



FOR INFORMATION

PUBLIC

OPEN SESSION

TO: Governing Council

SPONSOR: Sioban Nelson, Vice Provost, Academic Programs
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PRESENTER: See above
CONTACT INFO:

DATE: May 8 for May 20, 2015

AGENDA ITEM: 7(a.)(ii.)

ITEM IDENTIFICATION:

Follow-up Reports on Reviews:

- a) Department of Biochemistry and its graduate programs (Faculty of Medicine)
- b) Department of Psychology and its undergraduate programs (Faculty of Arts & Science)
- c) John H. Daniels Faculty of Architecture, Landscape, and Design and its undergraduate and graduate programs
- d) Leslie Dan Faculty of Pharmacy and its undergraduate and graduate programs
- e) University of Toronto Scarborough joint programs with Centennial College: Specialist in Journalism, Major in New Media Studies, and Specialist in Paramedicine

JURISDICTIONAL INFORMATION:

The Committee on Academic Policy and Programs (AP&P) is the point of entry into governance for reports, summaries and administrative responses on the results of reviews of academic programs and units commissioned by academic administrators. The role of the Committee is to ensure that the reviews are conducted in accordance with University policy and guidelines, that an appropriate process has been followed, that adequate documentation is provided and consultations undertaken, and that issues identified in the review are addressed by the administration. Under the University of Toronto Quality Assurance Process, the AP&P may request a one-year follow-up report when concerns are raised in an external review that require a longer period of response.

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 also sent to the Executive Committee and Governing Council for information.

GOVERNANCE PATH:

1. Committee on Academic Policy and Programs (March 31, 2015)
2. Agenda Committee of the Academic Board (April 14, 2015)
3. Academic Board (April 23, 2015)
4. Executive Committee of the Governing Council (May 11, 2015)
5. **Governing Council (May 20, 2015)**

PREVIOUS ACTION TAKEN:

At its meeting on April 16, 2013, the AP&P considered the February, 2012 review of the Faculty of Medicine's Department of Biochemistry and its graduate programs, along with the decanal response. Following discussion, the AP&P asked for a two-year follow-up report regarding time-to-completion for the M.Sc. and Ph.D. programs, budget modelling, and strategic planning. At that meeting, the AP&P also discussed the May, 2012 review of the Faculty of Arts & Science's Department of Psychology and its undergraduate programs, together with the decanal response. The AP&P requested that the Dean provide a two-year follow-up report about progress in managing over-enrolment in the programs through increased complement and decreased numbers of students enrolled in the major and specialist programs.

On April 1, 2014, the AP&P considered the November 2013 review of the John H. Daniels Faculty of Architecture, Landscape, and Design (DFALD) and its undergraduate and graduate programs, together with the accompanying decanal response. The AP&P requested a one-year follow-up report on the progress of the DFALD's reorganization and the cultivation of new faculty leadership. The AP&P also discussed the November 2013 review of the Leslie Dan Faculty of Pharmacy and decanal response and asked for a follow-up report on the reorganization of the Faculty's administrative structure. As well, the AP&P reviewed the May 2013 review of three programs offered jointly with Centennial College - the Specialist in Journalism, the Specialist in Paramedicine, and the Major in New Media Studies – and asked for a follow-up report on the programs' learning outcomes. An update on the integration of the UTSC and Centennial College teaching schedules was also requested for the New Media Studies program.

HIGHLIGHTS:

a) Department of Biochemistry and its graduate programs (Faculty of Medicine)

One of the responsibilities of the Department of Biochemistry's Associate Chair, Graduate Education, is to enhance the Department's graduate recruitment and training. As well, the Associate Chair will work to facilitate Departmental goals of reducing time-to-completion by approximately three to six months at the doctoral level and to limit that of master's students to 24-26 months.

