Hons.): Specialist Philosophy and Physics, B.Sc. (Hons.): Specialist Physics "Life and Environmental": Minor Physics, M.Sc., Ph.D.
<b>Division/Unit:</b>	Department of Physics, Faculty of Arts & Science
<b>Commissioning Officer:</b>	Dean, Faculty of Arts & Science
<b>Reviewers (Name, Affiliation):</b>	<ol style="list-style-type: none"><li>1. Dr. John Berlinsky, Director of Academic Programs, Perimeter Institute for Theoretical Physics; Professor of Physics &amp; Astronomy (emeritus), McMaster University</li><li>2. Dr. James C. McWilliams, Louis B. Slichter Professor of Earth Sciences, UCLA Institute of Geophysics and Planetary Physics and Department of Atmospheric and Oceanic Sciences, UCLA</li><li>3. Dr. J. Michael Roney, Professor of Physics and Astronomy, Department of Physics and Astronomy, University of Victoria</li></ol>
<b>Date of review visit:</b>	February 25 – 26, 2013

## Previous Review

**Date:** September 9 – 10, 2004

### **Summary of Findings and Recommendations:**

#### **1. Undergraduate Programs (Physics, BSc: Spec, Maj; Biological Physics, BSc: Spec; Applied Physics, BSc: Spec; General Physics, BSc: Maj)**

The reviewers observed the following strengths:

- Excellent undergraduate teaching
- Well-thought out courses; admirable at providing service education
- Curriculum prepares students for top graduate schools

The reviewers identified the following areas of concern:

- Undergraduate students frequently recruited to schools in the U.S.

The reviewers made the following recommendations:

- Better capitalize on undergraduates ready for graduate school by fast-tracking admissions, offering substantial stipends, and communicating about post-graduate possibilities



- Engage in planning and development for upgrades to laboratory equipment

## **2. Graduate Programs (Physics, M.Sc., Ph.D.)**

The reviewers observed the following strengths:

- Quality space for graduate students

The reviewers identified the following areas of concern:

- Competition for top graduate students; stipends not as competitive

The reviewers made the following recommendations:

- Establish clear metrics for graduate students' satisfactory progress through a set of core courses and offer more flexibility in the timeline to complete courses
- Make more attractive offers to both Canadian and international students

## **3. Faculty/Research**

The reviewers observed the following strengths:

- First-rate department with an outstanding faculty
- UTM and UTSC have well-defined agendas for future faculty hiring and research directions
- Strong Atmospheric Physics group

The reviewers identified the following areas of concern:

- Retirement of introductory course lecturers
- Departmental reputation seems to be slipping
- No clear plan for teaching and research priorities
- Issues in the Geophysics research program

The reviewers made the following recommendations:

- Undertake long-range planning for faculty recruitment and resources over the next 10 years; plan should be explicit regarding undergraduate teaching
- Engage junior faculty bolstering the departmental reputation through faculty and graduate student recruitment
- Encourage tri-campus collaboration

## **4. Administration**

The reviewers observed the following strengths:

- Strong, productive ties with cognate units and institutes
- Impressive administrative staff

The reviewers identified the following areas of concern:

- Faculty concerned about lack of clarity
- Budget constraints have put stress on staff; morale is a concern

The reviewers made the following recommendations:

- Explore the formation of a Geological Sciences department including Geophysics
- Create a departmental handbook or constitution to improve clarity
- Commendable efforts on the Chair to support staff through development funds and meetings

**Last OCGS Review(s)**      2005/06

**Date(s):**

## Current Review: Documentation & Consultation

### Documentation Provided to Reviewers:

Terms of Reference; Self-Study; Faculty CVs; Site Visit Itinerary; Faculty of Arts and Science External Review Report (2013); University of Toronto Academic Appointments – Overview; and Faculty of Arts and Science Organizational Chart

### Consultation Process:

The reviewers met with the Dean; the Vice Dean, Graduate Education & Program Reviews; the Department Chair, the Chairs/Directors of cognate university departments; junior and senior faculty members; administrative staff; and undergraduate and graduate students.

## Current Review: Findings & Recommendations

### 1 Undergraduate Program

Physics, B.Sc. (Hons.): Specialist, Major and Minor

Biological Physics, B.Sc. (Hons.): Specialist

Philosophy and Physics, B.Sc. (Hons.): Specialist

Physics “Life and Environmental”: Minor

[N.B.: Reviewers did not differentiate between the undergraduate programs.]

#### The reviewers observed the following strengths:

- Objectives
  - A “full-service” physics program, satisfying all of the physics education needs of the Faculty
- Curriculum and program delivery
  - Curriculum is comprehensive, allows students to learn at high level
  - Program options are appropriate and correspond to standard expectations for the discipline
  - “Considerable creativity and innovation have gone into the design and execution of the large first year course for students in the life sciences”; lectures are “dramatic and memorable”
  - Specialist graduates are prepared for graduate education at top institutions
  - Upper-level courses represent core physics knowledge and are taught almost exclusively by research faculty
- Assessment of learning
  - Assessment practices are appropriate to the programs
- Quality indicators
  - Specialist graduates are successful in transitioning to graduate school

- Support
  - The creative Physics Mentoring Program allows undergrads to learn about the experiences of physics graduate in the workplace and academia
- Faculty resources
  - Students have ready access to faculty for help and advice and view the quality of interaction with faculty as high
- Physical resources
  - New space for Physical Practicals course is innovative and reflects pedagogical best practices

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

- Curriculum and program delivery
  - Question of whether sections of 300 students would provide a better learning experience than the current 1,000-student lectures in Convocation Hall
- Quality indicators
  - Significant attrition between Year 2 and 3, though not an inappropriate level given the challenging nature of the programs
  - Only about half of Physics specialists and majors complete in four years or less; nearly one-third require five years
  - Lack of information available about the success of graduates entering the workforce

**The reviewers made the following recommendations:**

- Curriculum and program delivery
  - Find the the best size and format for large-scale physics lectures
    - If Convocation Hall continues to be used, find a space to store demonstration equipment nearby
- Quality indicators
  - Consider whether administrative and/or scheduling issues are causing students to need to take a fifth year
  - Initiate a system for tracking students' post-graduation employment
- Faculty resources
  - Consider how the addition of a senior research project for specialist would increase students' opportunities to interact with faculty
- Physical resources
  - Consider how facilities similar to those of Physical Practicals would benefit the first-year course for specialists

## 2 Graduate Program

Physics, M.Sc., Ph.D.

**The reviewers observed the following strengths:**

- Overall quality
  - “Exceptional” graduate program; “students receive a graduate education experience that is of the highest quality”
  - Graduate program is unique in Canada and covers a broad range of sub-disciplines
  - The graduate program’s “overall reputation, breadth of sub-disciplines, growth in numbers of graduate students, level of financial support for the students, course structure and course offerings are all at a very high level
- Objectives
  - Faculty and department are clearly committed to excellence and the promotion of graduate student research of outstanding international quality
- Admissions requirements
  - Requirements are appropriate for both the M.Sc. and Ph.D.
- Curriculum and program delivery
  - Curriculum is “of the highest calibre” and “exhibits the impressive breadth of the department”
  - Graduate courses are kept current, as expected of a top-tier graduate school
  - M.Sc. is well-structured and prepares students for Ph.D.-level research
  - Successful addition of the innovative biological physics field and consolidation of climate change/geophysics strengths into Earth-Atmosphere-Planetary Physics group
  - Innovative addition of the direct-entry Ph.D. option
  - Commendable use of self-directed, online, technology-related courses
- Quality indicators
  - Completion rates and times-to-completion are comparable to other top-tier physics graduate schools
  - Students are awarded increasingly larger proportion of NSERC scholarships
- Enrolment
  - Planned enrolment growth of 30% since 2006
- Student funding
  - Levels of funding attract the strongest students
- Support
  - Level and quality of supervision are excellent

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

- Curriculum and program delivery
  - Tri-campus program delivery complicates scheduling and communications
- Quality indicators
  - No systematic data available on post-graduation employability
  - Department notes that time-to-completion may be increasing
- Student funding
  - Concerns about the high costs to the department and faculty supervisors in supporting international graduate students
    - Limited funding for non-Canadian graduate students hurts the department and the University

- Support
  - Not all PhD committee meetings are being held on an annual basis
- Faculty resources
  - Appears that there is an insufficient number of high energy theorists for the number of students interested in that area

**The reviewers made the following recommendations:**

- Curriculum and program delivery
  - Department should remain sensitive to scheduling and communications issues arising from the tri-campus nature of the graduate programs
  - Consider additional mini-courses on particular technologies that cross sub-disciplines, such as common instrumentation techniques
- Quality indicators
  - Track and report on what graduate students do upon completion of the program
  - Keep a check on any upwards creep in times-to-completion
- Student funding
  - Re-examine all aspects of funding for non-Canadian graduate students
- Support
  - Consider having the student's supervisor play a larger role in the scheduling of the annual committee meetings; monitor whether or not the meetings occur

### 3 Faculty/Research

**The reviewers observed the following strengths:**

- Overall quality
  - High quality research
- Scope, quality and relevance
  - Scope is unusually large for a North American Physics department
  - Outstanding, international-level groups in high energy, quantum optics, and condensed matter physics
- Level of activity relative to national and international comparators
  - Research faculty are all active, well-funded by Canadian standards, and receive above-average grant sizes
- Appropriateness of activities for the undergraduate and graduate students in the programs
  - Undergraduates have research opportunities through participating programs such as the NSERC URSA; working in national and international labs; and through developing teaching exercises and lab experiments for the department
  - Almost all Ph.D. students produce a refereed publication in one of the field's top tier, high impact, international, peer-reviewed journals
- Faculty
  - Current plan for faculty renewal is justified and logical

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

- Research
  - Challenge of maintaining high quality research while NSERC budget for basic research is being cut
- Faculty
  - Serious challenge of a shrinking faculty contingent in light of growing enrolments
  - Practice of replacing one faculty member for every two retirements could be detrimental to the department over time
  - Lost opportunity to recruit a joint faculty member with the Perimeter Institute
  - Current complement and plan for the Earth, Atmospheric, and Planetary Physics group (EAPP) does not sufficiently cover the core range of scientific areas claimed by EAPP; group has shrunk from its original complement

**The reviewers made the following recommendations:**

- Research
  - Engage federal and provincial government in discussions regarding NSESRC budget allocations
- Appropriateness of activities for the undergraduate and graduate students in the programs
  - Lobby the government to protect and enhance programs like NSERC USRA and NSERC PGS
- Faculty
  - Maintain a critical mass of faculty in each of the research areas to maintain the department's excellence
  - Take appropriate action to ensure relationship with the Perimeter Institute
  - Need for the Faculty and department to decide whether to commit to a hire in planetary-interior physics in the EAPP group

## 4 Administration

**The reviewers observed the following strengths:**

- Relationships
  - Working relationships with cognate units is very positive
- Morale of faculty, students and staff
  - Department is remarkably cohesive and collegial despite its large size and scope
- Relationships with external government, academic and professional organizations
  - Relationships with external research institutes and organizations enhance departmental research and professional activities, including teaching, and are highly valued both by those in the department as well as in the partner organizations
- Social impact in terms of outreach and impact locally and nationally
  - Department engages in outreach to youth, including the Physics Outreach Program
- Staff
  - Significant complement of technical support staff

- Management and leadership
  - Structure management and committees are standard and commensurate with the size of the department
- Department/unit/programs relative to the best in Canada/North America and internationally
  - Only Canadian department in the top 50 world physics departments, according to the Shanghai Academic World Ranking of Universities

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

- Staff
  - Current staffing appears to be appropriate, though more evaluation needed
  - Staff expressed concern regarding the increased administrative burden from new regulatory requirements

**The reviewers made the following recommendations:**

- Resource allocation, including space and infrastructure support
  - Encourage the University to fund upgrades to the departmental library
- Staff
  - Analyze whether current staffing levels are appropriate
  - Encourage the University and the Faculty to be critical of new regulatory requirements, which could cause increased administrative duties for staff
  - Provide the staffing resources outlined in the department's academic plan to support research, undergraduate labs, and bring Practical Labs to all for all first year courses

**ADMINISTRATIVE RESPONSE – Appended**



10 March 2014

Professor Sioban Nelson  
Vice-Provost Academic Programs  
University of Toronto

**Re: Review of the Department of Physics and its undergraduate and graduate programs**

Dear Sioban,

Along with the faculty, staff and students of the Department of Physics, I am very pleased with the external reviewers' positive assessment of the Department and the undergraduate and graduate programs: Physics, BSc (Specialist, Major and Minor); Biological Physics, BSc (Specialist); Physics and Philosophy, BSc (Specialist); Life and Environmental BSc (Minor); and Physics (MSc, PhD). The reviewers commended the graduate program, which they consider to be of the highest quality and unique in Canada. They praised the creativity and innovation of the first year physics course for students in the life sciences, the cohesiveness and collegiality of faculty and high morale of faculty, students and staff and the high quality and diversity of the research programs in the department. The Department has strong relationships with other units both within and external to the university, and is very involved in outreach efforts.

As per your letter of 9 January 2014, I am writing to address the areas of the review report that you identify as key. The response to these items is separated into short-(current-3 months)/intermediate- (3-12 months)/long-(12+months) term action items for the Department. The Department has seriously considered the reviewers' comments and a number of changes have been instituted over the past few months to respond to their suggestions.

***Curriculum & Program Delivery***

- *The reviewers believe that there are opportunities for improvement in undergraduate curricular delivery.*

The reviewers praised the first year course for life sciences students as creative and innovative, noting the variety of options that are available so that students can tailor program to their specific needs. Renovation of new space to accommodate practicals allows for computer-assisted experiments that are innovative and keeping with modern pedagogical best practices. The reviewers also highlighted the research opportunities that are available to students, in particular the NSERC USRA are very valuable; as are opportunities at other research facilities. The reviewers highlighted three areas for consideration in the undergraduate program: the quality of student experience in large lecture sections, upgrading first year practicals for physics specialists to match physics for life sciences labs, and improvement to interactions between students and faculty by making a senior research project mandatory for physics specialists.

*Large lecture sections*

Short-term response:

- The Department will continue to work on optimizing these large courses, but notes that the student evaluations for these courses have improved dramatically over the past few



years, with 85% of students in 2013 giving favourable responses regarding their overall experience. The undergraduate chair has initiated discussions with the Dean's Office to explore whether space can be provided to store demonstration equipment nearby to Convocation Hall.

Intermediate-term response:

- The Faculty of Arts & Science has identified as an academic priority a comprehensive review of its large course learning environment with the aim of further enhancing student learning and the student experience. This review will be conducted in 2014-15. The review will consider pedagogical differences as related to the disciplinary sectors (humanities, social sciences, and sciences). Any recommendations related to Physics emerging from the Faculty's review will be implemented and monitored.

*Upgrading first year practicals for physics specialists to match physics for life sciences labs*

Short-term response:

- The Department has carried out a pilot project on weekly "laboratorials" for PHY151 / PHY152, the courses for physics specialists. Over the course of this summer, the Department will roll these out fully. Renovations to room 126 in the McLennan Physical building are underway to create a suitable temporary space for the laboratorials.

Intermediate-term response:

- The space being created in MP126 is temporary. The Department has set aside some infrastructure funds and is working with the Dean's Office to move forward on a more permanent renovation.
- The Department will monitor the impact of the laboratorials and renovations for the undergraduate program.

*Improvements to interactions between students and faculty by making a senior research project mandatory for physics specialists.*

Short-term response:

- The Chair will continue to encourage faculty members to offer projects, and students to take them up. The Chair has explored whether faculty members outside the Physics Department may be able to supervise research projects of physics specialists. This has already been put in place for the Biological Physics stream.

Intermediate-term response:

- The Department is exploring whether a system of graduate student involvement in undergraduate research is feasible.

*• The reviewers recommend that the department remain sensitive to issues related to the tri-campus nature of the graduate program, and associated challenges with general communication and exchange of information.*

The reviewers were supportive of the Department's continued commitment to the excellence of graduate student research and the consolidations of their strengths in climate change and global geophysics has seen an increase in graduate student enrollment since 2006.

Short-term response:

- The Department is installing "smart-lecture theatre" capability in MP606 that will allow courses to be delivered / attended remotely by professors and students at UTM and UTSC.

Intermediate-term response:

- The Physics Graduate Associate Chair will work with graduate students (e.g. through their Graduate Liaison Committee) to increase communications and exchange of information, and to address issues as they arise. Depending on the success of remote lectures, the Department may develop more capacity in this area.
- *The reviewers recommend additional graduate mini-courses on particular technologies that cross sub-disciplines, such as common instrumentation techniques.*

The reviewers praised the scope of research of the Department's faculty which has meant a unique graduate program with faculty members who cover a broad base of physics sub-disciplines. The reviewers also highlighted the diverse and numerous courses provided to students which are kept current.

Short-term response:

- New courses in parallel computing have been introduced recently. These courses have proven to be popular with students. The Department has also begun the development of more courses in electronics.

Intermediate-term response:

- The Department will continue to explore such courses, consulting with graduate students and faculty members with respecting to possible offerings.

***Quality Indicators***

- *The reviewers note that only about half of the undergraduate physics specialists and majors completed their program in four years or less, with nearly a third requiring five years to complete.*

The reviewers found the undergraduate programs to be complete and comprehensive, allowing students to achieve a high level of physics learning with the possibility to pursue graduate studies. They highlighted the need to ensure that administrative / scheduling problems do not delay graduation of students.

Short-term response:

- The Department has begun to offer a greater number of summer sections of courses. Offering additional courses in the summer has resource implications, but are popular with students. Summer courses are particularly helpful for students who transfer into the physics program and need to catch up on prerequisites.

Intermediate-term response:

- The Department will monitor undergraduates' progress through their degrees, and will continue to review and monitor the impact of offering more summer courses.
- *The reviewers suggest a system for tracking post-graduate employment for undergraduate and graduate students should be considered.*

The reviewers concluded that the Department employs standard practices which are appropriate and correspond to expectations for the discipline.

Short-term response:

- The Department is attempting to build more permanent links to their students while they are in their programs, in the hope that they can be tracked after graduation. This is a challenge for many departments in the Faculty. The Vice-Dean, Graduate Education & Program Reviews is in the process of looking at units within the Faculty that do track

post-graduate employment with the aim of sharing best practices across Arts & Science departments.

- *Although the PhD time-to-completion rates are comparable to those of peer institutions, the reviewers note the department is concerned time-to-completion may be increasing slightly and suggest the Department should monitor annual supervisory meetings more closely.*

The reviewers praised the Physics graduate programs as exceptional and of a very high level with quality students who are supported by external fellowships and scholarships and with a high completion rate among the MSc students. The Department has recently imposed more structure on the PhD Supervisory Committee meetings, in the hope that they will be more useful in helping students to progress. The reviewers considered that this would help control potential upwards creep on time-to-completion.

Short-term response:

- The Department has revised the forms that are used in Supervisory Committee meetings, to clearly specify the date of the next meeting. The Physics graduate office is now tracking committee meetings more carefully and is proactive in contacting faculty members for follow up.

Intermediate-term response:

- With the assistance of the Vice-Dean, Graduate Education and Program Reviews, the Department will look at current best practice in the other science departments. One approach, as recommended by the External Review, will be to involve supervisors in scheduling committee meetings, when they are overdue.

- *The reviewers commented on the importance of admitting international graduate students and providing the resources to support them.*

Finding expanded funding for international graduate students is a challenge shared across the Faculty of Arts & Science. Strengthening support for international students is an identified priority in the Faculty's academic plan and its importance reiterated in the 2013 Faculty external review. The Faculty's financial challenges constrain our graduate programs in limiting our ability to recruit the best students, in limiting admissions of international students, and in supporting our students. We have worked with our units to devise funding packages for recruitment purposes. A&S Advancement has had success in raising funds for graduate fellowships, and the Graduate Admissions Committee has usefully offered strategic direction for units' admissions.

Short-term response:

- The Department is working with Arts & Science Advancement to raise funds to support international students.

***Resources and Planning:***

- *The reviewers observed that the Department faced considerable challenges arising from the decline in the faculty complement and continued enrolment growth. They noted the evolving landscape in Arts & Science with the establishment of the School of the Environment and the evolution of the Department of Earth Sciences, and the opportunities inherent in this for complement planning. The reviewers specifically noted that there appear to be an insufficient number of high energy theorists for the number of students expressing interest in this area of research.*

Short-term response:

- The Department requested and received approval to search for two positions in 2013-14. The first is a tenure-stream position in the field of Atmospheric/Ocean Theory at the rank of Assistant Professor and the second is tenure-stream position, also at the rank of Assistant Professor in the field of Climate Physics. The latter is a joint appointment with the School of the Environment. These positions relate to some of the reviewers' concerns.
- A request for a position in experimental quantum physics is being prepared by the Department for submission to the A&S Appointment Committee to be considered for the spring of 2014. The Department is also working to prepare a submission for a joint position in high energy theory with the Perimeter Institute for Theoretical Physics.

The Faculty of Arts & Science Appointment Committee meets annually to review requests for teaching staff from Arts & Science units. Requests are reviewed on the basis of criteria that are announced in advance through an annual memorandum to unit heads, including: the unit's Academic Plan and the Faculty's response; any subsequent external review reports; any subsequent discussion and developments that have led to changes in direction; new information and changes to circumstances facing the unit, as well as new academic priorities, challenges, and/or opportunities that have arisen; enrolment pressures at the undergraduate and graduate levels; and the integrity of the unit's programs of teaching and research, given the projected impact of any retirements or resignations. Given the uncertain state of the Faculty's financial position, including the serious impact of recent Provincial changes to the Faculty's program fee funding, budget planning has proceeded cautiously with respect to the number of appointments available across the entire Faculty, although endowments and external sources funded a number of additional positions.

- *The reviewers suggested that an analysis of the Department's administrative and research support staffing is warranted.*


The reviewers highlighted that the morale of the Department is high and the organization is standard.

Short-/Intermediate-term response:

- The Department recently carried out a reorganization of Physics Stores and Cryogenics, creating efficiency savings. A review of the current administrative and support staffing will be conducted in coordination with the Arts & Science Human Resources Office.

The review report provides a thoughtful analysis of the Department and undergraduate and graduate programs. We appreciate that the reviewers identified the Department's strengths and noted areas for development. The Department has already implemented and/or has begun to move forward with plans to address the key recommendations highlighted by the reviewers.

Sincerely,



David Cameron,  
Dean and Professor of Political Science

cc. Stephen Julian, Chair and Graduate Chair, Department of Physics  
Amrita Daniere, Vice-Dean Graduate, UTM  
William Gough, Vice-Dean Graduate Education and Program Development, UTSC

## Review Summary

<b>Program(s):</b>	Medical Radiation Sciences, B.Sc. (Streams: Nuclear Medicine Technology, Radiological Technology, Radiation Therapy)
<b>Division/Unit:</b>	(Review of program only; offered jointly by the University of Toronto Department of Radiation Oncology and The Michener Institute for Applied Health Sciences)
<b>Commissioning Officer:</b>	Dean, Faculty of Medicine
<b>Reviewers (Name, Affiliation):</b>	<p><b>UTQAP Reviewer:</b> Dr. Catherine de Metz, Associate Professor, Department of Oncology, School of Medicine, Queen's University; Head, Radiation Oncology Department, Cancer Centre of Southeastern Ontario</p> <p><b>Canadian Medical Association Accreditation Reviewers:</b> <u>Chair, CMA Survey Team</u> Louise Gordon, MSW, Dean, School of Health Sciences and Community Services, Red River College, MB</p> <p><u>Nuclear Medicine Technology</u></p> <ol style="list-style-type: none"><li>1. Dr. Sandor Demeter, MD, MHSc, FRCPC (NM), Medical Director Diagnostic Imaging, Winnipeg Regional Health Authority, Health Sciences Centre, Department Chair, Radiology, University of Manitoba, MB</li><li>2. Kevin Hudkins, RT(NM), Clinical Coordinator, British Columbia Institute of Technology, BC</li><li>3. Patricia Munro, RT(NM), BHSc, Educator, School of Health Sciences, Queen Elizabeth II Health Sciences Centre, NS</li><li>4. Deborah Scollard, MRT(N), BAppSci(NM), Regulatory Body Representative (College of Medical Radiation Technologists of Ontario)</li></ol> <p><u>Radiation Therapy Technology</u></p> <ol style="list-style-type: none"><li>5. Michael Evans, BA, MSc, FCCPM, RTR, Medical Physicist, Department of Medical Physics, McGill University Health Centre, QC</li><li>6. Chris Zeller, MA, BEd, ACT, Manager, Education Services, Radiation Therapy, CancerCare Manitoba, MB</li></ol>

7. Roseanne Pegler, BSc, MRT(T), ACT, Regulatory Body Representative (College of Medical Radiation Technologists of Ontario)

#### Radiological Technology

8. Dori Kaplun, RTR, Med, Program Head, Medical Radiography, British Columbia Institute of Technology, BC
9. Dr. Wayne Papoff, MD, FRCPC, Radiologist, London Health Sciences, ON
10. Francoise Ternovoy, MRT(R), ACR (Phase I), Practicum Coordinator, Northern Alberta Institute of Technology, AB
11. Janet Scherer, ACR, BA, RTR, MRT (R), Regulatory Body Representative (College of Medical Radiation Technologists of Ontario)

**Date of review visit:** January 14 – 16, 2013

## Previous Review

n/a

## Current Review: Documentation & Consultation

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

Terms of reference; self-study report of the Dept. of Radiation Oncology (September 2011); external review report of Dept. of Radiation Oncology (October 2011), and Chair's and Dean's response to it; Canadian Medical Association Phase I Report; three Program Self-Assessment Reports (one for each discipline); CMA surveyor's accreditation schedule; Faculty of Medicine's strategic academic and research plans; UTQAP document.

### **Consultation Process:**

The reviewers met with the Dean, Faculty of Medicine; Deputy Dean, Faculty of Medicine; Vice-Provost Academic Programs and Interim CEO, Michener; Chair, Department of Radiation Oncology, Faculty of Medicine; Director, MRS Program, Department of Radiation Oncology; Academic Chairs, Michener; Program Communication Liaisons, all three streams, Michener; Clinical Liaison Officers, all three streams, Michener; all teaching faculty for all three streams, Michener; all teaching faculty, University of Toronto; all first, second and third year students for all three streams; Directors/Managers, Imaging and Therapy departments for all three streams at all clinical site affiliates; Clinical Coordinators, Imaging and Therapy for all three streams at all clinical site affiliates; teaching technologists/therapists for all three streams at all clinical site affiliates; graduates for all three streams at all clinical site affiliates

# Current Review: Findings & Recommendations

## 1 Undergraduate Program

Medical Radiation Sciences, B.Sc. (Streams: Nuclear Medicine Technology, Radiological Technology, Radiation Therapy)

### The reviewers observed the following strengths:

- Overall quality
  - Very strong program
  - One of very few programs to offer inter-professional involvement from the first year
- Objectives
  - Educational objectives are clearly delineated
  - Complex program, involving three distinct disciplines
- Curriculum and program delivery
  - Courses are realistic, deliverable, and achievable
  - Innovative simulation technologies part of curriculum, which students appreciate
  - Program structure provides an integrated learning experience
  - Course sequence is logical
- Assessment of learning
  - Suitable frequency, completeness, and appropriateness of evaluations
  - Performance criteria in place for all three streams
- Quality indicators
  - Students very happy with their preparedness for clinical practice
  - Students confident that they are receiving a high quality program
  - Good success rates on provincial/national examinations
  - Employers are happy with students' preparedness for the work environment
  - Many graduates succeeding in management or leadership levels within their organizations
- Support
  - High-level of academic support and advising services provided to students

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

- Admissions requirements
  - Students come in at a much higher level than admissions requirements, with many students having completed an undergraduate or master's degree
- Curriculum and program delivery
  - Very few students do a research project. Research experience for students most embraced by Radiation Therapy stream; less so by the other two streams.
  - Introduction to research methodology many be too simplistic for students who have already completed a thesis
  - University courses more difficult than Michener courses

- Students with previous degrees find program more difficult than previous coursework
- Students have mixed experiences with online courses, especially Anatomy and Physiology courses
- Nuclear Medicine students felt that the first year Instrumentation course should not be self-directed
- Interprofessional education (IPE) coursework can be repetitive
- Students would like earlier access to real patients
- Simulation out of sequence in second year, especially after a clinical placement in first year
- Clinical personnel concerned about the reduction of clinical education time and students' ability to become competent and gain confidence within the specified time
- Assessment of learning
  - Inconsistent use of defined assessment methods in Nuclear Medicine Technology and Radiological Technology streams; not all Radiological Technology students meeting accreditation competencies
- Quality indicators
  - Few graduates engaged in research as part of their subsequent employment
  - Concerns about the job market post-graduation for Radiation Therapy students
- Students
  - Nuclear Medicine stream admissions currently suspended, having a negative impact on the delivery of the program to currently enrolled students
  - Students view themselves as 'Michener Students'; UofT seems more remote to students, and they do not feel a part of the University community
  - Some at clinical sites outside GTA concerned that students do not have the same ease of access to services as students in the GTA
- Outreach / Promotion
  - Discrepancies between Michener website and UofT Student Handbook

**The reviewers made the following recommendations:**

- Curriculum and program delivery
  - Build a stronger research component into advanced students' (i.e., those with previous undergraduate or master's degrees) training, such as through a research project before the third year
  - Provide students with additional research opportunities, such as through a collaborative research program between the disciplines
    - Consult with partners to determine how this can be expanded to include Nuclear Medicine and Radiological Technology
    - Look at an enhanced role for research in Radiation Therapy, and identify career opportunities for this
    - Seize opportunity to change professions by including more research experience in program; developing and promoting the Master's Program is a positive step towards this
  - Better align online and 'hands-on' courses



- Consider delivering IPE material in a non-lecture format, such as interdisciplinary research activities or development of a student-led teaching program
- Expand clinical placement time
- Make curriculum revision of Nuclear Medicine a priority
- Quality indicators
  - Track the careers of recent graduates to highlight the University's efforts in training leaders in the profession
- Students
  - Consider ways to involve students in UofT student life; increase involvement of UofT faculty in teaching courses
- Outreach / Promotion
  - Ensure that all published material is accurate

## 2 Graduate Program

n/a

## 3 Faculty/Research

**The reviewers observed the following strengths:**

- Overall quality
  - Dedication, commitment, and passion of the faculty are major program strengths
- Faculty
  - Extensive support for continuing professional education for instructors, clinical coordinators, and preceptors
  - Students appreciate that instructors are well-grounded in current clinical practice and technology

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

n/a

**The reviewers made the following recommendations:**

- Faculty
  - Encourage instructors to take advantage of opportunities to remain current with both theory and clinical practice
  - Ensure that clinical site personnel are aware of professional development opportunities and continue to meet defined standards in teaching adult learners

## 4 Administration

**The reviewers observed the following strengths:**

- Relationships

- Overall morale is good
- Scope of unit is expanding; most students train and work in Toronto, but some are expanding into other provinces
- Good collaboration between clinical sites and between clinical sites and the program
- Organizational and financial structure
  - Program is well-organized, well-coordinated, and well-supported
  - Michener Institute offers excellent facilities and resources including unique labs, and extensive and up-to-date equipment and simulation facilities
- Department/unit/programs relative to the best in Canada/North America and internationally
  - Leading Canadian program
  - Other programs want to emulate the program's emphasis on interprofessional education

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

- Relationships
  - Uncertainty about Nuclear Medicine stream having negative impact on morale
  - Concern that experts in Nuclear Medicine are not being consulted as the program is redeveloped
- Planning / Vision
  - Development plans for Nuclear Medicine not clear

**The reviewers made the following recommendations:**

- Relationships
  - Address Nuclear Medicine issues to mitigate impact on morale
  - Involve and consult with key stakeholders in redeveloping Nuclear Medicine stream, providing them with timely and comprehensive updates
  - Provide clinical coordinators with more feedback from the program on the student experience at their sites

**ADMINISTRATIVE RESPONSE – Appended**



**UNIVERSITY OF TORONTO**  
**FACULTY OF MEDICINE**

**Catharine Whiteside, MD PhD**

*Dean*

*Vice Provost, Relations with Health Care Institutions*

**EXTERNAL REVIEW | UNDERGRADUATE MEDICAL RADIATION SCIENCES PROGRAM**  
**Dean's Response**

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On behalf of the Faculty of Medicine, I would like to thank Dr. Catherine de Metz, Head of the Radiation Oncology Department at the Cancer Centre of Southeastern Ontario, for her comprehensive review of the undergraduate Medical Radiation Sciences (MRS) Program in response to the requirements of the University of Toronto Quality Assurance Program (UTQAP).

The MRS is a joint program between the University of Toronto, Faculty of Medicine, and The Michener Institute for Applied Health Sciences responsible for the education of three professional streams: Nuclear Medicine Technology, Radiological Technology, and Radiation Therapy. The Faculty of Medicine's Department of Radiation Oncology, in collaboration with the appropriate counterparts at the Michener Institute is responsible for the delivery of the curriculum in these three disciplines. This second entry BSc/Diploma Program is the largest in Canada, and one of the most successful such programs in the world. The Program is accredited every 6 years by the Canadian Medical Association (CMA) Conjoint Services for Accreditation. It was during this accreditation phase, when the Faculty of Medicine was notified that an external review to meet the UTQAP requirements was also required. With the approval of the Vice-Provost, Academic Programs and agreement from the CMA, the University of Toronto was allowed to appoint an external reviewer to the CMA team, which was Dr. de Metz.

Professor Fei-Fei Liu, the Chair of the Department of Radiation Oncology, has provided comments on specific issues identified in the report. The Faculty of Medicine, the Department of Radiation Oncology, and the MRS Program will work together to resolve those issues highlighted in the report. I will comment on some of those issues as follows.

**1. MRS Students' Identity with the University of Toronto**

Given the amount of time MRS students spend on site at The Michener, they may identify more closely as students with The Michener Institute, rather than University of Toronto students. The Department of Radiation Oncology, along with the Faculty of Medicine, will explore potential solutions to this issue, such as realignment of the Registrar's Office or regular "meet and greet" sessions.

## 2. Future Leaders Being Trained in MRS

The MRS Program currently does not have a database monitoring the career track of its graduates; hence its intention to train leaders in the field can only be supported when such individuals are occasionally identified. The Department of Radiation Oncology, with The Michener, will develop an alumni engagement strategy, part of which will include a systematic capturing of such longitudinal data and profiling these leaders in communications with the alumni community.

## 3. Curricular Improvements

The Department of Radiation Oncology with The Michener will develop strategies to improve the research experience, particularly in the Nuclear Medicine and Radiological Technology streams, by identifying appropriate research champions to promote a research culture. The MRS students described redundancies in Interprofessional Education courses; this will be streamlined by the MRS Joint Curriculum Committee.

## 4. Nuclear Medicine Curriculum Renewal

In acknowledgement of the shift in the external clinical practice environment, the lack of job opportunities and the requirement for “hybrid skills” in Nuclear Medicine, the MRS leadership team made the decision to suspend intake into this stream for 2 years. The MRS Program is currently redesigning and transforming the Nuclear Medicine curriculum by providing innovative hybrid content and by responding to the current and future practice needs in this group of professionals. Changes of this magnitude are always associated with anxiety amongst both the faculty and the student bodies; the MRS leadership is undertaking specific action plans to manage this change as seamlessly as possible in collaboration with the Department of Medical Imaging.

## SUMMARY

The joint University of Toronto-Michener Institute MRS Program is unique in Canada and, as stated by Professor Liu, we are leaders in this domain; other similar programs seek directions from us. I am confident that under Professor Liu’s leadership, the MRS Program will continue to meet the health care needs of the patients of Ontario, Canada, and the world.



*Catharine Whiteside  
Dean, Faculty of Medicine  
Vice-Provost, Relations with Health Care Institutions, University of Toronto  
(February 2013)*

## Review Summary

<b>Program(s):</b>	Journalism, B.A., Hons. (Joint Program with Centennial College): Specialist
<b>Division/Unit:</b>	University of Toronto, Scarborough (UTSC)
<b>Commissioning Officer:</b>	Dean and Vice-Principal (Academic), UTSC
<b>Reviewers (Name, Affiliation):</b>	<ol style="list-style-type: none"> <li>1. Dr. Paula Price, Consultant, PQAPA Panel Chair</li> <li>2. Janet Kolodzy, M.S.J., Associate Professor, Journalism Department, Emerson College</li> <li>3. Dr. Christopher Waddell, Associate Professor; Director, School of Journalism and Communication; Carty Chair in Business and Financial Journalism, Carleton University</li> <li>4. Rick MacLean, M.A., Instructor, Journalism Program, Holland College</li> <li>5. Larry Cornies, M.A., Coordinator, Print Journalism and Broadcast Journalism Programs, Conestoga College</li> </ol>
<b>Date of review visit:</b>	May 30 and May 31, 2013

## Previous Review

**Date:** May 15 – 16, 2008

### Summary of Findings and Recommendations:

#### 1. Undergraduate Program: Journalism, B.A., Hons: Specialist (Joint)

The reviewers observed the following strengths:

- “Genuine opportunity” for UTSC in the areas of diversity, global media, and critical journalism, as these areas have been underdeveloped in Canada

The reviewers identified the following areas of concern:

- Significantly different approaches to teaching journalism at the two institutions
- Lack of clearly articulated learning outcomes
- Competing bureaucratic structures impede the student experience
- Focus on industry at the expense of the student experience

The reviewers made the following recommendations:

- Make the student experience a priority

**2. Graduate Programs (n/a)****3. Faculty/Research**

The reviewers observed the following areas of concern:

- Lack of contact between faculty at the partner institutions negatively impacts curriculum design

The reviewers made the following recommendations:

- Clarify expectations and provide training for Centennial instructors who may be balancing careers and part-time teaching loads

**4. Administration**

The reviewers identified the following areas of concern:

- Absence of a functioning governance structure for the program
- “Extremely limited contact” between UTSC and Centennial faculty and administrators; faculty at both institutions expressed concern about activities at the partner institution
- No clear, overarching vision for the joint program
- Significant leadership, communication, and resource challenges

The reviewers made the following recommendations:

- Create clear lines of communication between the two institutions
- Reorganize programs around a strategic vision that capitalizes on the strengths of both institutions, the communities that they serve, and the program’s position within Ontario and Canada

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

**Date(s):**

**Current Review: Documentation & Consultation****Documentation Provided to Reviewers:**

UTSC Strategic Plan, 2008

UTSC Academic Plan, 2010-15

UTSC Annual Review, 2011-12

UTSC Viewbook, 2013-14

Joint Programs Student Handbook, 2012-13

JPQR Terms of Reference, Specialist (Joint) program in Journalism (B.A.)

Program and Course descriptions from UTSC Calendar

Course Syllabi – Centennial College

Course Syllabi – UTSC

Faculty CVs – Centennial College

Faculty CVs – UTSC

Program Self Study, March 2008

External Review Report, July 2008

Summary and Administrative Response, March 2009

Program Self Study, May 2013

JPQR Student Survey

Student Services Statement  
Library Statement

### **Consultation Process:**

The reviewers met with the Associate Vice President, Academic Excellence (Centennial College) and the Vice-Dean, Undergraduate (UTSC); Chair, School of Communications, Media and Design (Centennial College) and Chair and Associate Chair, Department of Arts, Culture and Media (UTSC); Program Coordinator (Centennial College) and Program Director (UTSC); Chair, Journalism Program Advisory Committee (Centennial College); Joint Programs Administrative Coordinator (Centennial College and UTSC) faculty (Centennial College and UTSC) and Journalism program students (Centennial College and UTSC).