The Department has outlined a strategic vision and identified several significant initiatives in order to generate new revenue. These include ongoing promotion and expansion of the Department's online courses, development of a proposal for a undergraduate/graduate professional biochemistry program, and working on several high profile awards. As well, as of

July 1, 2015, a new Associate Chair for Research and Collaborations will be in place, advising faculty on funding opportunities and facilitating preparation of grant proposals. In order to strengthen the faculty complement, the Department plans to recruit two new faculty members who will participate in the development and execution of the planned undergraduate/graduate professional biochemistry program.

b) Department of Psychology and its undergraduate programs (Faculty of Arts & Science)

The Department of Psychology has consulted with the Dean's Office to address the over-enrolment in its programs through the increase in faculty complement. Since the review, the Department's complement has been increased through six faculty appointments, which have contributed to reduced enrolment pressures.

c) John H. Daniels Faculty of Architecture, Landscape, and Design and its undergraduate and graduate programs

The DFALD has implemented a number of administrative and staff changes since its external review in order to ensure that the needs of the expanding DFALD are well met, while cultivating a new generation of leadership among its faculty and staff. A new team has been built to support the work of the Office of the Registrar and Student Services. Changes to the organizational structure of the Dean's office have been made to aid in better serving the DFALD's academic mission. As well, a new Chief Administrative Officer (CAO) has just been appointed, who is well-positioned to see the DFALD through its next period of growth and relocation to One Spadina Avenue.

Through growth within the DFALD and recent promotions of several faculty with tenure, a new cohort of faculty have been brought into key leadership roles, and new staff positions are being created to support them. Faculty have been appointed to chair key committees as a means of preparing them to assume further leadership roles in the future, and a mentorship process for tenure-stream faculty has been developed.

d) Leslie Dan Faculty of Pharmacy and its undergraduate and graduate programs

Following completion of the Leslie Dan Faculty of Pharmacy's self study, the Faculty began to implement key administrative changes which were subsequently endorsed at a Faculty retreat in November 2014. A fully revised academic leadership structure is currently undergoing approval processes and is expected to be in place shortly. It proposes an Associate Dean for Research, an Associate Dean for Education, and a Graduate Program Director. In support of those portfolios, a new position for a Director of the PharmD Program has been created, with plans for it to be filled by July 2015. Another important change being made within the academic leadership structure is the discontinuation of the Division structure and review of the graduate program with a proposal to establish four graduate fields based on common faculty research themes.

Lastly, major changes among the Faculty's administrative staff have been undertaken, with the hiring of a new CAO, the creation of a new Director for the Office of Experiential Education position, and the examination of finance operations with the upcoming retirement of the

Financial Director. This administrative review and revitalization will continue over the next 12-18 months.

e) University of Toronto Scarborough joint programs with Centennial College: Specialist in Journalism, Major in New Media Studies, and Specialist in Paramedicine

In working to develop specific learning outcomes for the Specialist in Journalism, Major in New Media Studies, and Specialist in Paramedicine, UTSC representatives collaborated with colleagues at Centennial College to develop a mission statement and program objectives for each program. Together with the learning outcomes, these are detailed in the accompanying follow-up report. In order to address the matter of better integration of the Major in New Media Studies teaching schedule, changes to the sequencing of program components have been introduced. Beginning in 2015-16, students will spend much of year two at Centennial College to complete most of their New Media Studies program requirements.

FINANCIAL IMPLICATIONS:

Not applicable.

RECOMMENDATION:

For Information.

DOCUMENTATION PROVIDED:

- Department of Biochemistry (Faculty of Medicine) Follow-up Letter from Dean L. Trevor Young, March 16, 2015
- Department of Psychology (Faculty of Arts & Science) Follow-up Letter from Dean David Cameron, March 18, 2015
- John H. Daniels Faculty of Architecture, Landscape, and Design Follow-up Letter from Dean Richard Sommer, February 25, 2015
- Leslie Dan Faculty of Pharmacy Follow-up Letter from Dean Heather Boon, February 24, 2015
- University of Toronto Scarborough Follow-up Letter from Dean Rick Halpern, February 24, 2015