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

### **1 Undergraduate Program**

Journalism, B.A., Hons. (Joint Program with Centennial College): Specialist

#### **The reviewers observed the following strengths:**

- Overall quality
  - Students feel that the integrated program model offers the “best of both worlds”: the highly valued UTSC degree & the applied practice and skills for employment from Centennial
- Objectives
  - Program is consistent with both institutions’ missions
- Admission requirements
  - Appropriate to program learning outcomes
- Curriculum and program delivery
  - “Curriculum reflects the current state of the art in the field of journalism”
  - Many innovative, creative approaches to course design and delivery, particularly the commendable “real-world” experience of working on community papers
  - Integration of new internship component is consistent with the goals of the program

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

- Objectives
  - Lack of a strategic vision for the program and no specific, overall learning outcomes
  - Unclear picture of who a typical successful graduate would be
- Curriculum and program delivery
  - Registration/ROSI issues have negatively impacted the student experience
  - Few higher level university courses means that students cannot meet graduation requirements
  - Students identified duplication of content within courses at UTSC

- Students would like more hands-on learning earlier in the program so that they can use these skills in UTSC courses
- Quality indicators
  - Lack of data about current students' retention and graduation rates hinders staff ability to accurately plan for courses
  - Absence of evidence of data on program graduates and their accomplishments
- Assessment of learning
  - Students experience uneven or unexplained assessment of their grades/assignments in college courses
- Students
  - Inconsistent and stressful student experience; students do not have a "go to" person and receive conflicting/no information about the program and internships
  - Imbalanced workload between college and university portions
- Support
  - Absence of a formal orientation for students
- Program Administration
  - Inadequate support for operational issues and general troubleshooting
- Outreach / Promotion
  - Inconsistent program information online

**The reviewers made the following recommendations:**

- Objectives
  - Increase commitment to the program and forge stronger connections between the institutions
  - Engage joint program personnel in more clearly articulating the vision for the program and the unique contributions that the program makes to undergraduate journalism education
- Curriculum and program delivery
  - Engage in a curriculum mapping process to develop course learning outcomes for every course and map course learning outcomes to overall program learning outcomes
  - Revise the curriculum to add more practical, skills-based learning earlier in the program
  - Add a capstone course to consolidate earlier learning and provide an additional opportunity for students to engage in research
  - Pilot alternative course delivery models to accommodate resequencing
  - Include an integrative seminar (possibly online) and non-English placements in the internship course so that students can engage in reflection and analysis of their experiences
  - Conduct an annual review of the curriculum and present this information the Joint Programs Steering Committee
- Quality Indicators
  - Track retention, graduation, and employment data, and present this information annually to the Joint Programs Steering Committee
- Assessment of learning



- Explore other assessment methods at other institutions, and review and revise assessment methods used in Centennial courses
- Support
  - Initiate strategies to better support students, such as offering a formal orientation at UTSC, creating a program handbook, creating a student association, starting a mentoring program, and engaging social media
- Program Administration
  - Re-examine the resources allocated to the Joint Programs Administrative Coordinator and consider whether the role is appropriately positioned
  - Create a leadership position to oversee the program's continued development and success
  - Increase advising capacity to better support students and improve their experiences
- Outreach / Promotion
  - Annually update the website and create a marketing plan
  - Designate a point person for ensuring current, accurate marketing/promotional information and to liaise with the marketing department

## 2 Graduate Program

(n/a)

## 3 Faculty/Research

**The reviewers observed the following strengths:** None.

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

- Faculty
  - Faculty have limited opportunity to engage in discussions about curriculum with colleagues at the partner institution

**The reviewers made the following recommendations:**

- Faculty
  - Engage all joint program faculty in planning and curriculum mapping processes

## 4 Administration

**The reviewers observed the following strengths:**

- Morale of faculty, students and staff
  - Positive morale among students, faculty, and staff, despite operational issues

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

- Planning / Vision

- Program has not fully realized its potential in the areas of diversity and critical journalism studies

**The reviewers made the following recommendations:**

- Morale
  - Continue to address operational issues to relieve student frustration and improve morale
- Planning / Vision
  - Establish a timeline and identify resources to build diversity into the program
  - Develop a bridge program for diploma students who wish to complete the degree at UTSC

**ADMINISTRATIVE RESPONSE – Appended**



UNIVERSITY OF  
**TORONTO**  
SCARBOROUGH

OFFICE OF THE DEAN &  
VICE-PRINCIPAL (ACADEMIC)

14 February 2014

Professor Sioban Nelson  
Vice-Provost, Academic Programs  
Office of the Vice-President and Provost  
Simcoe Hall  
University of Toronto

Dear Sioban,

Administrative Response, External Review of the Journalism Joint Program with  
Centennial College (B.A., Hons: Specialist)

Thank you for your letter of 3 October 2013 requesting my administrative response to the external review of the Journalism Joint Program with Centennial College. I appreciate the seriousness with which the reviewers approached the external review process, and am grateful for the careful consideration they have given to this program. I note with particular pleasure that students describe the Journalism program as “the best of both worlds” in journalism education, since it provides them with a highly valued university degree and the professional skills offered by a college program. In addition, I am grateful for the reviewers’ assessment of the challenges facing the program and for their many helpful recommendations.

The external review report was sent to the Chair of the Department of Arts, Culture and Media (UTSC), the Dean and Chair, School of Communications, Media and Design (Centennial College), and all faculty and staff associated with the program, for their information and feedback. The Vice-Dean, Graduate Education and Program Development met with the Associate Chair of the Department of Arts, Culture and Media as well as the faculty and staff associated with the program on January 23, 2014, and I met with the Joint Programs Executive Committee on February 3, 2014. I am pleased with the depth of the discussion that has taken place. We are taking the recommendations of the reviewers seriously and already have begun to act upon them.

Let me address now the specific points raised in your letter of 3 October.

Curriculum and Program Delivery

- The reviewers noted that the program lacks specific overall learning outcomes.

Steps have already been taken to address this concern. UTSC’s Department of Arts, Culture and Media and Centennial’s School of Communications, Media and Design are working collaboratively to develop a clearly articulated set of learning outcomes for the

Joint program in Journalism. They are using the Core Competencies for Journalism Schools (2008) as a guide. These Core Competencies, recommended by the Knight Foundation, were rewritten a few years ago by UTSC's J. Dvorkin and were proposed, with amendments for the unique Canadian experience, to the Ryerson School of Journalism when he was a Distinguished Visiting Professor (2008-2010). As a first step, we have begun to develop a mission statement and a list of program objectives that will be the overarching statement of the learning outcomes for the program. The second step will be to develop closely aligned learning outcomes for the UTSC and Centennial components of the program.

- The reviewers praised the program curriculum, but they suggested that the student experience can be inconsistent and confusing, especially when moving between the university and college portions. They noted an imbalanced student workload between UTSC and Centennial.

This is an important and vexing issue shared with the other Joint Programs. Confusion arises primarily from two sources: first, the differences in pedagogy, expectations, and course material at the two institutions, and second the communication of program expectations to students.

In order to address these concerns, UTSC has initiated a curricular review of the Journalism offerings. This review will include close consultation with the Centennial partners and include a curricular mapping exercise to ensure appropriate sequencing, workload distribution and alignment with program learning outcomes. This review will be presented to the Joint Steering Committee.

To address the second source of confusion, we will seek ways to provide students with a better understanding of the differences in the demands of various aspects of the program. We hope that a more explicit articulation of expectations for each component of the program will help to sustain enthusiasm and morale among students and reduce attrition rates. We note that Orientation sessions and classroom visits have taken place during the last couple of years. We will augment these efforts by developing ways to proactively reach out to students to provide them with the counseling they need. We also are committed to working directly with students to identify workload tensions and where feasible address them through better scheduling and sequencing, and to working with UTSC's Academic Advising and Career Centre to ensure consistent messaging of program requirements.

As indicated by the reviewers, there is a need to integrate the scheduling more effectively so that Centennial students are able to return to UTSC for one course in their 3rd year. At the same time, UTSC students have expressed a strong interest in having a course in digital skills available to them before they leave UTSC for their Centennial experience. We are committed to pursuing the practicality of these aspirations through the curricular review process, noting that scheduling at UTSC and Centennial employ substantially different methodologies and timelines and that course offerings are shared with other programs.

- The reviewers noted that there are increasingly less higher-level university courses, which can result in delayed graduation.

In order to comply with its Degree Level Expectations, all UTSC Specialist programs require students to complete 4.0 FCEs at the C and D levels (third and fourth year), 1.0 FCE of which must be at the D-level. This requirement is explicitly articulated in the Joint program in Journalism, however, in the past there were no D-level courses in Journalism so students met this requirement with courses outside of Journalism. This situation has been rectified with the introduction of a new D-level course – JOUD10H3 (Senior Seminar in Journalism) as a program requirement. This course will be offered on an annual basis, which should enable students to finish more easily in a timely fashion. We also acknowledge that many D level courses have pre-requisites and thus sequencing can be critical to a timely completion. This issue will be addressed through program counseling during the second year and third year. It is important to mention that UTSC has commenced a search for an additional faculty member in Journalism. This new hire should provide the teaching capacity to address this issue.

#### Planning and Vision

- The reviewers remarked upon the apparent lack of communication and the absence of a sense of partnership or shared vision between UTSC and Centennial.

This comment is not consistent with the experience of those involved in the program. UTSC and Centennial faculty enjoy an excellent working relationship, most specifically between the UTSC and Centennial program coordinators, who feel a shared sense of ownership and vision for the Journalism program. This productive relationship was explicitly highlighted in the external review report.

Nevertheless, we agree that more should be done to foster and articulate a shared vision. Specific actions already have been taken and will continue. We note that the recent review process itself has improved connection between the Centennial program coordinator and the UTSC director including more regular UTSC contact with Centennial administration.

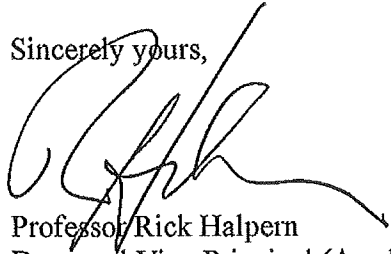
- The reviewers observed that better tracking of retention, graduation, and experiences post graduation would improve course and program learning.

Retention issues are important to us. Although much has been gained anecdotally by those involved in the program, we will work with the UTSC Registrar to track these numbers more systematically.

Post graduation experiences too are an important consideration. We hope to engage the university and college alumni associations more effectively, which should be of significant assistance. As per the website, <http://www.utsc.utoronto.ca/aacc/> there seems to be the potential to track and sustain contact with our graduates. We are certainly eager

to work with the Alumni Offices to help in this process.

Sincerely yours,

A handwritten signature in black ink, appearing to be 'R. Halpern', written over the text 'Sincerely yours,'.

Professor Rick Halpern  
Dean and Vice-Principal (Academic)

## **Appendix A: Core Competencies for Journalism Education at UTSC/Centennial College**

### **DRAFT**

#### **FIVE AREAS OF COMPETENCE IN JOURNALISM EDUCATION**

The following five areas of competence, and individual competencies within them, are adapted from “The Journalism School Curriculum Enrichment Program,” a study by the Carnegie-Knight Initiative on the Future of Journalism Education (October 2008).

##### **A. GENERAL COMPETENCE**

1. To assess and place information in context
2. Have a broad intellectual perspective
3. Have a deep knowledge of Canadian and international current events
4. Have a strong educational foundation
5. Be able to engage in analytical thinking
6. Understand the value of teams and motivation

##### **B. PRACTICAL TECHNIQUES**

1. Bibliographic research skills
2. Interviewing skills
3. Deadline reporting skills
4. Narrative story-telling skills in different media (audio video and digital)
5. Descriptive writing
6. Familiarity with CP Style
7. Investigative research methods
8. News visuals
9. Editing
10. Photography
11. Headline writing
12. Web, TV and/or radio production
13. Knowledge of TV field production skills (focus, research, structure, writing, shooting and editing)
14. Knowledge of inter-platform media skills

##### **C. PROCESS COMPETENCIES**

1. Understanding media influences and consequences
2. Understanding unintended consequences such as pack journalism, lack of independence, detachment and attachment dilemmas
3. Understanding how different media approaches, disciplines and platforms affect journalism outcomes

4. Understanding the social context, purposes and particular challenges of doing journalism in a diverse environment

D. PROFESSIONAL ETHICS

1. Stimulating the moral imagination
2. Recognizing moral issues and consequences
3. Living a professional life that is ethically informed
4. Tolerating disagreement and ambiguity

E. SUBJECT COMPETENCIES

1. Acceptable levels of specialization in areas such as law, economics, foreign affairs, science, business, religion, travel and sport
2. Ability to exercise independent judgment about the value and importance of news events
3. Ability to create and transpose content from one media platform to another with an emphasis of digital creation



## Review Summary

<b>Program(s):</b>	New Media Studies, B.A., Hons. (Joint Program with Centennial College): Major
<b>Division/Unit:</b>	University of Toronto, Scarborough (UTSC)
<b>Commissioning Officer:</b>	Dean and Vice-Principal (Academic), UTSC
<b>Reviewers (Name, Affiliation):</b>	<ol style="list-style-type: none"> <li>1. Dr. Paula Price, Consultant, PQAPA Panel Chair</li> <li>2. Dr. Charles H. Davis, Edward Rogers Sr. Research Chair in Media Management and Entrepreneurship, and Associate Dean, Scholarly Research and Creative Activities, Faculty of Communication &amp; Design, Ryerson University</li> <li>3. Dr. Kelly Lyons, Associate Professor, Faculty of Information, University of Toronto</li> <li>4. Dave Nourse, B.A., V.P., Managing Director – Digital, Saatchi &amp; Saatchi</li> <li>5. Dr. David Harris Smith, Assistant Professor, Department of Communication Studies and Multimedia, McMaster University</li> </ol>
<b>Date of review visit:</b>	May 23 and May 24, 2013

## Previous Review

**Date:** May 15 – 16, 2008

### Summary of Findings and Recommendations:

#### 1. Undergraduate Program: New Media Studies, B.A., Hons: Major

The reviewers observed the following strengths:

- Successful incubator for new media talent
- Good placement track record for graduates

The reviewers identified the following areas of concern:

- Lack of clearly articulated learning outcomes
- Competing bureaucratic structures impede on the student experience
- Focus on industry at the expense of the student experience
- Students do not adequately understand the program nor its requirements

The reviewers made the following recommendations:

- Prospective students should be better informed about the nature of the program
- Make the student experience a priority

## 2. Graduate Programs (n/a)

### 3. Faculty/Research

The reviewers observed the following strengths:

- Enthusiasm of the two faculty members who teach and manage the program

### 4. Administration

The reviewers identified the following areas of concern:

- Absence of a functioning governance structure for the program
- Low staff morale due to limited resources and stagnant curriculum
- Significant leadership, communication, and resource challenges

The reviewers made the following recommendations:

- Reorganize programs around a strategic vision
- Consider moving the program to the Department of Humanities
- Establish a working group to advance the program

Last OCGS Review(s)      n/a

Date(s):

## Current Review: Documentation & Consultation

### Documentation Provided to Reviewers:

UTSC Strategic Plan, 2008  
 UTSC Academic Plan, 2010-15  
 UTSC Annual Review, 2011-12  
 UTSC Viewbook, 2013-14  
 Joint Programs Student Handbook, 2012-13  
 JPQR Terms of Reference, Specialist (Joint) program in Journalism (B.A.)  
 Program and Course descriptions from UTSC Calendar  
 Course Syllabi – Centennial College  
 Course Syllabi – UTSC  
 Faculty CVs – Centennial College  
 Faculty CVs – UTSC  
 Program Self Study, March 2008  
 External Review Report, July 2008  
 Summary and Administrative Response, March 2009  
 Program Self Study, April 2013  
 JPQR Student Survey  
 Student Services Statement  
 Library Statement

**Consultation Process:**

The reviewers met with the Associate Vice President, Academic Excellence (Centennial College) and the Vice-Dean, Undergraduate (UTSC); Dean and Chair, School of Communications, Media and Design (Centennial College) and Chair and Associate Chair, Department of Arts, Culture and Media (UTSC); Program Coordinator (Centennial College) and Program Supervisor (UTSC); Chair, New Media Studies Program Advisory Committee (Centennial College); Joint Programs Administrative Coordinator (Centennial College and UTSC) faculty (Centennial College and UTSC) and New Media Studies program students (Centennial College and UTSC).

## Current Review: Findings & Recommendations

### 1 Undergraduate Program

New Media Studies, B.A., Hons. (Joint Program with Centennial College): Major

**The reviewers observed the following strengths:**

- Overall quality
  - “Opportunity to be a cachet program”
  - “Provides a media literacy that few other programs do”
  - Program produces graduates with sought-after theoretical and practical knowledge
  - Integrated program model is highly valued by students
- Objectives
  - Significant advancement of program goals since the previous review
  - Program is consistent with both institutions’ missions
  - Commendable initial efforts towards articulating program and course objectives
- Admissions requirements
  - Delayed admission requirement is appropriate given program learning outcomes
- Curriculum and program delivery
  - Teaching staff identify the need for the curriculum to be adaptive to change and open to new technology and modes of delivery
- Assessment of learning
  - Assessment methods are appropriate and reflect a variety of strategies
- Support
  - Innovative and creative program initiatives, such as the Media Studies speakers and film series, new media club, the Hub, and student contributions to the Art Side Out celebration

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

- Objectives
  - Lack of a shared strategic vision for the program; learning outcomes are isolated to each institution
  - Program has not yet fully realized its potential

- Admissions requirements
  - Students may lack some essential technical skills prior to entry
- Curriculum and program delivery
  - Curriculum does not always use or teach students about current industry-level tools
  - Students would like more access to hands-on practice throughout the program
  - Current 12-week length of the capstone course is too short to produce a new media artifact
  - Registration/ROSI issues have negatively impacted the student experience
- Quality indicators
  - Lack of data about current students' retention and graduation rates hinders staff ability to accurately plan for courses
  - Absence of evidence of data on program graduates and their accomplishments
- Students
  - Inconsistent and confusing student experience, especially when moving from one institution to another
  - Limited opportunities for students to showcase their projects; unclear whether the Hub is intended as a business accelerator or a showcase for student work
  - Limited opportunities for students to develop collaborative relationships with each other
- Support
  - Absence of a formal orientation for students
  - Absence of student awards to recognize achievements
- Program Administration
  - Lack of support to students with technical issues, in particular in the senior-level courses
- Outreach / Promotion
  - Inconsistent program information in marketing materials and online
- Physical resources
  - No dedicated physical space at UTSC and limited access to gear needed for student work

**The reviewers made the following recommendations:**

- Objectives
  - Engage joint program personnel in more clearly articulating the vision for the program
  - Establish a Joint New Media Studies Curriculum Review Committee to review the curriculum and ensure the program reflects expected levels of scholarly rigor and discipline currency
- Curriculum and program delivery
  - Identify overall joint program learning outcomes
  - Engage in a curriculum mapping process and develop course learning outcomes for every course
  - Consider moving the current applied courses offered at Centennial College in year 3 of the program to year 2 of the program
  - Pilot alternative course delivery models at Centennial

- Develop three different timetable models to address issues of increasing student enrolment and daytime delivery
- Examine opportunities to develop more international internship/field education learning experiences for students
- Create an enduring research project for students by extending the capstone course to one year to allow more time for hands-on learning
- Consider development of an additional Specialist program, emphasizing applied research and practical courses; this would be in addition to the Major program already offered
- Quality indicators
  - Regularly review job postings to identify employers' software expectations
  - Track retention, graduation, and employment data, and present this information annually to the Joint Program Steering Committee
- Support
  - Consider developing the Hub into a service facility where fee-for-service media production is provided to industry
  - Better support students' technical skills and web authoring tools through intensive resource programs or workshops
  - Develop additional language/ESL support for students
  - Consult with the Centennial Program Advisory Committee to develop a student awards program
- Program Administration
  - Re-examine the resources allocated to the Joint Programs Administrative Coordinator and consider whether the role is appropriately positioned
  - Consider adding more capacity to support to students with technical issues, such as through a teaching assistant role
- Outreach / Promotion
  - Enhanced marketing strategies could lead to the recruitment of higher quality students
  - "Cast a wider net" and consider recruiting students from unexplored program areas as the program's profile rises
  - Designate a point person for ensuring current, accurate marketing/promotional information and to liaise with the marketing department
- Physical resources
  - Invest in tools, speakers, projects, gear, and methods for showcasing student projects

## 2 Graduate Program

(n/a)

## 3 Faculty/Research

**The reviewers observed the following strengths:**

- Faculty

- Commendable efforts to engage in curriculum discussions
- Some excellent faculty who are passionate about their discipline and committed to the program

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

- Faculty
  - Limited complement is a strain on faculty

**The reviewers made the following recommendations:**

- Faculty
  - Create opportunities for faculty to attend each other's classes
  - Develop a formal succession plan for full-time faculty

## 4 Administration

**The reviewers observed the following strengths:**

- Morale of faculty, students and staff
  - Collegial relationship between the two full-time faculty members and positive morale among students, despite operational issues
- Consistency with University's academic plan
  - UTSC goal of increasing internationalization is reflected in the program's diverse student population and in students' desire to work internationally
- Department/unit/programs relative to the best in Canada/North America and internationally
  - No direct competitors; similar to programs offered at New York University (NYU) and McMaster University

**The reviewers made the following recommendations:**

- Morale
  - Continue to address operational issues to relieve student frustration and improve morale
- Scope and nature of relationships with cognate Faculties, academic departments and units
  - Explore synergies with other programs in the Department of Arts, Culture & Media Studies and the Humanities
- Social impact in terms of outreach and impact locally and nationally
  - Examine opportunities to build the program's global network and develop more international experiential education opportunities for students
- Planning / Vision
  - Engage in more effective marketing strategies and reinstate the annual presentation of the program marketing plan
  - Engage in a visioning process for the next five years of the program and anticipate ways to recruit and support increasingly higher quality students

**ADMINISTRATIVE RESPONSE – Appended**



UNIVERSITY OF  
**TORONTO**  
SCARBOROUGH

OFFICE OF THE DEAN &  
VICE-PRINCIPAL (ACADEMIC)

14 February 2014

Professor Sioban Nelson  
Vice-Provost, Academic Programs  
Office of the Vice-President and Provost  
Simcoe Hall  
University of Toronto

Dear Sioban,

Administrative Response, External Review of the New Media Studies Joint Program with Centennial College (B.A., Hons: Specialist)

Thank you for your letter of 28 November 2013 requesting my administrative response to the external review of the New Media Studies Joint Program with Centennial College. I appreciate the seriousness with which the reviewers approached the external review process, and am grateful for the careful consideration they have given to this program. I note with particular pleasure the reviewers' assessment that the program "provides a media literacy that few other kinds of education do." In addition, I am grateful for the reviewers' assessment of the challenges facing the program and for their many helpful recommendations.

The external review report was sent to the Chair of the Department of Arts, Culture and Media (UTSC), the Dean and Chair, School of Communications, Media and Design (Centennial College), and all faculty and staff associated with the program, for their information and feedback. The Vice-Dean, Graduate Education and Program Development met with the Associate Chair of the Department of Arts, Culture and Media as well as the faculty and staff associated with the program on January 23, 2014, and I met with the Joint Programs Executive Committee on February 3, 2014. I am pleased with the depth of the discussion that has taken place. We are taking the recommendations of the reviewers seriously and already have begun to act upon them.