UNIVERSITY OF TORONTO
FACULTY OF MEDICINE

L. Trevor Young, MD PhD FRCPC

Dean

Vice-Provost, Relations with Health Care Institutions

March 16, 2015

Professor Sioban Nelson, PhD
Vice-Provost, Academic Programs
University of Toronto
Simcoe Hall, Room 225
27 Kings College Circle
Toronto, Ontario M5S 1A1

Dear Sioban,

I am responding to your request for a follow-up report to the 2012 review of the Department of Biochemistry in the Faculty of Medicine. This report was created in collaboration with the current Chair of Biochemistry, Professor Justin Nodwell. While the Department was generally viewed at that time as being in a very strong position in terms of both research and teaching, three areas of potential concern were identified. These were:

- 1. Graduate Times-to-Completion**
- 2. Budget**
- 3. Mid- and Long-Term Strategic Vision**

I will address the specific initiatives that have been implemented to deal with each concern since 2012:

- 1. Graduate Times-to-Completion**

As of July 1, 2014, Dr. Angus McQuibban took over as Associate Chair for Graduate Education. He is charged with enhancing the Department's graduate recruitment and training over his 5-year term. Targets are to increase the number of external scholarships held by students (through NSERC, CIHR, and Disease funding agencies) by a steady state of 10%. In addition the Department aims to reduce times to completion by ~3-6 months at the PhD level and to limit the duration of MSc students to 24-26 months. It has become apparent that this will require a shift in thinking on the part of both faculty and students. As an initial step in this direction, Dr. McQuibban is reviewing the frequency of graduate supervisory committee meetings and ensuring compliance with existing rules for PhD students and enhancing the supervisory oversight of master's students. For example, once these new provisions are approved, MSc-level students will be required to have three committee meetings prior to receiving permission to write their thesis or attempt the transfer exam.

2. Budget

As of 1 October 2014 the financial position of the Department had improved substantially, largely due to faculty retirements and strategic cuts to our spending. At that time, the Department forecasted a balanced budget all the way through to 2018. However projected central budget cuts to basic science departments have changed this picture somewhat. This has stirred the Chair and faculty to initiate several significant fundraising initiatives to address the projected deficit. Plans for generating new revenue include:

Online Courses

The Department's online courses will also be expanded to American universities. The Chair and faculty are contemplating additional online courses, perhaps as a collaborative effort with the Department of Pharmacology and Toxicology that could be marketed to private sector interests and promoted to undergraduate students at the U of T and at other universities seeking to acquire requisite courses for professional programs.

New "3/2" Program in Biochemistry

The Department is exploring mechanisms for enhancing its offerings in undergraduate education. One possibility is the creation of a 'professionalized' program that bridges a strong theoretical background in biochemistry, a defined term, non-stipend MSc, and opportunities for real-world professional development. Some biochemistry course work would be scaled back to make way for courses in project management (Rotman) and for private sector internships (MaRS). The Department has established relationships with Trin One and Vic One as recruiting vehicles and anticipates that this would take 25 students/annum. The anticipated launch date is September 2017 with income through graduate expansion coming in 2019.

Advancement

The Chair is currently working on several high-profile awards for a senior faculty (Gairdner initially). The publicity from such an award could help attract an endowed Chair for this individual. The Department has also expanded the role of one of the Department's part-time employees; some of the additional time will now be spent on alumni engagement and fundraising.

3. Mid- to Long-Term Strategic Vision

NEW POSITION: Associate Chair for Research and Collaborations

As of July 1, 2015 Dr. Trevor Moraes will take on the role of Associate Chair for Research and Collaborations. This position is intended to keep the members of the Department up to date on funding opportunities, particularly those that are independent of NSERC, CIHR, Heart & Stroke and other well-known (and currently underfunded) funding bodies. He is currently running a twice monthly meeting of all Departmental faculty that serves many functions, including the opportunity to use the time as 'pitch sessions' for grant proposals. He has also used these meetings to invite a number of relevant people to present new opportunities to faculty.

Faculty Expansion 2015-18

At present the Department is below its traditional faculty strength in the core Department and this short fall will grow with the retirements of five faculty members in the next 4 years. The Department will recruit two new faculty members, aligned with the Centre for Collaborative Drug Research (CCDR) where there are likely to be considerable funding opportunities in the coming years. These will be chemical biologists addressing questions in either neuroscience or infectious disease (again aligned with the mandate of the CCDR). Private sector experience would be an asset in both cases. In addition, these faculty members will participate in the development and execution of our planned undergraduate/graduate professional biochemistry program. The Department plans to advertise these positions in fall 2015 with a July 2016 start date. The Department will continue expanding through status-only appointments in the hospitals and institutes. In 2013-15 the Department made five such appointments. In addition there were two new recruitments at The Hospital for Sick Children (SickKids) who are now primaries in Biochemistry. Current plans for expansion include nine scientists at SickKids and one to two new recruitments at Sunnybrook Health Sciences Centre.

I believe this adequately addresses the issues identified by the 2012 review of the Department of Biochemistry. Please let me know if you have any further questions.

Sincerely,

A handwritten signature in black ink, appearing to be 'L. Young'.

L. Trevor Young, MD, PhD, FRCPC
Dean, Faculty of Medicine
Vice-Provost, Relations with Health Care Institutions

cc: Allan Kaplan, Vice-Dean, Graduate and Life Sciences Education, Faculty of Medicine
Mae-Yu Tan, Acting Coordinator, Academic Planning and Reviews
Anastasia Meletopoulos, Academic Affairs Specialist, Faculty of Medicine



UNIVERSITY OF TORONTO
FACULTY OF ARTS & SCIENCE

18 March 2015

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 May 2012 external review of the Department of Psychology (Undergraduate Programs). At its meeting of April 16, 2013, AP&P requested a two-year follow-up report addressing the progress relative to managing over-enrolment in the programs through increased complement and decreased numbers of students enrolled in the major and specialist programs. The Faculty has taken the reviewers' recommendation seriously and we have worked with the Department to address these concerns.

The Department of Psychology has consulted with the Dean's Office to address the over-enrolment in their programs through the increase in faculty complement. The Department received approval to search for three positions in 2012/13 and three positions in 2013/14. Appointments were made in all six searches, increasing the Department's complement to 25.98 FTEs. This increase has significantly reduced the enrollment pressures and has meant the Department has been able to provide additional sections of courses which previously had waitlists, for example PSY270 (Introduction to Cognitive Psychology).

The Department and the Dean's Office will continue to work together to monitor enrollment pressures and address them as appropriate.

Sincerely,

David Cameron
Dean and Professor of Political Science

cc: Professor Suzanne Ferber, Chair, Department of Psychology



EXTERNAL REVIEW FOLLOW-UP, 2_25_2015

I am writing in response to the request by the Committee on Academic Policy and Programs (AP&P) in regards to the November 2013 external review of the Daniels Faculty of Architecture, Landscape, and Design (Graduate Programs). At its meeting of May 1, 2014, AP&P requested a one-year follow-up report addressing the issues of administrative reform and the cultivation of faculty participation in leadership roles. The Faculty has worked diligently to ensure that the needs of our expanding Faculty are well met while cultivating a new generation of leadership among our faculty and staff.

Background

The Daniels Faculty of Architecture, Landscape, and Design has been undergoing a period of rapid growth in its programs, enrolment, research capacities and the faculty and staff cohort needed to support this expansion. The Faculty's Architecture Program is the oldest in Canada, and will celebrate its 125th anniversary this year. In 2012, the Faculty reintegrated undergraduate teaching through the Honours Bachelor of Arts in Architectural Studies. The move of the undergraduate and graduate programs in Visual Studies to DFLAD followed in 2013. The demand for enrolment in these and our existing graduate programs is very strong, with demand for our architecture programs in particular growing on average between 5 and 15% in each of the last five years. This has allowed us to grow while maintaining high levels of selectivity in both our graduate and undergraduate programs.