Let me address now the specific points raised in your letter of 28 November.

Curriculum and Program Delivery

- The reviewers noted that the program lacks specific overall learning outcomes.

Although the overall learning outcomes may not have been explicitly articulated, the New Media Studies program does have a specific set of learning outcomes. We have initiated meetings with the two groups to develop an articulation of this shared vision and



learning outcomes. These will take the form of a mission statement and list of program objectives (see Appendix A for a draft mission statement).

We provide below a summary of the current thinking that emerged from our initial discussions. The curriculum of the Joint Program in New Media Studies is composed of the academic study of media and new media from theoretical, historical, cultural, and global points of view (provided by UTSC), and a year of practicum courses in new media design and communications (provided by Centennial College). This combination of critical media studies and digital media practice allows students to develop critical and creative thinking skills that will serve them well no matter their digital future. Our goal is to foster critical, engaged, and creative students who have the knowledge and skills needed to adapt to the demands of an ever-evolving digital media environment in which new and emergent communication technologies arrive with dizzying speed. Given our technological and digitized culture, it is crucial to teach students to communicate well in different contexts and through different media technologies. This is the key learning objective that underpins our curriculum. Coursework at UTSC develops students' critical reading and writing skills, while coursework at Centennial develops technical and design skills needed to communicate through digital visual forms.

- The reviewers praised the program curriculum, but they suggested that the student experience can be inconsistent and confusing, especially when moving between the university and college portions.

Movement between the university and college portions of the curriculum is a challenge for all of our Joint programs. Some aspects that appear confusing and inconsistent may stem from the realities of navigating between two different institutional cultures. Further confusion arises from two sources.

The first is the difference in pedagogy, expectations, and course material at the two institutions. While we have a clear vision of the program (as articulated in the previous section), further refinement is necessary to fully integrate the UTSC and Centennial components and address the problem of student confusion. We plan to move the Centennial component, which currently takes place during students' third year, to the second year. In addition, during the fall semester of the second year alongside their Centennial courses students will take a critical-theoretical course on new media at UTSC. These structural changes streamline the curriculum and clarify the logical progression in meeting the program goals and learning outcomes noted above. Courses will be taken in the following sequence:

Year 1: Gateway courses MDSA01H Intro to Media Studies and MDSA02H History of Media and Technology; application to Joint Program  
 Year 2: Centennial Courses; MDSB61H Mapping New Media (fall)  
 Year 3: Designated digital project courses MDSB62H Visual Culture and MDSB63H Sound and Visual Media. (additional courses may be designated as Media Studies continues to expand course offerings.)

Year 4: Capstone new media studies courses NMED20H Theory and Practice in New Media and NMED01H Senior New Media Project

Students will continue to have the opportunity to take an additional course, including a field placement, during the summer at Centennial and earn a Certificate in New Media Design.

These changes offer several advantages:

1. Placing academic analysis and digital practice in the same semester and earlier provides students greater context for the scope and purpose of the program. (In the current curricular structure, students don't combine academic analysis and digital practice until their senior year.)
2. Developing students' technical and design skills earlier allows them to apply these skills in the digital media projects required in their courses in the following two years. (In the current curricular structure, students only have their senior year for such study.)
3. The wait time between students' application for entry (at the end of their first year) and beginning course work at Centennial (currently in the third year) will be substantially reduced. Currently students gain entry but must wait a full year to begin the component of the program that most likely attracted them in the first place. After the planned reorganization, students will apply for admission in May and transition to Centennial the following September.

The second source of confusion may arise from the communication of program expectations to students. Currently, students are invited to an orientation session at Centennial, to provide them with information on the College portion of their program, including information about courses and the expectations at the College, and to answer any questions they may have. We have learned that this orientation has not been scheduled at a time that is favourable for the students. We will do our best to ensure that in future this session is scheduled at a time that is easiest for students to attend. In addition to this session, a formal orientation is held by the College a week prior to the start of the fall semester. Here again, we will endeavor to ensure that this orientation is held at an optimal time and is well publicized among students.

The Academic Advising Office at UTSC is another important source of information for Joint program students. We are continuing to work with staff in this Office to ensure that they have the most up to date information regarding the program and its requirements. The Administrative Coordinator of the Joint Programs will work closely with Academic Advising to provide them with materials that explain the complexities of how the program operates, and to ensure consistent guidance is given to students.

#### Planning and Vision

- The reviewers remarked upon the apparent lack of communication and the absence of a sense of partnership or shared vision between UTSC and Centennial.

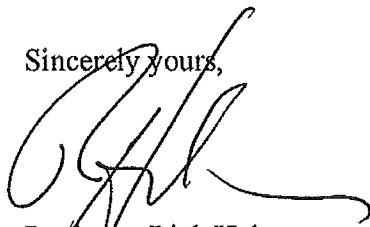
This comment does not resonate with the personal experience of those involved in the program. UTSC Faculty enjoy an excellent working relationship with colleagues at Centennial, especially with the Program Coordinator, and they feel a shared sense of ownership and vision for the New Media Studies program.

However, as noted in the section above on the program vision, the two groups have begun to meet more regularly and faculty have begun to develop a shared vision for the program.

- The reviewers observed that better tracking of retention, graduation, and experiences post-graduation would improve course and program planning.

Retention issues are important to us. Thus far, we have gained knowledge of student experience from anecdotal evidence provided by those involved in the program and by alumni who have remained in contact with us. Some of this information is gathered informally, but also we interview graduating new media studies students each year to solicit their feedback on the program. We agree that having a broad and reliable set of data analyses would be very useful for program planning and facilitating student recruitment into the program. In future, we will work with the UTSC Registrar to track admission, enrolment, and graduation numbers more systematically and will begin systematically to collect feedback from alumni into a database that can be used for analysis of their experience as students and as media professionals. In addition, we will begin to effectively engage the university and college alumni associations and are eager to work with the Alumni Offices to help in this process.

Sincerely yours,



Professor Rick Halpern  
Dean and Vice-Principal (Academic)

## Appendix A: Joint Program in New Media Studies Draft Mission Statement

The Joint Program in New Media Studies fosters critical, engaged and creative students who have the knowledge and skills needed to communicate effectively in written and visual modalities through the use of new and emerging digital media technologies. The curriculum is divided between academic study of media and new media from theoretical, historical, cultural and global points of view at UTSC and a year of practicum courses in new media design and communications at Centennial College.

Rationale: As more and more of contemporary life takes place on and through screens, developing an understanding of the interplay of texts and images and the ability to communicate effectively through them are key to full participation and citizenship in Canadian society as well as in the global digital village in which our students increasingly must compete. The unique structure of the Joint Program provides students with theoretical understanding of new media through academic study and practice-based digital media skills that prepare them for entry-level positions in new media industries and to continue academic study in new media and communication at the graduate level.

### Curriculum & Program Delivery

#### Guiding Principles for Learning Outcomes

1. University of Toronto, "UTSC Undergraduate Degree Level Expectations" (attached)
2. Ontario, Ministry of Training, College and Universities, "Internet Applications and Web Development Fundamentals Program Standard" (attached)

UTSC Learning Outcomes	Joint Program in New Media Studies	Centennial College Learning Outcomes
<p>1. Develop an understanding of media theory and the history of media in order to contextualize how media works in today's world, on both local and global scales.</p> <p>2. Enhance awareness of the importance of media in the production and reproduction of contemporary cultures.</p> <p>3. Develop a capacity to critically evaluate the content of media, including the visual and aural, and analyze its underlying ideologies and implications.</p> <p>4. Critically evaluate the constraints of as well as the opportunities provided by modern media institutions and</p>	<p>Program Delivery by Year (Note: Reflects proposed changes in program structure)</p> <p><u>Year 1</u></p> <p>Fall: MDSA01 Introduction to Media Studies (UTSC)</p> <p>Winter: MDSA02 History of Media and Technology (UTSC)</p> <p>First-year introduces students to media studies, critical-theoretical approaches to understanding media, and a historical contextualization of media. Meets UTSC learning</p>	<p>1. Hand code HTML, CSS level 1 and 2, Javascript and Actionscript to produce web pages.</p> <p>2. Operate and evaluate a variety of computer hardware, software and peripheral devices in the development of new media design, including Adobe Suite.</p> <p>3. Develop, produce and implement audio, video and text content for new media environments such as social networks, interactive installations, entertainment, public environments, and interactive presentations.</p>

<p>information technologies to nourish humanistic and democratic values.</p> <p>5. Gain competency with a set of media theories applicable to students' own social contexts in order to better understand relationships between media and how individuals understand the self.</p> <p>6. Use digital technologies to create media projects and thereby also acquire basic media production and dissemination skills as well as a better understanding of media platforms, rhetoric and logic.</p>	<p>objectives 1, 2, 3, 4, 5.</p> <p><u>Year 2</u></p> <p>Fall:</p> <p>MDSB61 Mapping New Media (UTSC) (UTSC learning outcomes 1, 2, 3, 4, 5, with a special emphasis on 6 for NME students)</p> <p>NMEA01H Digital Fundamentals (CC) (focus on coding; CC learning outcomes 1 and 2)</p> <p>NMEA02H Intro to New Media Communications (CC)</p> <p>NMEA03H The Language of Design (CC)</p> <p>NMEA04H Interface Design, Navigation and Interaction I (focus on interface design and software)</p> <p>Winter:</p> <p>NMEB05H Interface Design, Navigation and Interaction II</p> <p>NMEB06H Project Development and Presentation (focus on project management, client project, and entrepreneurship; CC learning outcomes 3, 5, 6, 8, 9)</p> <p>NMEB08H Application Software Interactive Media</p> <p>NMEB09H Sound and Video</p> <p>NMEB10H Design for New Media</p> <p>The second year provides students a broad overview of new media design and communication with a focus</p>	<p>4. Write appropriate content for new media using techniques of non-linearity and interactivity.</p> <p>5. Create and present, as a member of a production team, new media project proposals. Project proposals will include project schedules, design documents, advanced information architecture maps, along with marketing documents and prototype solutions that meet the clients' needs.</p> <p>6. Prepare a solid financial business plan for a new media venture.</p> <p>7. Analyze, design and test navigation and interface for new media applications on multiple platforms.</p> <p>8. Apply appropriate new media design and management strategies according to client preferences and project requirements.</p> <p>9. Evaluate the goals, norms and development of multimedia projects.</p>
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	<p>on the development of basic technical skills that prepare students for more advanced digital projects in years 3 and 4.</p> <p><u>Year 3</u></p> <p>Fall: MDSB62 Visual Culture (UTSC)</p> <p>Winter: MDSB63 Sound and Visual Media (UTSC) (Course builds on work students do at CC in NMEB09H Sound and Video)</p> <p>The third year focuses on digital projects. The academic content meets UTSC learning objectives 1-6 and the technical content meets CC learning objectives 1, 3, 4, 9.</p> <p><u>Year 4</u></p> <p>Fall: NMED20 Theory and Practice of New Media (UTSC)</p> <p>Winter: NMED01 New Media Senior Project (UTSC)</p> <p>The fourth year focuses on advanced digital projects. Students continue to refine their technical skills while studying new media theory and practice from an academic arts perspective; in the second semester they develop a senior project to be included in their digital portfolio when entering the job market or when apply to graduate school for advanced study.</p> <p>The senior year invites student</p>	
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	to put together the learning outcomes of coursework at UTSC and CC. The combination of critical media studies and digital media practice from industry and art perspectives allows students to develop critical and creative thinking skills that will serve them well no matter their digital future.	
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Students may take an additional course, including a field placement, during an extra summer semester at Centennial College and earn a Certificate in New Media Design in addition to their bachelor's degree from the University of Toronto.

## Review Summary

<b>Program(s):</b>	Paramedicine, B.Sc., Hons. (Joint Program with Centennial College): Specialist
<b>Division/Unit:</b>	University of Toronto, Scarborough (UTSC)
<b>Commissioning Officer:</b>	Dean and Vice-Principal (Academic), UTSC
<b>Reviewers:</b>	<ol style="list-style-type: none"> <li>1. Dr. Paula Price, Consultant, PQAPA Panel Chair</li> <li>2. Dr. Walt Stoy, EMT-P, Professor and Director, Emergency Medicine Program, University of Pittsburgh</li> <li>3. Dr. John Tallon, M.D., M.Sc., F.R.C.P.C., Professor, Department of Emergency Medicine, Dalhousie University; Vice President, Medical Programs, BC Emergency Health Services</li> <li>4. Michael East, EMT-P, Prehospital Healthcare Educator; Communications Director, Society for Prehospital Educators in Canada</li> <li>5. Dr. Jennifer McVey, M.D., M.Sc., F.R.C.P.C., Assistant Professor, Department of Emergency Medicine, Dalhousie University; Medical Director, Medavie HealthEd; Regional Medical Director, EHS Nova Scotia</li> </ol>
<b>Date of review visit:</b>	May 28 and May 29, 2013

## Previous Review

**Date:** June 2-3, 2008

### Summary of Findings and Recommendations:

#### 1. Undergraduate Program: Paramedicine, B.Sc., Hons. (Joint Program with Centennial College)

The reviewers identified the following areas of concern:

- Though students had positive outcomes, progression through the program “was at times rough”
- No marketing or promotion for the program contributing to low enrolment; inadequate online information
- Students had difficulty completing higher-level biology courses; unclear whether a biology



major is the most appropriate for students

- Not enough advanced courses
- Concern that students are either completing quickly (3 years) or taking longer than four years to graduate

The reviewers made the following recommendations:

- Develop more clinically-related courses
- Consider part-time or alternative delivery of third and fourth-year courses

## 2. Graduate Programs (n/a)

### 3. Faculty/Research

The reviewers observed the following strengths:

- Faculty committed to teaching excellence
- Ideal faculty and resources for program delivery

The reviewers identified the following areas of concern:

- Though faculty are supportive of the program, there is a perception among faculty that the program as imposed on the two institutions without consideration of faculty input

### 4. Administration

The reviewers observed the following strengths:

- Faculty and administration are committed to improving the program components to ensure success

The reviewers identified the following areas of concern:

- Communication between UTSC and Centennial is insufficient

The reviewers made the following recommendations:

- Increase communication and collaboration between UTSC and Centennial, via administrative changes, joint support for student success, and improved faculty connections
- Establish a joint curriculum review committee

Last OCGS Review(s) n/a

Date(s):

## Current Review: Documentation & Consultation

### Documentation Provided to Reviewers:

UTSC Strategic Plan, 2008

UTSC Academic Plan, 2010-15

UTSC Annual Review, 2011-12

UTSC Viewbook, 2013-14

Joint Programs Student Handbook, 2012-13

JPQR Terms of Reference, Specialist (Joint) program in Journalism (B.A.)

Program and Course descriptions from UTSC Calendar

Course Syllabi – Centennial College

Course Syllabi – UTSC

Faculty CVs – Centennial College  
Faculty CVs – UTSC  
Program Self Study, May 2008  
External Review Report, June 2008  
Summary and Administrative Response, March 2009  
Program Self Study, May 2013  
JPQR Student Survey  
Student Services Statement  
Library Statement

**Consultation Process:**

The reviewers met with the Associate Vice President, Academic Excellence (Centennial College) and the Vice-Dean, Undergraduate (UTSC); Dean, School of Community and Health Studies (Centennial College), Chair, Department of Biological Sciences (UTSC), and Chair, Collaborative Programs (Centennial College); Program Coordinator (Centennial College) and Program Supervisor (UTSC); Joint Programs Administrative Coordinator (Centennial College and UTSC) faculty (Centennial College and UTSC) and Paramedicine program students (Centennial College and UTSC).

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

### **1 Undergraduate Program**

Paramedicine, B.Sc.. Hons. (Joint Program with Centennial College): Specialist

**The reviewers observed the following strengths:**

- Overall quality
  - Leader in Canadian paramedic education
  - Valued, sought-after program, which attracts highly qualified applicants
- Admissions requirements
  - Requirements are appropriate to the degree expectations of the program
  - Innovative addition of non-academic skills to the admissions screening process
- Curriculum and program delivery
  - Curriculum positions the program as a leader in paramedic education
  - Curriculum and length of the program are appropriate to degree objectives
  - The foundation year provides an important maturational period for the students
- Assessment of learning
  - Innovative new assessment methods, including simulation-based assessment and the development of the Global Rating Scale, which is used nationally
- Quality indicators
  - Graduates are highly employable

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

- Objectives
  - Lack of clear, strategic vision with specific, overall learning outcomes that defines the unique contribution that the program offers to paramedic education
- Admissions requirements
  - Lack of accurate and complete marketing information available to applicants
- Curriculum and program delivery
  - Curriculum caters to students with a biology background
  - Curriculum design has become increasingly less flexible with fewer higher-level university courses available
  - Students have a disjointed experience, especially when moving from one institution to another, and face with frustration when navigating registration issues and figuring out how the program works
  - Registration/ROSI issues have negatively impacted the student experience
  - Degree entry may not be wholly supported by employers, threatening placements for graduates
- Assessment of learning
  - Curriculum mapping is isolated to each individual institution
  - Policy allowing students to withdraw from a practicum course after failing components of it is problematic given the limited number of practicum seats available
- Quality indicators
  - Lack of data about current students' retention and graduation rates hinders staff ability to accurately plan for courses
  - Absence of evidence of data on program graduates and their accomplishments
- Students
  - Students expressed desire to be blended with diploma students from the beginning of their programs

**The reviewers made the following recommendations:**

- Objectives
  - Faculty and administration should more clearly articulate the unique contribution that the joint program makes to paramedic education
  - Develop a clear picture of an ideal graduate of the program and articulate the knowledge, skills and values that the graduate would possess. Tailor the curriculum to meet those goals, keeping in mind what the future role of the paramedicine practitioner might be.
  - Consider potential synergies with other programs at UTSC
  - Clarify the different career paths of graduates of the joint program versus the diploma graduates
  - Examine the learning outcomes and standards developed for paramedicine programs in the U.S., Britain and Australia for parity and possible reciprocal agreement
- Admissions requirements

- Develop marketing materials that accurately describe the program in order attract the right students and ultimately support student success
- Ensure that alumni profiles are included in marketing materials to give an accurate picture of post-program opportunities
- Curriculum and program delivery
  - Develop a more flexible and innovative curriculum design to ensure that students can pursue a variety of interests, develop specialized knowledge bases, and prepare for graduate studies
  - Expand university course options (relevant to prehospital care) and forms of delivery, especially in the fourth year
  - Continue to invest in developing and maintaining relationships with employers and cultivate relationships with new potential employers
  - Introduce more evidence-based research as the basis for clinical instruction
- Assessment of learning
  - Create a curriculum map that connects courses to overall joint program learning outcomes
  - Explore the development of an evaluation model reflecting the more complex skills of communication and critical thinking, and develop resources to support preceptors in using the assessment tool
  - Continue to review the Late Withdrawal Policy and take actions to rectify the issue of available practicum seats
- Quality indicators
  - Collect data on students' completion rates and times to completion
  - Collect and utilize data on student employment and admission to graduate programs
- Enrolment
  - Consider expanding degree completion options and alternative delivery if there is recognized demand
  - Implement strategies to help better support students and achieve the goal of seamless delivery
  - Develop a plan to create a more positive sense of community for both students and faculty
- Program Administration
  - Re-examine the resources allocated to the Joint Programs Administrative Coordinator and consider whether the role is appropriately positioned
  - Increase advising capacity to better support students and improve their experiences

## 2 Graduate Program

[n/a]

## 3 Faculty/Research

**The reviewers observed the following strengths:**

- Overall quality
  - Faculty are recognized experts in the field of paramedicine and biology
  - High quality teaching in the program
- Research
  - Faculty are engaged in commendable research activities

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

- Faculty
  - Lack of a connection between the faculty of the two institutions

**The reviewers made the following recommendations:**

- Faculty
  - Develop faculty recognition awards
  - Create more opportunities for faculty from both institutions to interact with one another

## 4 Administration

**The reviewers observed the following strengths:**

- Resource allocation, including space and infrastructure support
  - Excellent lab facilities available for student learning
- Management and leadership
  - Communications and consultation processes between the program coordinator, supervisor, senior leadership and the administrative coordinator are successful
- Department/unit/programs relative to the best in Canada/North America and internationally
  - Leader in paramedic education in Canada

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

- Morale of faculty, students and staff
  - Noticeable lack of a unified community
- Social impact in terms of outreach and impact locally and nationally
  - Room for growth in the national-level impact of the program through the work of faculty and graduates in the field
- Management and leadership
  - Decisions appear to be made from the perspective of the graduate as a diploma-prepared paramedic, rather than as a joint program graduate
- Department/unit/programs relative to the best in Canada/North America and internationally
  - Program is not as flexible or student-oriented as leading international programs in paramedic education

**The reviewers made the following recommendations:**

- Morale of faculty, students and staff
  - Develop a plan of action for creating a more positive sense of community and belonging for students and faculty
  - Engage in joint program planning, joint administration and joint student advising to bring both populations together
- Scope and nature of relationships with cognate Faculties, academic departments and units
  - Pursue opportunities to develop synergistic relationships with other departments, in particular the new Health Sciences Cluster
- Social impact in terms of outreach and impact locally and nationally
  - Continue to support faculty contributions to the literature, presentations at national conferences, and representation on national professional associations to raise program profile
- Planning / Vision
  - Explore opportunities to develop more pathways, both for degree completion and for developing new graduate programs in Paramedicine
- Management and leadership
  - Establish a joint Paramedicine curriculum committee that would annually present at the Joint Programs Steering Committee
  - Create a leadership position to oversee the program's continued development and success
  - Consider marketing data at Joint Programs Steering Committee meetings
  - Re-examine the resource allocation for the Joint Programs Administrative Coordinator role and consider moving the job to a non-managerial administrative role

**ADMINISTRATIVE RESPONSE – Appended**



UNIVERSITY OF  
**TORONTO**  
SCARBOROUGH

OFFICE OF THE DEAN &  
VICE-PRINCIPAL (ACADEMIC)

14 February 2014

Professor Sioban Nelson  
Vice-Provost, Academic Programs  
Office of the Vice-President and Provost  
Simcoe Hall  
University of Toronto

Dear Sioban,

Administrative Response, External Review of the Paramedicine Joint Program with  
Centennial College (B.A., Hons: Specialist)

Thank you for your letter of 28 November 2013 requesting my administrative response to the external review of the Paramedicine Joint Program with Centennial College. I appreciate the seriousness with which the reviewers approached the external review process, and am grateful for the careful consideration they have given to this program. I note with particular pleasure the reviewers' assessment that the program "is unique in Canada and a leader in the field of paramedicine education." In addition, I am grateful for the reviewers' assessment of the challenges facing the program and for their many helpful recommendations.