To support this growth DFALD had to create an Office of the Registrar and Student Services, and create new positions such as an Associate Dean, Research; an Assistant Dean, Academic Programs and Outreach; reconfigure the role of the Chief Administrative Officer; and significantly increase the complement of tenured, tenure-stream, and teaching-stream faculty. While many of these changes had been initiated prior to the External Review, many had not been in place long enough to measure their impact and success at the time of the review. Other new reforms have been undertaken following the External Review.

The following is an outline of administrative and staff changes that have occurred since the External Review was initiated, and in response to both the External Review, and ongoing strategic planning. These include eight new staff positions, and reclassifications of two existing positions.

For its current size, the Daniels Faculty has a very low staff to faculty ratio (@1.84 in 2013-14, = ½ UofT division average, and the lowest of any professional Faculty divisions at UofT). We are growing the staff, but the continuing leanness of the staff reflects budget constraints (which will persist), temporary space constraints (which will be addressed by the move to One Spadina), and the need to take time to find and integrate high-quality staff as the Faculty grows.

Student Services and Registrarial Staff:

With the addition of undergraduate students in 2012, the creation of DFALD's Office of the Registrar and Student Services was required to manage the new cohort of students and to further enhance the experience of our existing graduate student cohort. A Registrar post was created to direct this office, and Associate and two Assistant Registrar posts with responsibilities focused upon admissions and recruitment were hired and this group built an entirely new team. Since then, these positions have been fully integrated into the culture of the Faculty and following the External Review two additional positions were added:

- a Program Coordinator (hired September 2014);
- a Student Services Assistant (hired November 2013).

The hiring of a Recruitment Officer is planned for the future.

The Office of the Registrar and Student Services is currently responsible for approximately 350-400 graduate students and over 650 undergraduate students. In addition, hundreds of Arts and Science students are enrolled in our faculty programs and courses. All other divisions within the university may also enrol in Daniels course electives. This relatively new administrative team is responsible for the recruitment, admissions, financial aid and awards, registration, timetabling and enrolment, transition and graduation of all of these students.

Office of the Dean:

The External Review found the Dean's office to be performing well in areas such as advancement, public outreach, the development of new academic initiatives, and engagement with/responsiveness to University-wide projects and policies. Nevertheless, the Dean's staff had not grown in size since to reflect factors such as the adding of three new academic programs, the tripling of enrolment, a significant increase in core faculty FTE, and a significant increase in the fundraising goals for the Boundless Campaign in support of the Capital Project at One Spadina. The External Review helped highlight the need to strengthen the ability of the Dean and the Dean's staff to respond to many competing demands and cyclical and project-based schedules.

The following describes both changes to the organizational structure of the Dean's office, and new staff additions in support of the Dean's office to better serve DFALD's academic mission.

The Registrar now reports directly to the Dean, and coordinates with, rather than reports to, the CAO. A senior administrative team consisting of the Dean; the Dean's EA; the CAO; the Registrar; the (new) Assistant Dean, Academic Programs and Outreach (see below); Associate Dean, Academic; and the Director of Advancement now meet on a weekly basis to review various Faculty initiatives and projects in progress; faculty, key staff, and student requests; and, to discuss and map out Faculty strategies going forward. Where necessary, and where required, other staff and faculty administrators, including Program Directors and the IT Manager, are asked to attend these meetings.

The following is an outline of addition and changes in the Dean's office since the External Review, including four new staff and two existing positions that have been reclassified:

The creation of an Assistant Dean, Academic Programs and Outreach, to assist the Dean's office in academic planning, new program development and approvals, and academic and professional outreach (hired October 2014).

The reclassification and expansion of the Executive Assistant to the Dean post, to Office Manager, and EA to the Dean giving the Dean's EA oversight of communications, event planning and reception staff in the Dean's office.