The external review report was sent to the Chair of the Department of Biological Sciences (UTSC), the Dean, School of Community and Health Studies (Centennial College), and all faculty and staff associated with the program for their information and feedback. The Vice-Dean, Graduate Education and Program Development met with the Program Supervisor as well as the staff associated with the program on January 24, 2014, and I met with the Joint Programs Executive Committee on February 3, 2014. I am pleased with the depth of the discussion that has taken place. We are taking the recommendations of the reviewers seriously and already have begun to act upon them.

Let me address now the specific points raised in your letter of 28 November.

*Curriculum and Program Delivery*

- *The reviewers noted that while each institution is clear about their role in the program, there continues to be a lack of clear, strategic vision with specific overall learning outcomes that defines the unique contribution that the program offers to paramedic education.*

We agree that both UTSC and Centennial have exceptionally well defined learning outcomes for their components of the Paramedicine program. There are both internal and external drivers at play that ensure this. UTSC has a set of learning outcomes that must be met for degrees. Likewise paramedicine training is prescribed by government accreditation and all of these requirements must be met. We indicated in the review materials how the courses within the program meet the standards required for both institutions. That said, we agree that it is desirable to have an overarching set of learning outcomes from which the individual components flow. The Joint program personnel from UTSC and Centennial already have begun to develop a Mission Statement and a list of Program Objectives that will provide this overarching structure for the program.

Colleagues' initial thinking focuses on the following two main points: First, from an employer perspective this unique program provides them with employees who have an excellent and very relevant set of skills, as well as sufficient academic depth that informs a progressive approach to clinical practice in the Paramedicine field. We are in essence preparing the future leaders of the field. Second, the program is unique in that it meets all the required learning outcomes for both the degree and diploma in four years. The completion of a university degree and college diploma in Paramedicine provides students with career opportunities that have considerably more scope and progression than is provided by a diploma alone. We plan to include these two main threads in the Mission Statement and Program Objectives.

- *The reviewers observed that the student experience can be inconsistent and confusing, especially when moving between the university and college portions.*

Movement between the university and college portions of the curriculum is a challenge for all of our Joint programs. Some aspects that appear confusing and inconsistent may stem from the realities of navigating between two different institutional cultures. Further confusion arises from two sources.

The first is the difference in pedagogy, expectations, and course material at the two institutions. At UTSC we have initiated a curricular review of the Paramedicine program to address these concerns, and others raised in the review. In undertaking this review we are in close consultation with our Centennial partners. Details of some specific aspects under review are outlined in the next section. The results of this review will be presented annually to the Joint Steering Committee.

The second source of confusion for the Joint Programs is the communication of program expectations to students. We believe this is less of an issue for this program than the others. However we will strive to improve communication. In particular we are working with UTSC's Academic Advising and Career Centre to ensure consistent messaging on program requirements. Furthermore, orientations for Paramedicine students are held



during the semester prior to transitioning to the College portion of their program. Students receive information on courses, the expectations of the College, and on their experience while at Centennial. We will ensure that these orientations are scheduled at a favourable time for students and that they do not interfere with students' classes at UTSC.

- *The reviewers noted that the curriculum has become increasingly less flexible, with fewer higher-level university courses available.*

This comment stems from the highly prescriptive nature of the program, which accounts for 18.0 of the 20.0 FCEs required for graduation. Our goal is to reduce the number of required courses, thus enabling students the flexibility to take other higher level offerings at UTSC. This will be accomplished in the on-going curricular review process referenced above. Below we provide specific details on anticipated changes.

- Over the next few years we will bring the program in line with most Specialist programs in the Sciences, which require 15.0-15.5 specific course credits.
- As a start, we are removing two required third year Anthropology courses in epidemiology (ANTC65H and ANTC67H). These courses were not offered every year, which created difficulties for students sequencing through the program. Removing these courses as a requirement will provide more flexibility for students interested in other disciplines, such as the newly restructured Health Studies program, which dovetail nicely with the Paramedicine curriculum.
- There is a duplication of physiology material (1.5 credits) required both at UTSC and Centennial. The UTSC physiology components will be reduced and will augment physiology covered in the College portion of the program.
- C and D level courses will be grouped in such a way as to permit students to tailor the program to their interests within the requirements of a B.Sc. For example, some may have an interest in a strongly biological program while others may be interested in focusing on health studies and courses will be grouped to enable a focus in such area.

#### *Planning and Vision*

- *The reviewers remarked upon the apparent lack of communication and the absence of a sense of partnership or shared vision between UTSC and Centennial.*

This comment is not consistent with the experience of those involved in the program at UTSC. UTSC faculty enjoy excellent working relationships with colleagues at Centennial, especially with the Program Coordinator, and they feel a shared sense of ownership and vision for the Paramedicine program.

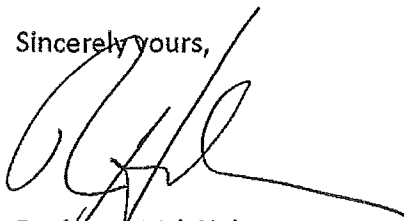
Nevertheless, as stated in a previous section, we agree that more should be done to foster an articulation of the shared vision. To this end, specific actions already have been taken and we are continuing to address this matter by developing a mission statement and program objectives.

- *The reviewers observed that better tracking of retention, graduation, and experiences post-graduation would improve course and program planning.*

Retention issues are important to us. Thus far, we have gained knowledge of student experience from anecdotal evidence provided by those involved in the program and by alumni who have remained in contact with us. Some of this information is gathered informally, but also we interview graduating Paramedicine students each year to solicit their feedback on the program. We agree that having a broad and reliable set of data analyses would be very useful for program planning and facilitating student recruitment into the program. In future, we will work with the UTSC Registrar to track admission, enrolment, and graduation numbers more systematically and will begin systematically to collect feedback from alumni into a database that can be used for analysis of their experience as students and as media professionals. In addition, we will begin to effectively engage the university and college alumni associations and are eager to work with the Alumni Offices to help in this process.

We are keenly aware that the current structure of the program, where students complete the diploma portion by the end of their third year, creates a significant challenge for students to complete their degree. We have considered many options over the years, none of which seemed to be a better option than our current course delivery. However, with the prospect of advanced paramedic community paramedic and health studies (which may include alternative course delivery methods) new options are presenting themselves and will likely be the topic of deliberation in the near future.

Sincerely yours,



Professor Rick Halpern  
Dean and Vice-Principal (Academic)

## Review Summary

<b>Program(s):</b>	Anthropology, B.A. (Hons.): Spec, Maj, Min Anthropology, B.Sc. (Hons.): Spec, Maj
<b>Division/Unit:</b>	UTSC Department of Anthropology
<b>Commissioning Officer:</b>	Dean and Vice-Principal (Academic), UTSC
<b>Reviewers (Name, Affiliation):</b>	1. Dr. Thomas J. Csordas, Professor, Department of Anthropology, Division of Social Sciences, UC San Diego 2. Dr. M. Anne Katzenberg, Professor, Department of Archaeology, Faculty of Arts, University of Calgary
<b>Date of review visit:</b>	October 21 and 22, 2013

## Previous Review

**Date:** January 17-18, 2008 (as part of the Department of Social Sciences)

### Summary of Findings and Recommendations:

#### 1. Undergraduate Programs: Anthropology, BA/BSc: Spec, Maj, Co-op; Medical Anthropology, BA/BSc: Spec

The reviewers observed the following strengths:

- Social Science at UTSC represents great but untapped potential
- Diverse student body

The reviewers identified the following areas of concern:

The reviewers made the following recommendations:

- Track student progress after graduation to measure the success of the programs
- Undertake a curriculum review of all programs in department

#### 2. Graduate Programs

(n/a)

#### 3. Faculty/Research

The reviewers identified the following areas of concern:

- Student-faculty ratio of 40:1 is impacting the quality of the student learning experience

The reviewers made the following recommendations:

- Create new faculty positions in the department
- Add formal mentoring and training programs for new faculty

**4. Administration**

The reviewers identified the following areas of concern:

- Current structure of the department is not functioning and is unsustainable
- Perception is that management is top-down
- Department is under-resourced

The reviewers made the following recommendations:

- Change the departmental structure
- House interdisciplinary programs within the disciplines
- Commit financial resources to improve the department

Last OCGS Review(s)            n/a

Date(s):

## Current Review: Documentation & Consultation

### Documentation Provided to Reviewers:

UTSC Strategic Plan, 2008

UTSC Academic Plan, 2010-15

UTSC Annual Review, 2011-12

UTSC Viewbook, 2013-14

Terms of Reference, Department of Anthropology

Program and Course descriptions from 2013-14 Academic Calendar

Course Syllabi

Faculty CVs

Department of Social Sciences Academic Plan, May 2011

Departmentalization Proposal: Social Sciences, April 2012

Self Study Report, April 2013

Student Services Statement

Library Statement

Site Visit Schedule, October 2013

### Consultation Process:

The reviewers met with the Vice-Dean, Undergraduate; Chair, Department of Anthropology; Associate Chair, Department of Anthropology; senior and junior faculty in the Department of Anthropology; undergraduate students in Anthropology programs; Program Advisor, Department of Anthropology; administrative staff; and the Academic Programs Officer.

## Current Review: Findings & Recommendations

### 1 Undergraduate Program

Anthropology, B.A. (Hons.): Spec, Maj, Min

Anthropology, B.Sc. (Hons.): Spec, Maj

**The reviewers observed the following strengths:**

- Overall quality
  - Considerable strength in evolutionary anthropology, religion, and ethics
  - Specialist programs are particularly strong and prepare students for graduate school and professional opportunities
- Curriculum and program delivery
  - Curriculum concentrated on two areas of the four traditional anthropology subdisciplines—social/cultural anthropology and biological anthropology
    - This structure makes sense given the size and resources of the department
    - Students have access to courses in the other fields—archaeology and linguistics—at the St. George campus
  - B.A. and B.Sc. programs offer international perspectives and experiential learning opportunities
  - Evolutionary anthropology (B.Sc.) programs provide research opportunities through fieldwork and laboratory analyses, as well as a solid preparation for graduate studies
  - Good range of topics covered by social/cultural anthropology (B.A.) programs
  - Flow of courses is logical yet flexible and leads to increasing specialization in both the B.A. and B.Sc. programs
  - Course sequences create a sense of community among students
- Assessment of learning
  - Evaluation methods are appropriate and effective
- Quality indicators
  - Students are committed to the discipline and are enthusiastic about their courses and instructors
- Enrolment
  - Current enrolment strategy is appropriate

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

- Admissions requirements
  - Faculty find students underprepared, especially in writing skills
- Curriculum and program delivery
  - Additional faculty expertise in East and/or South Asia would enhance the program, especially given student demographics
  - Some students find the quantitative content of second-year evolutionary anthropology courses to be difficult

**The reviewers made the following recommendations:**

- Curriculum and program delivery
  - Add a half-course in each anthropology subdiscipline at the B-level to enhance breadth and further create a sense of community among students
  - Add a capstone seminar or senior thesis to help prepare specialist students for graduate school

- Though current ethnography training is adequate, an additional theory course would be valuable in preparing majors and specialists for graduate school

## 2 Graduate Program

N/A

## 3 Faculty/Research

**The reviewers observed the following strengths:**

- Overall quality
  - Strong faculty with active and ongoing research
- Research
  - Faculty are publishing in high quality, high impact journals
  - Centre for Ethnography provides students with opportunities to engage in cultural diversity projects
- Faculty
  - Current faculty complement includes a diversity of research areas and provides students with education in biological anthropology and primatology
  - Enthusiastic junior faculty who are optimistic about the department's future
  - Complement is more heavily balanced towards junior faculty, which is advantageous

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

- Faculty
  - Evolutionary anthropology faculty would like to see an appointment with an archaeological focus

**The reviewers made the following recommendations:**

- Faculty
  - Importance of stable senior leadership in light of the number of junior faculty
  - Consider whether future growth areas should be in the two current streams or directed towards enhancing linguistic anthropology and archaeology; the best long-term strategy may be to build on existing strengths

## 4 Administration

**The reviewers observed the following strengths:**

- Relationships
  - Excellent morale and collegiality in the faculty complement
  - Faculty participate in national and international professional organizations
- Organizational and financial structure
  - Faculty support the new departmental structure

- Staff are generally happy
- Sociocultural anthropology faculty are happy with the Ethnography Centre
- Evolutionary anthropology facilities are very good, with secure storage and display cases
- Planning / Vision
  - Department and its programs fit very well with the goals of the UTSC academic plan
- Department/unit/programs relative to the best in Canada/North America and internationally
  - Programs are comparable to other North American programs

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

- Relationships
  - Faculty have been unsuccessful in securing sufficient places for students in Biological Sciences courses, which they would benefit from in preparing for graduate school
- Organizational and financial structure
  - Departmentalization has increased the workload for staff
  - Move to new Social Sciences building has provided new space but research and teaching labs are still limited
  - Transportation to and from St. George poses challenges for T.A.s and staff members

**The reviewers made the following recommendations:**

- Relationships
  - Build stronger relationships with the Health Studies program to expand offerings in biomedical anthropology, primatology, and medical anthropology; strengthen relationships with other social sciences programs, humanities programs, and Biological Sciences
- Organizational and financial structure
  - Re-examine staffing levels and structure in light of the new departmental structure
  - Make alternative arrangements for faculty without research lab facilities
  - Additional faculty space will be needed for future hires

**ADMINISTRATIVE RESPONSE – Appended**



UNIVERSITY OF  
**TORONTO**  
SCARBOROUGH

OFFICE OF THE DEAN &  
VICE-PRINCIPAL (ACADEMIC)

13 February 2014

Professor Sioban Nelson  
Vice-Provost, Academic Programs  
Office of the Vice-President and Provost  
Simcoe Hall  
University of Toronto

Dear Sioban,

**Administrative Response, External Review of the Programs in the Department of Anthropology at UTSC: Anthropology, B.A. (Hons.): Spec, Maj, Min; and Anthropology, B.Sc. (Hons.): Spec, Maj.**

Thank you for your letter of 24 January 2014 requesting my administrative response to the recent external review of the UTSC Department of Anthropology. I note the seriousness with which the external assessors approached the review process, and am appreciative of the careful consideration they gave to the programs in this department. This, as you know, is a relatively new department, and I note with particular pleasure that the review team endorsed the recent decision to departmentalize. I also take satisfaction from the fact that the reviewers made a point of commenting on the high morale and collegiality of the department. Likewise I am pleased by their praise of recent hires and their statement placing the department's programs on par with other leading institutions in North America. In addition, I am grateful for the reviewers' frank assessment of the challenges facing the department and its programs, and for their many helpful recommendations.

The external review report was sent to the Chair of the department, who shared it with staff and faculty members. On 5 February 2014 I, along with the Vice Dean Undergraduate and the Assistant Dean (Academic) met with the Chair as well as faculty and staff to discuss the external review. I am pleased with the constructive tenor and substantive depth of the discussion that took place. The wide-ranging conversation marked the start of an ongoing dialogue between the department and the Dean's Office about the enhancement of Anthropology at UTSC in general and the strengthening of its several programs in particular. It is clear that the department is taking the recommendations of the reviewers seriously and already has begun to act upon many of them.

Let me now address the specific points raised in your letter of 24 January.



### *Curriculum and program delivery*

- *The reviewers noted faculty's concern over students requiring additional support to attain learning outcomes, particularly in the areas of writing skills.*
- *The reviewers were positive about the Specialist programs overall, but suggested that the Specialist would benefit from the addition of a capstone course to better prepare students for graduate school.*
- *The reviewers made a number of observations regarding curricular improvements, including adding B-level courses, adding a theory course, and examining the quantitative content of second-year courses.*

The department is sensitive to the fact that it needs to be explicit about its learning outcomes and communicate these clearly to its students. The department shares a concern with other academic departments at UTSC about improving students' academic skills and has joined a campus-wide discussion about this. It also is committed to developing discipline specific endeavours, particularly around reading and writing. Faculty are experimenting in various ways with writing and reading assignments in their classes, and are sharing ideas with one another. The department will also leverage its connection to the Centre for Ethnography by asking the Centre's writing fellows to offer additional support to undergraduates. Most importantly, the Chair is working with colleagues to formulate a proposal for the Dean for funding in the next cycle for dedicated TA writing support.

On the matter of a capstone course for the Specialist programs, the department believes it was not sufficiently clear to the reviewers that it already offers two capstone seminars in the sociocultural stream. These are D05, advanced fieldwork, which includes developing, conducting and writing up a piece of original ethnographic research; and D15, which is offered annually on a different theme and linked to a colloquium series with invited speakers. These courses are not required, but priority is given to students in the Specialist programs. In response to the review, the department's evolutionary anthropologists are discussing whether it is appropriate to have a single capstone course or simply advanced seminars on particular topics, as currently offered. It should also be noted that the department is proposing that one of its faculty members serve as an "in house" academic advisor to majors and specialists, with particular emphasis on helping prepare students for graduate school.

Several improvements to the Anthropology curriculum are being planned, including two new courses (one each in the evolutionary and sociocultural streams) to be offered annually by postdoctoral fellows or advanced graduate students on a cutting-edge theme of their own choosing (to be selected by the department on a competitive basis). This will bring the undergraduates closer to the experience of graduate school and to the excitement of emerging knowledge formation in cutting edge areas of the discipline.

The department also is considering the suggestion of B level courses in each of the four subfields but is not inclined to make them required for all students. In fact, they recently reduced the requirement in recognition of the differences among the streams. Not requiring students to master the four subfields, leaves room for students to take what may be equally important courses in cognate disciplines, whether that be biology or geology for evolutionary stream students, or history or sociology for students in the sociocultural stream. The department does offer two core B level courses in each of its main streams, plus an optional B level course in linguistic anthropology. Currently they are considering developing a B level course in archaeology. The B level core courses in evolutionary and sociocultural anthropology are required for students in their respective streams and open to all students who have the prerequisite A level courses. The sociocultural anthropologists are taking very seriously the reviewers' recommendation of an additional theory course and, as a first step, will be developing a core C level course that will include components of theory.

### ***Relationships***

- *In order to better serve student needs and enhance interdisciplinary offerings, the reviewers recommended furthering links with cognate departments, especially Biological Sciences.*

With respect to building better relationships with cognate departments, the evolutionary anthropologists have tried to do so with Biology and will keep on trying. Sociocultural stream anthropologists will explore further relationships with other departments and programs, in particular English, History, Critical Development Studies, Geography, City Studies, Sociology, and Health Studies. The department sees the external review as an opportunity to update its complement plan, and already is considering the advantages of cross-appointed faculty. Anthropology is inherently inter-disciplinary and colleagues also are interested in co-teaching certain courses with faculty from other departments as a step toward further cross- and inter-disciplinarity. There is another hopeful dynamic at play as well: a recent hire in the, now dissolved, Department of Humanities was welcomed into Anthropology when he sought to transfer a portion of his appointment to that department, and other faculty in our social science and humanities departments, most notably Historical and Cultural Studies, have expressed keen interest in collaborating with Anthropology. Also, it might be noted that while the department currently offers its own quantitative course for evolutionary stream students it plans to explore the possibility of drawing on the statisticians in the Department of Computer and Mathematical Sciences to take over or assist in its delivery.