The addition of two new posts managed by the EA:

-an Events and Public Programming Coordinator, to assist in organizing academic events and public programming (hired April 2014);

-a receptionist, to assist the EA, and handle overflow work from the Dean's office (hired January 2015).

The reclassification of the Senior Development Officer to Director of Advancement (effective September, 2012, but not reflected in the External Review).

The addition of two new advancement-related posts:

-a Development Coordinator, for advancement assistance and alumni outreach (hired December 2014);

-a new Senior Development Officer (position not yet permanently filled)

Office of the CAO:

Following the External Review and internal audit of the administrative staff, and in consultation with the office of the Vice President for Human Resources & Equity, the qualifications and leadership needs of the position of CAO, Daniels Faculty have been changed.

The Faculty has hired a new Chief Administrative Officer, who will begin on April 6, 2015. He has the financial, HR, and project management experience to see the Faculty through its next period of growth and the substantial transition to the new home at One Spadina.

Other changes to the CAO office that have occurred during of following the External Review, the reclassification of the existing Business Officer and the addition of two new staff members:

- a Finance and Administrative Assistant to assist in accounting and financial processing (hired March 2014);

- a Project Coordinator to assist in scheduling, data analysis, and record keeping for professional accreditations and reviews (hired October 2014).

The following is an outline of the cultivation of new faculty leadership and support that has occurred since the External Review, in response to both findings of the External Review and ongoing strategic planning. This includes four new administrative appointments, four promotions to Full Professor, one Promotion to Senior Lecturer, one staff position, and other new initiatives, all aimed at renewing and increasing the capacity of faculty leadership at DFALD.

One indication of the changing situation of the Faculty is the growing size and standing of its tenured faculty cohort. In 1990, there were five tenured faculty, and very few if any tenure-stream faculty appointed. In 2000, there were seven tenured faculty. In 2010, eleven members of the faculty were tenured. The retirement and turnover of the faculty was such that in 2009, at the time the current Dean was appointed, he was the only Full Professor with tenure. Today, in 2015, there are twenty members of the faculty with tenure, six of whom have recently been appointed or promoted to Full Professor.

As outlined above, the faculty's full-time, tenure, and teaching stream cohort was small, and, with the exception of a small core, quite junior until recently. This posed problems for cultivating academic leadership beyond the Dean, as many faculty were either working towards tenure, or had been among the few full-time faculty over the past 15 years and had already served in many administrative capacities. With growth, and the recent promotions of several faculty with tenure, or to full professor, a new cohort of faculty have been brought into key leadership roles, and new staff positions are being created to support them.

The following five new appointments, five promotions, new faculty staff support, and other changes have occurred during or since the External Review:

-the appointment, July 1, 2014, of a new Associate Dean, Academic (for the first time in 6 years, a full-time, tenured member of the Faculty holds this position).

-the appointment, July 1, 2014, of a new Associate Dean, Research (this position was created for the first time in September 2010, but the new appointment is for the first time a Full Professor with a PhD and a strong research profile).

-the appointment, July 1, 2014 of a new Director of the Master of Landscape Architecture Program (the appointment is of a recently-tenured member of the faculty, just returning from a sabbatical leave).

-the appointment, July 1, 2014, of a new Director of the Master of Urban Design Program (the appointment is an experienced, teacher/practitioner of high standing in the profession, who has been charged with undertaking recommended reforms to this program).

NOTE: the Program Coordinator, a new position within the Office of the Registrar and Student Services, supports the above positions.

-the creation of a Research Funding Coordinator staff post to support the Associate Dean, Research, and the broader faculty in seeking research funding and managing research projects.

-the Promotion of the current Director of the Honours, Bachelor of Arts, Architectural Studies to Senior Lecturer.

-the promotion of four tenured Associate Professors to Full Professor, the hiring of one Full Professor, and the transfer of one Full Professor from Visual Studies, bringing the number of Full Professors with tenure at DFALD from one in 2013, to seven today.