### ***Program development***

- *The reviewers encouraged the department to carefully consider the right balance in future faculty hiring—specifically with respect to the subdisciplines of anthropology.*

Future hires are an ongoing matter of discussion in the department, and between the Chair and the Dean. The reviewers identified the alternatives ahead of the department namely whether to build on its strengths or broaden its scope. Over the next few months, after the department revisits its complement plan in light of the external review, it will propose new positions as part of the annual campus wide budget exercise. Like the reviewers, the department tends to favor depth over breadth, but will continue to reflect carefully on its options.

As the reviewers note, it will be a priority for the sociocultural stream to hire new faculty with expertise in Asia and to add regional courses that focus on parts of Asia. The department has not yet determined which topical strengths to highlight but these might include urban anthropology and environmental anthropology. The evolutionary anthropologists have embarked upon a careful discussion about whether or not to expand the archaeology or human biology fields.

#### ***Resources and planning***

- *The reviewers commented on the impact of departmentalization on staff and recommended a review of the structure.*

This is a problem identified across the social sciences, which share administrative support. In the particular case of Anthropology the problem of staff workload is first with the Business Officer. The recent hire of a financial assistant has lightened her burden, and she is in the process of downloading further work to the assistant. In discussion with the social science chairs, the Dean has explored the option of hiring a second Business Officer for the five units. Anthropology's view is that a continued rebalancing of work between the incumbent and her assistant is a better strategy than putting in place a second business officer. The next step will be to engage the other units in a discussion of available resources and work toward a sense of prioritization. Anthropology also notes that the program assistant has struggled at times from a heightened workload due to the changes in the program in health studies, which is administratively ensconced in the department. It may be that a dedicated program assistant in health studies is called for, and this step is being considered.

Sincerely yours,



Professor Rick Halpern  
Dean and Vice-Principal (Academic)

## Review Summary

<b>Program(s):</b>	Human Geography, B.A., Hons.: Maj, Min Physical and Human Geography, B.A., Hons.: Maj City Studies, B.A., Hons.: Maj, Maj (Co-op)
<b>Division/Unit:</b>	Department of Human Geography, UTSC
<b>Commissioning Officer:</b>	Dean and Vice Principal (Academic), UTSC
<b>Reviewers (Name, Affiliation):</b>	1. Dr. Kenneth Foote, Professor, Department of Geography, University of Colorado at Boulder 2. Dr. Audrey Kobayashi, Professor, Department of Geography, Queen's University
<b>Date of review visit:</b>	October 17 <sup>th</sup> and 18 <sup>th</sup> , 2013

## Previous Review

**Date:** January 17-18, 2008 (with Department of Social Sciences)

### Summary of Findings and Recommendations:

#### 1. Undergraduate Programs (Human Geography, B.A.: Maj; Physical and Human Geography, B.A., Maj.; City Studies, B.A.: Maj., Co-op)

The reviewers observed the following strengths:

- Social Science at UTSC represents great but untapped potential
- Diverse student body

The reviewers identified the following areas of concern:

The reviewers made the following recommendations:

- Track student progress after graduation to measure the success of the programs
- Undertake a curriculum review of all programs in department

#### 2. Graduate Programs

(n/a)

#### 3. Faculty/Research

The reviewers identified the following areas of concern:

- Student-faculty ratio of 40:1 is impacting the quality of the student learning experience

The reviewers made the following recommendations:

- Create new faculty positions in the department

- Add formal mentoring and training programs for new faculty

#### 4. Administration

The reviewers identified the following areas of concern:

- Current structure of the department is not functioning and is unsustainable
- Perception is that management is top-down
- Department is under-resourced

The reviewers made the following recommendations:

- Change the departmental structure
- House interdisciplinary programs within the disciplines
- Commit financial resources to improve the department

Last OCGS Review(s)            n/a

Date(s):

## Current Review: Documentation & Consultation

### Documentation Provided to Reviewers:

UTSC Strategic Plan, 2008

UTSC Academic Plan, 2010-15

UTSC Annual Review, 2011-12

UTSC Viewbook, 2013-14

Terms of Reference, Department of Human Geography

Program and Course descriptions from 2013-14 Academic Calendar

Course Syllabi

Faculty CVs

Department of Social Sciences Academic Plan, May 2011

Departmentalization Proposal: Social Sciences, April 2012

Self Study Report, May 2013

Student Services Statement

Library Statement

Site Visit Schedule, October 2013

### Consultation Process:

The reviewers met with the Vice-Provost, Academic Programs, Vice-Dean, Undergraduate; Chair, Department of Human Geography; Associate Chairs, Department of Human Geography; senior, junior and sessional faculty in the Department of Human Geography; undergraduate students in City Studies, Human Geography and Physical and Human Geography programs; Program Advisor, Department of Human Geography; Director, Arts and Science Co-op; administrative staff; and the Academic Programs Officer.

# Current Review: Findings & Recommendations

## 1 Undergraduate Program

Human Geography, B.A., Hons.: Maj, Min

Physical and Human Geography, B.A., Hons.: Maj

City Studies, B.A., Hons.: Maj, Maj (Co-op)

### The reviewers observed the following strengths:

- Overall quality
  - Overall high quality educational experience
  - Impressive rethinking of curriculum following departmentalization
  - Faculty are committed to ongoing program development and improvement
- Objectives
  - Appropriate length, structure, learning outcomes, and degree expectations for all programs
- Admissions requirements
  - Admission requirements are in line with curricula and program learning outcomes
- Curriculum and program delivery
  - Curricula are rigorous and reflect current trends and research priorities in the discipline
  - Interesting, wide range of new courses in City Studies and Human Geography
  - Faculty employ active pedagogy, including problem and inquiry-based learning, and the quality of teaching is very high
  - In-development two-semester course sequence is designed to improve students' writing and research skills
  - Proposed Minor in Geographic Information Science (GIS) reflects department's forward-thinking approach to curriculum improvement
  - Students appreciate the considerable service learning, community outreach and volunteer programs offered by the department
  - Students are prepared for graduate study and professional opportunities in fields which continue to grow
- Assessment of learning
  - Assessment of student learning is aligned with learning outcomes and degree level expectations
- Quality indicators
  - Admitted students are above normal campus averages; faculty are considering ways to attract even more highly qualified students
  - The unique City Studies program attracts high quality students
  - Times-to-completion are acceptable given the students' work demands and the other courses of study that they may be pursuing
- Students
  - Students are very positive about their experiences in the programs

- Support
  - Students receive high quality advising
- Outreach/Promotion
  - Recruitment materials are effective and emphasize the social and economic relevance of programs

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

- Curriculum and program delivery
  - Growth in service learning opportunities are limited by current staffing levels and teaching loads
- Outreach/Promotion
  - Note that faculty are interested in attracting larger numbers of national and international students, though the potential of this is probably limited

**The reviewers made the following recommendations:**

- Curriculum and program delivery
  - Consider innovative approaches in delivering and developing the GIS minor, exploring the intersections between GIScience and urban and community issues
  - Develop a strategic plan for incorporating more learning technologies, such as virtual office hours, into the programs
  - Explore internship programs with government agencies and non-profit programs to allow students to gain additional relevant experience
  - Redevelop the Physical and Human Geography program to highlight recent development in areas of overlap between human and physical geography
- Assessment of learning
  - Consider developing an assessment plan that involves annual data collection about courses and use it to improve programs

## 2 Graduate Program

N/A

## 3 Faculty/Research

**The reviewers observed the following strengths:**

- Research
  - Faculty are engaged in cutting-edge research projects that reflect current directions in geographical sciences
  - Faculty teaching and research focuses on relationships with external agencies, which are particularly relevant to the City Studies program
  - Faculty are engaged in community-based and participatory action research, which represent growth areas within the discipline

- Students value the Community-University Research Alliance (CURA) programs, which provide them with significant opportunities for community-based research
- Faculty
  - Faculty, who are primarily early career, are “dynamic, energetic, dedicated, and productive”
  - Faculty are enthusiastic about further developing the programs
  - Department is supportive and offers a very effective mentorship program for new faculty
  - Faculty cross-appointments with other social science and humanities departments support the department’s cross-disciplinary focus
  - Thoughtful faculty complement plan that builds on current strengths and anticipates future demands

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

- Faculty
  - Concerns about the vulnerability of the faculty complement, which is dependent upon CLTAs
  - Current teaching gaps in areas such as quantitative methods

**The reviewers made the following recommendations:**

- Faculty
  - Consider adding an orientation for new and continuing sessional instructors
  - Be strategic about the two new appointments in urban geography
  - Develop capacity in areas such as community and participatory GIS to serve both student and faculty interests
  - Add a new GIS lecturer position to enhance the program and address student interests
  - Convert current CLTA appointments to tenure stream positions to ensure stability in the complement and meet teaching needs
  - Maintain the balance of permanent to sessional appointments

## 4 Administration

**The reviewers observed the following strengths:**

- Relationships
  - Morale amongst all groups is excellent
  - Strong relationships with cognate departments, including the other social science departments
- Organizational and financial structure
  - Programs are very well-run
  - Faculty willingly spend a substantial amount of time engaged in departmental governance and planning
  - Support staff are well qualified



- Programs are consistent with the University's mission and the 2008 & 2012 strategic and academic plans, advancing many goals of each
- Department benefits from good leadership
- Department/unit/programs relative to the best in Canada/North America and internationally
  - Comparable to a number of North American departments, though exact comparisons are difficult due to the focus and unique structure of the UofT campuses

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

- Organizational and financial structure
  - Students and faculty need a common room and a computer laboratory space where they can interact outside of current classrooms/teaching labs

**The reviewers made the following recommendations:**

- Organizational and financial structure
  - Create a common space and computer lab for the department that also supports GIScience projects as well as supporting emerging areas of research and teaching in urban informatics
  - Consider holding occasional staff meetings to coordinate work among staff who are shared with other programs
  - Given the rapid growth of the department, more support staff resources will be required in the future
  - Within the midst of the field's rapid change, determine the best position for the department to sustain enrolment growth and its successes
  - Future plans should reflect the diverse student body, the department's location within the GTA, and changes in technology

**ADMINISTRATIVE RESPONSE – Appended**



UNIVERSITY OF  
**TORONTO**  
 SCARBOROUGH

OFFICE OF THE DEAN &  
 VICE-PRINCIPAL (ACADEMIC)

19 February 2014

Professor Sioban Nelson  
 Vice-Provost, Academic Programs  
 Office of the Vice-President and Provost  
 Simcoe Hall  
 University of Toronto

Dear Sioban,

**Administrative Response, External Review of the Undergraduate Programs in the UTSC Department of Human Geography: Human Geography, B.A. (Hons.): Maj, Min; Physical and Human Geography, B.A. (Hons.): Maj; and City Studies, B.A. (Hons.): Maj, Maj (Co-op).**

Thank you for your letter of 29 January 2014 requesting my administrative response to the recent external review of the UTSC Department of Human Geography. I applaud the thoroughness with which the external assessors approached the review process, and am very appreciative of the careful consideration they gave to the programs in this department. I am pleased that the reviewers found so many aspects of the programs praiseworthy, particularly their rigour and currency, their ability to attract well-qualified students and prepare them for a wide range of professional opportunities, the leadership of the department, the collegiality and dedication of its members, and the strong connections these colleagues have made with others in cognate disciplines. The reviewers believe that the programs would hold their own in any national or international context, especially the unique program in City Studies, which attracts high quality students, and the Geography program, which they see as cutting edge and striking an appropriate balance between covering traditional bases and breaking new ground. Also, the review team made note of the high level of faculty engagement in community-based and participatory action research, which they believe is well suited to our urban environment. At the same time, the reviewers made very frank assessments of the challenges facing the department and its programs. I am grateful for these and for their many helpful recommendations.

The external review report was sent to the Chair of the department, who shared it with staff and faculty members. On 6 February 2014, I, along with the Vice Dean Undergraduate and the Assistant Dean (Academic) met with the Chair as well as faculty and staff to discuss the external review. The tenor of that meeting was constructive, and the discussion that took place was detailed and substantive. It is clear that the department

is taking the recommendations of the reviewers seriously and already has begun to act upon many of them. The Dean's Office is committed to working with the department to strengthen Human Geography at UTSC and to move quickly to further enhance its excellent programs.

Let me now address the specific points raised in your letter of 29 January.

### ***Curriculum & Program Delivery***

- *The reviewers noted possibilities for improving the student learning experience through the use of learning technologies and virtualization, redevelopment of the Physical and Human Geography curriculum, and improvement of students' writing and research skills.*

The department shares a concern with other academic departments at UTSC about improving students' academic skills and has joined a campus-wide discussion about this. The department also is working actively on curriculum improvements to ensure the development of stronger writing skills of its students. The main elements are to strengthen teaching of basic writing and critical reading skills in first year tutorials, and the introduction of a required second-year writing and research design course for all departmental major program students. As well, the department is discussing the creation of a more diverse range of writing assignments in different classes to help to develop student enthusiasm for and engagement in writing practices.

Currently almost all the department's courses employ Blackboard for course delivery. Some faculty have ongoing experiments with the use of blogs, online journals, and wikis for writing assignments, student discussions, and content delivery. The department also will consider carefully the reviewers' recommendations regarding the use of learning technologies and virtualization in the curriculum renewal process that is underway.

### ***Program Development***

- *The reviewers praised the forward-thinking development of the new minor in Geographic Information Science (GIS). They also noted opportunities to have GIS be used in new and interesting ways, beyond what is already planned, that cut across many curricular areas.*

The department's major plans for expanded use of learning technologies is the creation and implementation in 2014-15 of the new freestanding Minor Program in GIS, with associated courses in web-based mapping and cartography and crowd-based data collection. The department is optimistic about the potential of this program to attract strong interest from excellent students. The department currently is searching to fill a new faculty position in Global Information Science and will look to this colleague for leadership in finding ways to integrate GIS into other programs offered by the department and across UTSC. It is worth noting that both

this particular faculty position and the GIS program more generally will be supported by a hire in the UTSC Library of a data librarian.

As the next step, the department plans to make curricular changes to both the Geography and City Studies programs that take advantage of and contribute to the GIS program. These changes will include new assignments in existing courses that rely on GIS and mapping approaches as research methods, as well as the introduction of new courses that develop critical conceptual frameworks and applications relevant to digital spatial data use and analytical skills. One particularly promising avenue will be to create courses in which students work with our community partners in community mapping and planning projects. It is worth noting that the department will launch a summer pilot program on "Scarborough Streets" that will give select undergraduate students the opportunity to involve themselves in GIS research in the east end of the city.

Enrolments in City Studies Co-op Major and Major programs are growing strongly, and the department currently is working on plans for the next steps of program development. The primary initiative will be the creation of a new stream of workshop courses in years three and four to equip students with essential employment skills in city management such as in running public consultations, managing charettes, doing environmental assessments, and working with teams of volunteers. The workshop courses will be a combination of service learning and professional skills development, and will engage students in interaction with local urban professionals. Finally, essential to the continued growth of the Co-op Major will be continued development of high-quality placement opportunities.

The department also is discussing the revision and expansion of the Major Program in Physical and Human Geography to engage with current debates about human impacts on the global environment and environmental impacts on human geography, and the expanding study and knowledge of those interactions. The strongest thematic link between the two programs is the concentration in Environmental Geography, an area the department hopes to strengthen through future hires.

#### ***Resources and planning***

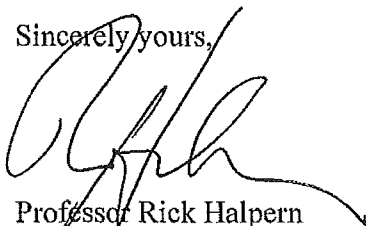
- *The reviewers praised the department's efforts in planning for the future of the faculty complement. They also encouraged specific changes to the composition of the faculty complement in order to continue to meet curricular needs and bring stability to the departments.*
- *The reviewers noted issues with the level of staff in place to support the programs.*
- *Though the department will eventually move into a new space, the reviewers noted the current need for a common space for students and faculty as well as a computer lab to support GIScience projects and emerging areas of research and teaching in urban informatics.*

Between 2011 and 2013, the department has hired four new colleagues, three of whom are CLTAs. The CLTA positions are in areas where the department has experienced enrolment growth and the Dean will be working with the department to ensure that these term positions are converted to on-going appointments over the next few years. In addition, this year the department expects to fill two new tenure stream positions, one in City Studies and the other in "big data," and the teaching stream position in Geographic Information Science discussed above. In developing its complement plan for the future, the department will focus on maintaining the balance between the three areas of concentration within Human Geography, and City Studies.

The level of staff support within the department is a problem identified across the social science units, which share administrative support. The first step towards a solution will be to engage the other departments in a discussion of available resources and work toward a viable sense of prioritization. It is clear that the main point of pressure is upon the Business Officer. The recent hire of a financial assistant has lightened her burden, and she is in the process of transferring further work to the assistant. In discussion with the social science chairs, the Dean has explored the option of hiring a second Business Officer for the five units.

For the next two years UTSC will experience severe limitations on our ability to provide departments with additional space. However, our ambitious infrastructure projects are moving forward on time and on budget, and we anticipate that a new building for the Social Science departments will be ready for occupancy in late 2015. The Department of Human Geography will have sufficient space in this new building to accommodate the Cities laboratory, research and teaching needs. The Cities Laboratory, now housed within the UTSC Library, will fully be utilized starting Fall 2014, and the department will use that space to develop incrementally more classes and projects that are designed to take advantage of a dedicated geography lab space. They expect to be able to make full use of the dedicated Geography lab in the new Social Sciences building starting in 2016.

Sincerely yours,



Professor Rick Halpern  
Dean and Vice-Principal (Academic)

## Review Summary

<b>Program(s):</b>	Political Science, B.A. (Hons.): Spec, Maj, Min Public Policy, B.A. (Hons.): Maj, Maj (Co-op)
<b>Division/Unit:</b>	<i>Review of programs only</i>
<b>Commissioning Officer:</b>	Dean and Vice-Principal (Academic), UTSC
<b>Reviewers (Name, Affiliation):</b>	1. Dr. Kathryn Harrison, Professor of Political Science, Chair, Department of Political Science, University of British Columbia 2. Dr. R. Kent Weaver, Professor of Public Policy, Comparative Government Field Chair, McCourt School of Public Policy, Georgetown University
<b>Date of review visit:</b>	November 14 and 15, 2013

## Previous Review

**Date:** January 17-18, 2008 (with Department of Social Sciences)

### Summary of Findings and Recommendations:

#### 1. Undergraduate Programs Political Science, BA: Spec, Maj; Public Policy, BA: Maj, Co-op

The reviewers observed the following strengths:

- Social Science at UTSC represents great but untapped potential
- Diverse student body

The reviewers identified the following areas of concern:

- Some students unprepared for higher level courses

The reviewers made the following recommendations:

- Track student progress after graduation to measure the success of the programs
- Undertake a curriculum review of all programs in department

#### 2. Graduate Programs

(n/a)

#### 3. Faculty/Research

The reviewers identified the following areas of concern:

- Student-faculty ratio of 40:1 is impacting the quality of the student learning experience

The reviewers made the following recommendations:

- Create new faculty positions in the department

- Add formal mentoring and training programs for new faculty

#### 4. Administration

The reviewers identified the following areas of concern:

- Current structure of the department is not functioning and is unsustainable
- Perception that management is top-down
- Department is under-resourced

The reviewers made the following recommendations:

- Change the departmental structure
- House interdisciplinary programs within the disciplines
- Commit financial resources to improve the department

Last OCGS Review(s)            n/a

Date(s):

## Current Review: Documentation & Consultation

### Documentation Provided to Reviewers:

UTSC Strategic Plan, 2008

UTSC Academic Plan, 2010-15

UTSC Annual Review, 2011-12

UTSC Viewbook, 2013-14

Terms of Reference, Department of Political Science

Program and Course descriptions from 2013-14 Academic Calendar

Course Syllabi

Faculty CVs

Department of Social Sciences Academic Plan, May 2011

Departmentalization Proposal: Social Sciences, April 2012

Self Study Report, April 2013

Student Services Statement

Library Statement

Site Visit Schedule, November 2013

### Consultation Process:

The reviewers met with the Vice-Provost, Academic Programs, Vice-Dean, Undergraduate; Chair, Department of Political Science; Associate Chair, Department of Political Science; faculty in the Department of Political Science (by discipline); undergraduate students in Political Science and Public Policy programs; Program Advisor, Department of Political Science; Director, Arts and Science Co-op; administrative staff; and the Academic Programs Officer.