-the assignment of key Faculty committee chairs to advanced tenure-stream, senior lecturer, and recently tenured members of the faculty, to help prepare them to play leadership roles in the coming years.

-the hiring of two new tenure stream faculty (one additional hire, in process, and a new search underway) and the development of a mentorship process for Tenure-Stream Faculty, wherein new faculty identify senior members of the faculty to advise them on teaching and research, and steward them through the tenure process.

Conclusion

At the time of the External Review, several processes of expansion, reform, renewal, and administrative reorganization had been initiated, or had been very recently completed at the Daniels Faculty. These included the hiring of critical new faculty and staff, the creation of a registrarial staff, the reorganization of student services, and the changing or reclassification of other existing staff positions. Since the review, several key administrative appointments have been made to expand Faculty leadership capacities. This renewal of faculty and staff leadership has occurred alongside the establishment of clearer lines of reporting, responsibility, and communication between staff, faculty administrators, and other university divisions and functions.

We are confident that the changes outlined above will allow the Daniels Faculty to better serve our academic programs, support the work of our students and faculty, increase our profile, and realize our vital role in the University, the City of Toronto, and beyond.



February 24, 2015

OFFICE OF THE DEAN

Professor Sioban Nelson
Vice-Provost, Academic Programs
University of Toronto, Simcoe Hall
Toronto, ON M5S 1A1

Dear Professor Nelson,

Re: Follow-Up Report to UTQAP for the Leslie Dan Faculty of Pharmacy.

Thank you for requesting a follow-up report about the reorganization of the Leslie Dan Faculty of Pharmacy's administrative structure. We appreciate this opportunity to present a summary of all the recent changes at the Faculty.

Our Academic Plan, articulated through the Faculty's **Strategy 2016 – Tomorrow · Today** document, and our 2014 University of Toronto Quality Assurance (UTQAP) External Review have both identified administrative structural changes as a short term priority for the Faculty. During my year as Interim Dean, we focused on a self-study to identify the key areas in need of administrative change and began the process of implementing key changes when I was appointed Dean as of July 1, 2014. I am pleased to provide this report which outlines all the changes already accomplished as well as our ongoing plans for additional change in the short and medium term. These changes were endorsed at a Faculty-wide Retreat in November 2014.

Below is our response to your request for an update on our progress regarding the recommendations and comments related to our administrative structure raised by the reviewers as part of our 2014 UTQAP review.

The original UTQAP recommendation regarding Resources and Planning are provided below to provide context for this update:

- *The reviewers recommended that attention be given to developing effective organizational and management structures. Specifically they recommended an administrative review of staffing and the academic leadership team's structure and roles, clarifying the role of the Divisions, and a space audit.*

One of the goals in our strategic plan is to "develop an organizational structure that aligns with our strategic plan and enables us to achieve our goals". The plan states that we will be conducting an organizational review and a review of space.

A. Changes in Academic Leadership Structure – Associate Deans

We have completed a full review of the current academic leadership structure and are proposing a **fully revised academic leadership structure** (see Figure 1) which has been endorsed at a Faculty retreat in November 2014 and is currently undergoing approval processes. Pending approval, we are planning to have the new leadership structure implemented for July 1, 2015. In summary, we plan to reduce the number of Associate Deans from four to two (Associate Dean for Research and Associate Dean for Education) and revise these roles so that the incumbents may serve as leaders of the Faculty's research and educational strategies including optimizing collaboration across research centres and academic programs. One Associate Dean position (Academic) will be

eliminated (it has been vacant since the incumbent's term ended in 2014) and another (Associate Dean Graduate Education) has been re-visioned as a Director of our Graduate Program because the current job description is more in line with other academic Program Directors within the Faculty. We are planning to implement this change from Associate Dean to Director of the Graduate Program effective July 1 when the incumbent's term ends. We will begin a formal process to search for a Graduate Program Director in spring 2015.