# Current Review: Findings & Recommendations

## 1 Undergraduate Program

**Political Science, B.A. (Hons.): Spec, Maj, Min; Public Policy, B.A. (Hons.): Maj, Maj (Co-op)**

**The reviewers observed the following strengths:**

- Objectives
  - Undergraduate programs reflect commitment to University-wide goals
- Admissions requirements
  - Appropriate for all programs
- Curriculum and program delivery
  - Political Science
    - Courses designed to give a general introduction to political science concepts and experience in reading and writing
    - Laudable decision to ensure large lecture courses are taught by popular and skilled tenure-track faculty
  - Public Policy
    - New Public Policy Major has significant appeal for students, providing them with preparation for careers in public affairs
    - Public Policy Co-op students maintain higher GPAs throughout their degree, which is attractive to prospective employers
    - Co-op's impressive collaboration with the English Language Development Centre to provide professional writing workshops for students
- Quality indicators
  - Students satisfied with their programs
  - Course evaluations are on par with UTSC averages
- Support
  - Faculty have had transformative impact on the undergraduate education of some students
  - Students generally very happy with faculty and appreciate their efforts
  - Appropriate and suitable use of course management tools for electronic engagement with students
  - Department makes effective use of using TAs to support writing-intensive courses

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

- Objectives
  - Learning objectives are unclear
- Curriculum and program delivery
  - Political Science
    - Overreliance on A and B level courses limiting students' ability to take specialized, topical courses until their third year of studies, which may be causing low motivation



- Courses offered once per week in two-hour blocks challenge students' attention spans
- Department has chosen to have large courses taught by popular instructors; concern that they will grow even larger and will cause constraints for students
- Participant-centred learning methods could be more widely-used
- Public Policy
  - Student surveys indicate that students would prefer greater focus on quantitative methods, research design, and oral communications skills in Public Policy Major
  - Concern that the transfer of the introductory statistics course to the Department of Computer and Mathematical Sciences may lead to diminished focus on Social Science methodologies
  - Concern with relative lack of focus on economics preparation for Public Policy students
  - Students dissatisfied with the quality and number of co-op placements
- Assessment of learning
  - Concern that the move to 0.5 FCE courses has led to students writing multiple papers at the same time
- Students
  - Concern about the academic preparation of students upon admission
  - Emphasized the distinctive characteristics of the student body, including long commutes, off-campus employment, poor motivation, and reluctance to engage with faculty, especially in years one and two
  - Limited availability of extracurricular events
  - Low in-class participation in lectures and tutorial sessions

**The reviewers made the following recommendations:**

- Objectives
  - Reconsider learning outcomes and teaching approaches relative to better preparing students for engagement in social and political life and their future careers
- Curriculum and program delivery
  - Political Science
    - Consider offering web-option versions of large A-level courses combined with mandatory discussion sections to make courses available to a broader set of students
    - Exempt students with strong preparation and writing skills out of the A-level classes, allowing them to take more C and D-level courses in order to attract more academically strong students to the discipline
    - Ensure that TA budgets are adequate to cap discussion sections for A-level courses at 25 students, which would give students more opportunities to improve their writing
    - Relax the B-level breadth requirements in each subfield, allowing students to specialize in political science subfields of their choosing
    - Add participant-centred learning to classes to increase student engagement

- Consider how to add international study exchange opportunities for Political Science students
  - Public Policy
    - Ensure that social science and public policy examples are included in the introductory statistics course taught by the Department of Computer and Mathematical Sciences
    - Increase the Economics offerings for Public Policy Majors, including electives, to provide them with a stronger foundation and prepare them for graduate school and public service
    - Relocate one Public Policy course (which could be a Canadian policy course) to the B-level to further attract students to the program, provide core courses sooner, and allow students to take more specialized policy electives at the C and D level
    - Offer a career-oriented capstone applied policy analysis seminar for Public Policy majors at the D-level, which would include an applied project and improve oral presentation skills
    - Strengthen the Public Policy curriculum to make students even more attractive to prospective co-op employers
    - Allow co-op students to apply to relevant placements in the Management Division co-op program until there are sufficient public sector placements
- Assessment of learning
  - Consider coordinating assignments, particularly in required courses, to provide greater variety and timing of written assignments
- Enrolment
  - Continue to monitor the balance between enrolment in Political Science and Public Policy so that there is not an overall drop for the department
- Students
  - Continue to support the nascent Political Science students' association and work with them to identify activities that might appeal to students
  - Encourage the ongoing use of online discussion tools, digital engagement, and virtual group work, which may give students greater confidence to participate
- Support
  - Ensure that all students have a one-to-one appointment with a program advisor, ideally as they enter the major or specialist programs

## 2 Graduate Program

### The reviewers made the following recommendation:

- Program development
  - Consider developing a professionally-oriented graduate program that builds on the strengths of the faculty and would benefit students in the Toronto East area
    - Possibilities include a combined program credential that would prepare students for the Ontario and federal public service or degrees tailored to public policy, administration and law, or human services

### 3 Faculty/Research

**The reviewers observed the following strengths:**

- Overall quality
  - Community of conscientious teachers who care about their students and devote considerable effort to designing and delivering their courses
- Research
  - Exemplary research record that compares well to those at major research universities
  - Commendable Summer Scholars program could serve as a model for academic-term research programs
- Faculty
  - New hires have reduced reliance on single-course sessional instructors
  - Hire of an additional Assistant Professor planned for next year

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

- Research
  - Few students are exposed to serious professional research opportunities with faculty, as research funding is prioritized for Ph.D. and M.A. students, and students indicate that they would like more research experience
- Faculty
  - Some spend little time on campus and view their intellectual community as being at St. George

**The reviewers made the following recommendations:**

- Research
  - Create a pool of funds to allow highly motivated undergraduates to work as research assistants with faculty
  - Experiment with a thesis option for students at the D-level to provide students with more research experience

### 4 Administration

**The reviewers observed the following strengths:**

- Organizational and financial structure
  - Department views departmentalization as successful
  - Impressive collegiality and professionalism of the staff
  - Facilities appear to be appropriate
- Planning / Vision
  - Department's objectives are consistent with UTSC's campus-wide objectives

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

- Organizational and financial structure
  - Unclear lines of authority and heavy workload for staff
- Planning / Vision
  - Planning challenge of providing Public Policy students with training outside the discipline that will lead to both co-op placements and enhanced career prospects

**The reviewers made the following recommendations:**

- Relationships (collaboration)
  - Work with UTSC alumni office to engage with alumni
- Organizational and financial structure
  - Hire a new business manager to manage new workloads
  - Add additional seminar rooms and a medium-sized theatre-style classroom to support curricular changes recommended above

**ADMINISTRATIVE RESPONSE – Appended**



UNIVERSITY OF  
**TORONTO**  
SCARBOROUGH

OFFICE OF THE DEAN &  
VICE-PRINCIPAL (ACADEMIC)

13 February 2014

Professor Sioban Nelson  
Vice-Provost, Academic Programs  
Office of the Vice-President and Provost  
Simcoe Hall  
University of Toronto

Dear Sioban,

**Administrative Response, External Review of the Undergraduate Programs in the  
UTSC Department of Political Science: Political Science, B.A. (Hons.): Spec, Maj,  
Min; Public Policy, B.A. (Hons.): Maj, Maj (Co-op).**

Thank you for your letter of 29 January 2014 requesting my administrative response to the recent external review of the UTSC Department of Political Science. I applaud the thoroughness with which the external assessors approached the review process, and am very appreciative of the careful consideration they gave to the programs in this department. I am pleased that the reviewers noted the sense of community prevailing in the unit, and am delighted that they recognize the quality of pedagogy and commitment to classroom teaching that runs through the faculty ranks. Likewise, their comments about the department's highly motivated students, and their desire to take advantage of greater research opportunities, are highly satisfying. Also, the fact that the review team made note of the exemplary research record of the colleagues in the department, noting that it compares favorably to other Political Science departments at research-intensive institutions, is very affirming. At the same time, the reviewers made very frank assessments of the challenges facing the department and its programs. I am grateful for these and for their many helpful recommendations.

The external review report was sent to the Chair of the department, who shared it with staff and faculty members. On 6 February 2014, I, along with the Vice Dean Undergraduate and the Assistant Dean (Academic) met with the Chair as well as faculty and staff to discuss the external review. The tenor of that meeting was constructive, and the discussion that took place was detailed and substantive. It is clear that the department is taking the recommendations of the reviewers seriously and already has begun to act upon many of them. The Dean's Office is committed to working with the department to strengthen Political Science at UTSC and to move quickly to further enhance its excellent programs.

Let me now address the specific points raised in your letter of 29 January.

### ***Curriculum & Program Delivery***

- *The reviewers noted the tension between breadth and depth in the curriculum, specifically in relation to highly able students and their curricular pathways. They encouraged reflection on both programs' learning outcomes to ensure disciplinary currency and relevance to students' lives and studies after graduation.*
- *The reviewers recommended that the department engage in curricular review, and they made specific recommendations for changing course content and sequencing, including expanded economics training, additional quantitative preparation, thesis and capstone offerings, and more research experience with faculty.*
- *The reviewers encouraged the department to discuss the potential for enhanced involvement in graduate education at UTSC.*

The tension between breadth and depth of the curriculum characterizes the state of play in most undergraduate departments. If it is made explicit – and the external reviewers have done this – it can be a creative prompt for renewal. The department will commence discussion of its curriculum by focusing on learning objectives, and will continue to look closely at the way the curriculum “scaffolds” from first year through to fourth year. It is doing this as a discipline specific exercise; for example, it is giving serious thought to the reviewers' recommendation to relax its breadth requirements at the B level in order to provide students with greater flexibility to take more specialized upper level courses. It also will review its curriculum in concert with other social science departments as part of a larger effort to provide coherence and clarity to degree expectations. There is a very broad consensus among colleagues that while the department can do a better job delineating potential career pathways for its students, the main purpose of its undergraduate programs is to instill specific analytical skills, foster evidence-based argumentation, and develop a pronounced facility for critical thinking about politics and the wider world. By pursuing these objectives, the department is fostering broad transferrable skills that will enhance its graduates' career opportunities.

The place of quantitative training in the curriculum has long been a topic of discussion in the department. After several years of offering an in-house course, the department is now collaborating with the statisticians in the UTSC Department of Computer and Mathematical Sciences to develop and teach a course tailored to the specific disciplinary needs of political scientists. The Department also is introducing new courses at the upper-year levels to provide advanced quantitative methodological training opportunities for its students. Attention to the place of economics in the curriculum already has led to overtures to the Department of Management, which houses most of the economists on the UTSC campus, and will continue to inform the curricular review process as it goes forward.

In discussion with the Dean at the meeting of 6 February 2014, colleagues were particularly keen to underscore the desirability of improving students' basic reading and expository writing skills. There is important innovation already taking place. The first year courses are being restructured to include more writing assignments, some large

second-year courses have been resourced as writing intensive courses, and the instructor of POLC09 is using peer evaluation of writing. Looking ahead, the department is considering ways of institutionalizing these practices, spreading them more widely across the curriculum, and working with the Dean's Office to resource a number of pilot projects. Several instructors also work closely with the Political Science liaison librarian in structuring writing assignments. The Department looks forward to refashioning its connection to the UTSC Centre for Teaching and Learning, which houses the Writing Centre.

The Department also is examining initiatives that will expand research opportunities for high-achieving undergraduate students. These initiatives include support for students to undertake research projects over the summer, as well as a senior year-long research seminar with a major research paper or thesis component.

Political Science is a strong tri-campus department at the University and, up till now, almost all graduate training has taken place on St. George. As UTSC continues to develop its profile as a research-intensive campus, and one with a pronounced graduate presence, the Department of Political Science is eager to craft ways of participating that enhance rather than compete with the robust activities of the tri-campus graduate unit and the Munk School. As first steps towards an increased presence of Political Science graduate students at UTSC, the department is exploring the feasibility of offering a UTSC based research seminar, office space in its new facilities in the R-Wing, and a series of research intensive workshops and day conferences. It also is discussing ways of connecting its TA system to an enhanced graduate presence on the UTSC campus, including through enhanced opportunities for graduate students to teach seminars in their doctoral research field on the campus. The Dean's Office has directed the department to consider the various ways other social science and humanities units have worked creatively within the confines of transportation logistics, campus space, and administrative structures to mount a number of creative and successful graduate initiatives. Moving forward, the Vice Dean Graduate Program Development will work closely with the department to realize this important goal.

### *Students*

- *The reviewers noted opportunities to better engage with students through technology-assisted learning initiatives, enhanced co-op placements, one-on-one advising, and TA support.*

The Department has been engaged, often in a vocal way, in the evolving UTSC campus strategy for on-line learning and evaluation. Like most departments, it supports a blended model that continues to value the face-to-face classroom experience but sees the creative possibilities of enhancing pedagogy through technology. It values highly a student-centred approach to teaching and learning, one that places a premium on experiential education. This has led colleagues in the Department to work closely with the Dean's Office and the co-op office to begin to expand the number of placements available to students, especially those in the existing Public Policy program and the new program in Public Law.

The department's undergraduate program advisor is developing plans to enhance his ability to connect with students, though the scale of the various programs for which he is responsible makes one-on-one sessions impractical. He is planning group meetings with newly declared majors and specialists, and is considering the use of digital technology to enhance his outreach efforts. Ideally, student advising – in Political Science and in other departments – will develop as a shared project that involves faculty members as well as staff in the Registrar's Office and in Academic Advising and Career Counseling. Political Science is well positioned to take the lead in this direction.

*Resources and planning*

- *The reviewers noted that the recent departmentalization has affected staff workload, and that the current staffing structure might not be the most efficient way to serve department.*

This is a problem identified across the social science units, which share administrative support. The first step towards a solution will be to engage the other departments in a discussion of available resources and work toward a viable sense of prioritization. It is clear that the main point of pressure is upon the Business Officer. The recent hire of a financial assistant has lightened her burden, and she is in the process of transferring further work to the assistant. In discussion with the social science chairs, the Dean has explored the option of hiring a second Business Officer for the five units.

Sincerely yours,



Professor Rick Halpern  
Dean and Vice-Principal (Academic)



## Review Summary

<b>Program(s):</b>	Sociology, B.A. (Hons.): Spec, Maj, Min
<b>Division/Unit:</b>	UTSC Department of Sociology
<b>Commissioning Officer:</b>	Dean and Vice-Principal (Academic), UTSC
<b>Reviewers (Name, Affiliation):</b>	1. Dr. Kevin McQuillan, Deputy Provost, Professor, Department of Sociology, University of Calgary 2. Dr. Victor Satzewich, Professor, Faculty of Social Sciences, McMaster University
<b>Date of review visit:</b>	October 31 and November 1, 2013

## Previous Review

**Date:** January 17-18, 2008 (with Department of Social Sciences)

### **Summary of Findings and Recommendations:**

#### **1. Undergraduate Programs: Sociology, BA: Spec, Co-op and Maj**

The reviewers observed the following strengths:

- Social Science at UTSC represents great but untapped potential
- Diverse student body

The reviewers identified the following areas of concern:

- Program had reduced enrolments by using more rigorous admissions criteria

The reviewers made the following recommendations:

- Track student progress after graduation to measure the success of the programs
- Undertake a curriculum review of all programs in department

#### **2. Graduate Programs (n/a)**

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

The reviewers identified the following areas of concern:

- Significant revenues come from large classes, but with no increase in the faculty complement
- Student-faculty ratio of 40:1 is impacting the quality of the student learning experience

The reviewers made the following recommendations:

- Create new faculty positions in the department
- Add formal mentoring and training programs for new faculty

**4. Administration**

The reviewers identified the following areas of concern:

- Current structure of the department is not functioning and is unsustainable
- Perception is that management is top-down
- Department is under-resourced

The reviewers made the following recommendations:

- Change the departmental structure
- House interdisciplinary programs within the disciplines
- Commit financial resources to improve the department

Last OCGS Review(s)            n/a

Date(s):

## Current Review: Documentation & Consultation

### Documentation Provided to Reviewers:

UTSC Strategic Plan, 2008

UTSC Academic Plan, 2010-15

UTSC Annual Review, 2011-12

UTSC Viewbook, 2013-14

Terms of Reference, Department of Sociology

Program and Course descriptions from 2013-14 Academic Calendar

Course Syllabi

Faculty CVs

Department of Social Sciences Academic Plan, May 2011

Departmentalization Proposal: Social Sciences, April 2012

Self Study Report, July 2013

Student Services Statement

Library Statement

Site Visit Schedule, October 2013

### Consultation Process:

The reviewers met with the Vice-Provost, Academic Programs, Vice-Dean, Undergraduate; Chair, Department of Sociology; Associate Chair, Department of Sociology; tenure and pre-tenure faculty in the Department of Sociology; undergraduate students in Sociology programs; Program Advisor, Department of Sociology; administrative staff; and the Academic Programs Officer.

Current Review: Findings & Recommendations

## 1 Undergraduate Program

Sociology, B.A. (Hons.): Spec, Maj, Min

**The reviewers observed the following strengths:**

- Objectives
  - Strong commitment to educating students in the fundamentals of sociology, sociological theory, and research methods
- Curriculum and program delivery
  - Curriculum provides students with a solid foundation in sociology
  - Inaugural research day was very well received
  - “Immigrant Scarborough” course connects students and faculty with the community, and could lead to new community engagement, research, and internship opportunities
  - Promising new courses in immigration and urban studies
  - Commendable writing skills initiatives include the allocation of substantial TA resources, writing requirement in B-level courses, collaboration with the writing centre, and scaffolding for writing assignments
- Program development
  - Planning for two exciting, new thematic areas is underway: Migration and Ethnic Diversity and Culture, Creativity, and the City
- Quality indicators
  - Time to completion is in line with other social science programs
  - Students are satisfied with their educational experience and find the faculty to be open and friendly
- Support
  - Faculty are committed to improving students’ writing and research skills
  - Positive support provided to the new Departmental Student Association (DSA)

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

- Curriculum and program delivery
  - Breadth of courses is limited; only a modest number of courses are offered per year
  - Students expressed concern about the lack of variety in C and D courses
  - Specialist curriculum is rigid and provides little space for students to develop interest in selected fields
  - Course evaluations for the Logic of Social inquiry course are low
  - Not providing TAs for first year courses means that students may not have enough opportunities to improve their writing skills
- Quality indicators
  - Relatively low admissions GPA among specialist students; strongest students tend to be in the major program
- Enrolment
  - Declining enrolment in already-small specialist program
  - Unpredictable, variable course enrolment from year to year; unclear how many students who take introductory sociology courses go on to sociology programs
  - Lack of adequate access to B-level courses could create program “bottlenecks,” preventing students who wish to become specialists or majors from doing so

**The reviewers made the following recommendations:**

- Overall quality
  - Focus on ensuring program quality rather than expanding enrolment
- Curriculum and program delivery
  - Examine major and specialist requirements to make them more attractive to students and more in line with faculty teaching interests
  - Consider whether to continue with specialist program; if it is to continue, make the curriculum more flexible, revise the capstone course, and more clearly articulate the vision for the specialist program to students
  - Encourage student participation in campus-wide international initiatives, such as exchanges and internships, rather than creating such opportunities at the department level
  - Expand experiential opportunities for students
  - Create opportunities for senior students to improve their oral communication skills
  - Assess low course evaluation scores in the Logic of Social Inquiry course
  - Bring more visiting speakers and workshops to the campus to educate students about wider research and opportunities in sociology
- Program development
  - Consider developing a joint graduate program in which Sociology might play an important role
- Quality indicators
  - Examine the job placement outcomes for graduates
- Enrolment
  - Investigate whether B-level course limits are impacting program enrolments
  - Make sure any additional access to B-level courses is well-communicated to students

## 2 Graduate Program

N/A

## 3 Faculty/Research

**The reviewers observed the following strengths:**

- Research
  - Faculty are active researchers, whose work is highly regarded and well cited
  - Department members are active members of professional associations, and they regularly present results at conferences and speak at other institutions/organizations
  - Many faculty have national and international scholarly reputations and have won awards for their research
- Faculty
  - Enthusiastic, long-serving faculty as well as ambitious, energetic junior faculty

- Faculty are optimistic about the future of the department, and are pleased with its current cohesiveness
- Faculty have a positive relationship between undergraduate and graduate responsibilities

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

- Faculty
  - Junior faculty experience tension between research and teaching obligations
  - Department is under-staffed when considering course and program enrolments

**The reviewers made the following recommendations:**

- Faculty
  - Retain current complement of tenure stream positions and consider the addition of one or two growth positions, as indicated by enrolment numbers
  - Consider ways to “bridge” retiring tenure stream faculty and their replacements to ensure continuity in the department
  - If teaching stream lecturers are added, ensure that it is not at the expense of tenure stream positions

## 4 Administration

**The reviewers observed the following strengths:**

- Relationships
  - Morale within the department is high
- Organizational and financial structure
  - Excellent departmental leadership
  - Well-supported and welcomed recent move to departmentalization
  - Staff members are highly knowledgeable and committed to their work
  - Teaching assistant resources are well-managed
- Planning / Vision
  - Department is hoping to grow enrolment if appropriate faculty resources are in place
- Department/unit/programs relative to the best in Canada/North America and internationally
  - Department is broadly comparable in scope and structure to other good quality sociology programs

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

- Relationships
  - Though there are instances of interdisciplinary collaboration, there are not formal relationships with cognate departments
- Organizational and financial structure
  - Financial Officer’s workload is too high

- Staff shortage linked to rising enrolment and the departmentalization process
- Lack of adequate space for faculty may impede future growth plans. The quality and quantity of faculty office space limits opportunities for visiting scholars, post-doctoral fellows, and undergraduate research assistants to enhance the department.

**The reviewers made the following recommendations:**

- Relationships
  - Find ways to collaborate further with the Cities Lab in order to build further cross-disciplinary links
- Planning / Vision
  - Identify how the department will realize its vision for the two new thematic areas

**ADMINISTRATIVE RESPONSE – Appended**



UNIVERSITY OF  
**TORONTO**  
 SCARBOROUGH

OFFICE OF THE DEAN &  
 VICE-PRINCIPAL (ACADEMIC)

21 February 2014

Professor Sioban Nelson  
 Vice-Provost, Academic Programs  
 Office of the Vice-President and Provost  
 Simcoe Hall  
 University of Toronto

Dear Sioban,

**Administrative Response, External Review of the Undergraduate Programs in the  
 UTSC Department of Sociology: Sociology, B.A. (Hons.): Spec, Maj, Min**

Thank you for your letter of 24 January 2014 requesting my administrative response to the recent external review of the UTSC Department of Sociology. I applaud the thoroughness with which the external assessors approached the review process, and am very appreciative of the careful consideration they gave to the programs in this department. I am pleased that the reviewers found so many aspects of the department praiseworthy, particularly the high morale among new and long-serving faculty members as well as among students, the exceptional leadership of the Chair, and the rigor and currency of the programs. At the same time, the reviewers made very frank assessments of the challenges facing the department and its programs. I am grateful for these and for their many helpful recommendations.

The external review report was sent to the Chair of the department, who shared it with staff and faculty members. On 14 February 2014, I, along with the Vice Dean Undergraduate and the Assistant Dean (Academic) met with the Chair as well as faculty and staff to discuss the external review. The tenor of that meeting was constructive, and the discussion that took place was detailed and substantive. It is clear that the department is taking the recommendations of the reviewers seriously. Indeed, it already has begun to act upon many of them. The Dean's Office is committed to working with the department to strengthen Sociology at UTSC and to move quickly to further enhance its excellent programs.

Let me now address the specific points raised in your letter of 24 January.

***Curriculum & Program Delivery***

- *The reviewers expressed concern about the Specialist program. They stated that higher achieving students are attracted to the Major program, and enrolment in the Specialist program has been declining. They made specific recommendations for*

*ways to improve the program, including the addition of a capstone course, creating more flexibility in the program, and more clearly articulating the vision for the program.*

- *The reviewers noted several opportunities for curricular improvement, including the limited variety of course offerings, including at the C and D-level; the need for oral communication skills training for seniors; ongoing improvements of writing skills; and increasing experiential learning opportunities.*

The department welcomed external assessors' recommendations and in fact, already had begun discussing both the future of the specialist program and the discrete offerings in its curriculum prior to the review. Indeed, in the current cycle of governance it has introduced important changes that clearly articulate the vision for the program, create greater flexibility, and introduce a capstone experience to its Specialist program. In preparing these modifications, the department worked closely with the Departmental Student Association (SOS), which remains very committed to the Specialist. It is worth noting, however, that the migration of students from Specialist programs to double Majors is a phenomenon we see across all disciplines at UTSC. Students choose their own version of interdisciplinary studies through a mix of major and minor programs that suit their interests. The department will review the specialist program again in three years to ascertain whether these changes have indeed resulted in greater student interest.

The department shares a concern with other academic departments at UTSC about improving students' academic skills and has joined a campus-wide discussion about this. It also is committed to developing discipline specific endeavours, particularly around oral communication. The department sees the latter as being closely linked to increasing the number of C and D-level courses offered in the program. Already they have added new D-level courses and ensured that at least two D-level courses are taught each semester. More D-levels will be added in the future. In order to facilitate this, colleagues have worked with the Graduate Department of Sociology to adjust their graduate teaching obligations in order to offer more fourth year D-level courses at UTSC. Also, the Chair is working with colleagues to formulate a proposal for the Dean for funding in the next cycle for the addition of more instructor and TA contact hours with students, which will provide greater opportunity for oral discussion. The department now has tutorials in all its B-level courses, and the colleagues are developing a manual on how to increase writing and oral skills in tutorials. Finally, the department is introducing elements of experiential education in a number of its senior courses, such as the two C-level Research Practicums, SOCD50 (Capstone Research Seminar) and SOCD21 (Immigrant Scarborough) that provide students with opportunities to produce and manipulate their own research data.

#### ***Resources and planning***

- *The reviewers indicated that the department needs to have a thoughtful and integrated approach to faculty planning, including having adequate space and facilities to support the complement.*



- *The reviewers raised issues about the current staffing model to support the department.*

As the department enters its third year of existence, it is well positioned to begin developing a complement plan for the next five years. The Dean will work closely with the Chair and colleagues in the department on this, and will endeavor to find ways to provide the base funding for new faculty as opportunities arise. The Chair already has secured approval for additional faculty staffing for the new minor in Migration and Ethnic Diversity, which will launch in the 2014-15 academic year.

For the next two years UTSC will experience severe limitations to our ability to provide departments with additional space. However, our ambitious infrastructure projects are moving forward on time and on budget, and we anticipate that a new building for the Social Science departments will be ready for occupation in 2016. The Department of Sociology will have sufficient space in this new building to accommodate growth in its faculty complement.

The level of staff support within the department is a problem identified across the social science units, which share administrative support. The first step towards a solution will be to engage the other departments in a discussion of available resources and work toward a viable sense of prioritization. It is clear that the main point of pressure is upon the Business Officer. The recent hire of a financial assistant has lightened her burden, and she is in the process of transferring further work to the assistant. In discussion with the social science chairs, the Dean has explored the option of hiring a second Business Officer for the five units.

#### ***Relationships***

- *The reviewers encouraged the department to find ways to further collaborate with the Cities Lab.*

The department is launching two new initiatives to strengthen existing collaborations and build new partnerships on campus, in the city, and beyond

First, the Culture, Creativity, and Cities (CC&C) Minor Program in Sociology will establish UTSC as a leader in undergraduate curricular initiatives in the social scientific study of the cultural economy. The program will equip students to understand the social significance of urban experience, cultural consumption, and creative work, as well as prepare them to think analytically about labour markets in technology, governance, media, and education. The program is being developed in partnership with the Departments of English, Management, Political Science, and Arts Culture & Media, and in consultation with external stakeholders such as the Toronto Arts Foundation and Toronto Arts Council.

Second, the Migration and Ethnic Diversity (M&ED) Minor Program in Sociology will harness UTSC cross-department faculty expertise to build an innovative undergraduate initiative on international migration and the differential inclusion of

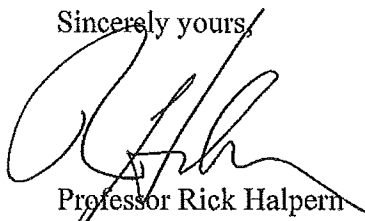
migrants and non-citizens. The program will equip students to analyze cultural, demographic, social, and political transformations associated with global migration with a focus on issues of social inequality and ethnic diversity from local and global, as well as historical and contemporary perspectives. The program is being developed in partnership with the Departments of Anthropology, Geography, Historical and Cultural Studies, and Political Science. It will generate external partnerships with relevant local and international organizations such as the Ontario Council of Agencies Serving Immigrants and the EU-based Platform for International Cooperation on Undocumented Migrants, PICUM, among others.

Both signature initiatives reflect the Sociology Department's effort to enrich existing relationships and build new ones with cognate disciplines and other units. The Cities Lab, an existing partnership between the UTSC Library and the Departments of Geography and Sociology, will serve as teaching and research hub for D-level seminars and fieldwork courses for the CCC and the M&ED. Both minors will generate thematic and substantive complementarity with the Culinary Initiative housed within the Department of Historical and Cultural Studies via the development of courses on ethnicity and food and on local food scenes. Both programs also will make intentional use of the Library's Digital Scholarship Unit to build data bases for student research, showcase undergraduate research, and potentially generate new data of interest to UTSC faculty and visiting scholars.

Both minors build on the curricular strength of the Sociology department, namely the focus on quantitative and qualitative research skills development, and on writing and logic of argumentation skills. They also are designed to extend the department's curriculum into exciting new terrain by providing significant off-campus experiential opportunities for students to leverage their skills within critical local and global contexts.

Housed in Sociology these projects are indicative of a growing interest in building interdisciplinary curricular initiatives that are grounded in core strengths of a liberal arts education, capitalize on innovative trends in data and curriculum development, and create clusters of world-class research expertise among faculty across a number of Social Science and Humanities departments.

Sincerely yours,



Professor Rick Halpern  
Dean and Vice-Principal (Academic)

## APPENDIX

### Externally commissioned reviews of academic programs completed since the last report to AP&P

Additional reviews of programs are conducted by organizations external to the University most commonly for accreditation purposes. These reviews form part of collegial self-regulatory systems to ensure that mutually agreed-upon threshold standards of quality are maintained in new and existing programs. Such reviews may serve different purposes than those commissioned by the University. A summary listing of these reviews is presented below.

These reviews are reported semi-annually to AP&P as an appendix to the compendium of external reviews.

Unit	Program	Accrediting Agency	Status
Faculty of Medicine	Continuing Education and Professional Development	AFMC Committee on Accreditation of Continuing Medical Education (CACME)	Accredited from 2013 to 2018 (supplementary status report due in September 2015)
Faculty of Medicine	Post Graduate Medical Education	Royal College of Physicians and Surgeons of Canada and College of Family Physicians of Canada	Accredited from 2013 to 2019
Faculty of Medicine	M.Sc. Biomedical Communication	Commission on Accreditation of Allied Health Education Programs (CAAHEP)	Accredited from 2013 to 2021



**FOR INFORMATION**

**PUBLIC**

**CLOSED SESSION**

**TO:** Executive Committee

**SPONSOR:** Professor Cheryl Regehr, Vice-President and Provost

**CONTACT INFO:** (416) 978-2122, [provost@utoronto.ca](mailto:provost@utoronto.ca)

**PRESENTER:** See above

**CONTACT INFO:**

**DATE:** April 14, 2014 for May 12, 2014

**AGENDA ITEM:** 10a

**ITEM IDENTIFICATION:**

Follow-up Reports on Reviews:

- a) Department of Italian and its programs (Faculty of Arts & Science)
- b) Department of Near and Middle Eastern Civilizations and its programs (Faculty of Arts & Science)
- c) Master of Management & Professional Accounting and Diploma in Investigative & Forensic Accounting (University of Toronto Mississauga)

**JURISDICTIONAL INFORMATION:**

Following review by the Committee on Academic Policy and Program, this report is forwarded, together with the record of the Committee's discussion, to the Agenda Committee of the Academic Board, which determines whether there are any issues of general academic significance warranting discussion at the Board level. The same documentation is sent to the Executive Committee and Governing Council for information.

**GOVERNANCE PATH:**

1. Committee on Academic Policy and Programs (April 1, 2014)
2. Agenda Committee of the Academic Board (April 23, 2014)
3. Academic Board (May 1, 2014)
4. **Executive Committee of the Governing Council [For Information] (May 12, 2014)**
5. Governing Council [For Information] (May 22, 2014)

## PREVIOUS ACTION TAKEN:

*a) Department of Italian and its programs (Faculty of Arts & Science)*

The Department of Italian Studies and its programs were reviewed on November 19–20, 2012, and the report of the external reviewers was taken to the April 16, 2013 meeting of AP&P. AP&P asked for a one year follow-up report regarding faculty complement renewal.

*b) Department Near and Middle Eastern Civilizations and its programs (Faculty of Arts & Science)*

The Department of Near and Middle Eastern Civilizations and its programs were reviewed on February 16–17, 2012, and the report of the external reviewers was taken to the October 29, 2012 meeting of AP&P. AP&P asked for a one year follow-up report regarding physical space. The Faculty of Arts & Science requested and received an extension to bring the follow-up report to Cycle 5 rather than Cycle 2, 2013-14.

*c) Master of Management & Professional Accounting and Diploma in Investigative & Forensic Accounting (University of Toronto Mississauga)*

The Master of Management & Professional Accounting and the Diploma in Forensic Accounting (MMPA and DIFA) were reviewed on December 3–4, 2012, and the report of the external reviewers was taken to the April 16, 2013 meeting of AP&P. AP&P asked for a one year follow-up report regarding the programs' structure.

## HIGHLIGHTS:

*a) Department of Italian and its programs (Faculty of Arts & Science)*

In response to AP&P's request, the Faculty of Arts & Science prepared a follow-up report that addressed the issue of faculty complement renewal. Specifically, the report indicated that the Department requested and received approval for two searches in 2013-14, in the areas recommended by the reviewers (Medieval Literature and Culture, and Italian Cinema and Modern Literature). In addition, the Department held a series of meetings in 2013 to discuss matters related to the external review, including complement planning.

*b) Department of Near and Middle Eastern Civilizations (Faculty of Arts & Science)*

In response to AP&P's request, the Faculty of Arts & Science prepared a follow-up report that addressed the issue of physical space. Specifically, the report indicated the Chair, in working with the Vice-Dean Research & Infrastructure, has identified key space improvement projects. The first such project in development is the expansion of meeting space, with other renovations still in the discussion phase.

*c) Master of Management & Professional Accounting and Diploma in Investigative & Forensic Accounting (University of Toronto Mississauga)*

In response to AP&P's request, UTM prepared a follow-up report focused on structure. Specifically, the report addressed concerns about the future organizational and functional structure of both programs. The programs have since been moved into the Institute for Management & Innovation (IMI), a new Extra-Departmental Unit: B (EDU: B), and UTM has created a Professional Accounting Centre within the IMI to support accounting research and academic programs. UTM is investigating the creation of a Masters in Investigative Forensic Accounting (MIFA). Planning is underway to bridge the retirement of the current director.

**FINANCIAL IMPLICATIONS:**

n/a

**RECOMMENDATION:**

For Information.

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**DOCUMENTATION PROVIDED:**

Department of Italian Studies and its programs One Year Follow-Up Letter from Professor David Cameron, March 10, 2014

Department of Near and Middle Eastern Civilizations and its programs One Year Follow-Up Letter from Professor David Cameron, March 10, 2014

MMPA and DIFA Programs One Year Follow-Up Letter from Professor Amy Mullin, February 21, 2014



UNIVERSITY OF TORONTO  
FACULTY OF ARTS & SCIENCE

10 March 2014

Professor Sioban Nelson  
Vice-Provost Academic Programs  
University of Toronto

Dear Sioban,

I am writing in response to the request by the Committee on Academic Policy and Programs (AP&P) in regards to the November 2012 external review of the Department of Italian Studies (Undergraduate and Graduate Programs). At its meeting of April 16, 2013, AP&P requested a one-year follow-up report addressing the issue of faculty complement renewal. The Faculty has taken the reviewers' recommendation seriously and we have worked with the Department to address the concerns of decline in the faculty complement.

The Department of Italian Studies requested and received approval to search for two positions in 2013-14. The first is a tenure-stream position in the field of Medieval Literature and Culture at the rank of Assistant Professor and the second is a CLTA, also at the rank of Assistant Professor in the field of Italian Cinema and Modern Literature. Both positions respond to the reviewers concerns: "From our perspective, the ideal number of tenure-stream faculty would be 9-10, which would include new hires in Medieval/Dante and in Contemporary/Cinema-Popular Culture." The Department has identified excellent candidates for both positions and is in the process of hiring.

The Department also held a series of meetings in July 2013 and a retreat in September 2013 to further discuss matters related to the external review and planning for their undergraduate and graduate programs, planning priorities and complement planning.

We are confident that with these new hires the Department will continue to provide excellent programs to its students.

Sincerely,

David Cameron  
Dean and Professor of Political Science

cc: Professor Salvatore Bancheri, Chair and Graduate Chair, Department of Italian Studies



UNIVERSITY OF TORONTO  
FACULTY OF ARTS & SCIENCE

10 March 2014

Professor Sioban Nelson  
Vice-Provost Academic Programs  
University of Toronto

Dear Sioban,

Thank you for your letter of 6 December 2013, requesting a one-year follow-up report to the May 2012 external review of the Department of Near and Middle Eastern Civilizations (Undergraduate and Graduate Programs). Your letter requests information on the Department's current physical space.

In general, I can report that we have had very constructive discussions with the Department and progress has been made to address their space needs. The Faculty takes the reviewers' recommendation seriously and is working to ensure that resolutions are found quickly and efficiently.

The Vice Dean, Research & Infrastructure met with the Chair and visited the Department, touring the Bancroft Hall Building to gain a better understanding of the space issues. The Chair was requested to identify key projects that would have the most impact on the Department.

The first project currently being developed is the expansion of the 2<sup>nd</sup> floor meeting space. Plans for an expansion of the current meeting room to encompass an open concept, multi-function common room, meeting area and undergraduate/graduate lounge have been prepared. The re-purposing of this space will allow the Department to centralize large events, receptions and meetings. A physical investigation of the space by the Building Manager (to ensure construction can begin), will be undertaken shortly. The project is slated to be completed by June 2014.

Additional projects currently in discussion include the revision of the 3<sup>rd</sup> floor classroom and office space. The current configuration of storage/computer space, seminar room and classrooms does not address the needs of the Department and better use of the space can be found. The 4<sup>th</sup> floor, which houses the archaeology lab, is greatly used, but requires upgrades to maintain the quality of the archaeological collections. These renovations are currently in the discussion stage with hopes to move to the development phase in the near future.

Sincerely,

David Cameron  
Dean and Professor of Political Science

cc: Professor Tim Harrison, Chair and Graduate Chair, Department of Near and Middle Eastern Civilizations





UNIVERSITY OF  
**TORONTO**  
MISSISSAUGA

OFFICE OF THE DEAN

February 21, 2014

Professor Sioban Nelson  
Vice Provost, Academic Programs  
Simcoe Hall  
University of Toronto

Dear Sioban:

**Re: Master of Management and Professional Accounting and  
Diploma in Investigative and Forensic Accounting Review**

I am writing in response to the request by the Committee of Academic Policy and Programs in regards to the external review of the Master of Management & Professional Accounting (MMPA) and Diploma in Investigative & Forensic Accounting (DIFA) conducted in March of 2012. The Committee has requested a one-year follow-up report to focus on structure. Specifically, the reviewers raised concerns about the future organizational and functional structure of both programs. At the time, the plan was to move both the MMPA and the DIFA programs into the planned, but not yet approved, Institute for Management & Innovation (IMI). It was unclear how this movement would proceed and to what extent the new Institute would enhance the resources available to support the MMPA program. Lack of autonomy in terms of budget and hiring as well as excessive reliance on sessional faculty and faculty teaching on overload were identified as problematic structural issues by the reviewers. In addition, the reviewers highlighted the need to develop a sustainable administrative structure for the two programs given the likely retirement of their current Director.

At this time, I am pleased to note that IMI has received governance approval and started to operate as an effective EDU-B. We have appointed a Director with extensive administrative experience who is steering the Institute through its initial year. The MMPA and DIFA programs have both been moved organizationally from out of the Professional Graduate Program Centre into IMI with the goals of implementing improved organization oversight, enhanced financial management and greater reliance on full-time research faculty to teach in IMI-based graduate programs.

As a first step towards enhancing the long-term viability of the Professional Accounting Programs at UTM (MMPA, DIFA, and undergrad B.Com.), UTM has created a Professional Accounting Centre (PAC, an EDU-C) that is based at IMI. The Centre will enable the generation of significant donations for research, and the development of academic resources. Students will be able to participate in research endeavours spawned by PAC and the new knowledge created will flow into our accounting programs. It is the view of the IMI and the MMPA directors that the PAC will raise the visibility of our MMPA and DIFA programs, and will signal to domestic students and faculty that UTM is an excellent place to study professional accounting

We have also taken some initial yet concrete steps to reconceive of the DIFA Program as a Masters in Investigative Forensic Accounting (MIFA). A report has been prepared by the Director, with consultation from external stakeholders, which has been met with enthusiasm. It is quite innovative in design and will clearly require further discussions and market testing. The Dean and Vice-Dean Graduate plan to hold consultative meetings about the reconfigured program with your office, the School of Graduate Studies and related cognate Schools and Departments in the very near future.

Finally, discussions have commenced with regard to the suitable replacement of the current Director who is nearing retirement. The Dean and the Director of IMI are committed to hiring a Full Professor of Accounting who will take on the management of the MMPA program as well as hire a new director of the reconceived DIFA/MIFA program. The current term of the Director runs until June 30, 2016 and these hires will happen well before that date.

Sincerely,



Amy Mullin  
Vice Principal Academic and Dean  
University of Toronto Mississauga

cc: Amrita Daniere, Vice Dean Graduate, UTM  
Lynn Snowden, Assistant Dean, UTM  
Melissa Berger, Program and Planning Officer, UTM  
Jane E. Harrison, Director, Academic Programs and Policy  
Justine Garrett, Coordinator, Academic Programs and Planning