B. Director of PharmD Program – new position

In order to facilitate changes in the Associate Dean positions and portfolios, we have made a number of other changes. One of the most important is the **creation of a new position: Director of our PharmD Program**. Previously the Associate Dean Academic and Associate Dean Professional Programs shared the responsibility for the day-to-day running of our flagship PharmD program. This caused significant confusion among faculty, staff and students regarding who was responsible for which components and prevented both Associate Deans from being able to focus at a more strategic level. We launched a formal internal search for a Director of the PharmD program in December (deadline for applications was Jan 31). We have received 3 very high quality applications and are in the process of interviewing candidates. We hope to have this new position filled by July 1 2015 at the latest and ideally earlier if the chosen candidate is able to start this spring.

C. Eliminating Divisions

Another important change we are making in the academic leadership structure is to **eliminate the concept of Divisions and thus the Division Directors**. After much consultation with the Division Directors, faculty members and discussion at a faculty-wide retreat in November 2014, key challenges identified with the Divisions included: the Divisions had no role in the governance structure or decision-making processes at the Faculty; the role of Division Directors was not clear and they did not appear to have any authority within the leadership or governance structure; there was confusion over which Division some faculty members belonged to (and whether one could be in more than one Division); and much confusion was created because the Faculty operated with three Divisions (1. Biomolecular Sciences, 2. Pharmacy Practice, 3. Social & Administrative Pharmacy) at the undergraduate level, but only two "groups" (these groups were not formal Divisions) at the graduate level (1. Biomolecular Sciences, 2. Clinical, Social and Administrative Pharmacy). The Divisions will officially be phased out as of July 1 when all the Division Directors' appointments will end.

Our consultation about the role of Divisions identified that an important function of the Divisions was to provide an opportunity for like-minded faculty members to meet to discuss common issues and that the Division Director served as a source of information which was particularly important for new faculty members. We are in the process of making several other changes to ensure these important functions continue after the Division structure is discontinued. For example, all of our Program Directors will hold regular meetings with faculty members teaching in each program to discuss common issues. In addition, we are in the process of revising our graduate fields to create four fields (or groups of faculty) based on common research themes. A leader will be identified for each graduate field and these leaders will be responsible for stimulating research and graduate-related discussions/collaboration within each field. The advantage of this structure over the Divisions is that the graduate fields will have a very specific purpose and place within our governance structure. We are currently doing faculty-wide consultations regarding the proposed new graduate fields and hope to have these fully implemented by January 2016.

D. Space Inventory

A preliminary space inventory has been completed and a Space Committee created. The Space committee meets every 2-3 months and provides a forum for: reviewing and assessing quantity and quality of existing space; guidelines for assigning existing space; and future space needs. Dedicated space has been identified for one of

our new research centres (the Centre for Pharmaceutical Oncology) and the space needs of our two other research centers (the Centre for Practice Excellence and the Centre for Integrative Medicine) are currently being studied. A plan to accommodate the space needs for our 6 new full-time faculty hires (searches ongoing; start date estimated to be July 1 2015) is in place.

E. Administrative Staff

We have made major changes within our administrative staff and will continue our administrative review and revitalization over the next 12-18 months. We **hired a new Chief Administrative Officer** in July 2014. Titi Oridota has a very strong financial background and approximately 10 years of experience at the University of Toronto. She has worked very closely with the Dean to accomplish all the administrative changes described below.

After an extensive review of our Office of Experiential Education, we created **a new Director for the Office of Experiential Education** to manage this vital unit for the Faculty. We worked closely with Human Resources to create this PM4 administrative job description, had the position classified, posted for the position and **hired an outstanding candidate (Marvin James) who started in this new position the second week of February**. The Office of Experiential Education currently facilitates the placements of approximately 1000 PharmD and PharmD for Pharmacists students each year. The new Director is responsible for reviewing and revising all the policies, procedures, structure and work flow in the office to increase its efficiency, accountability and student service satisfaction. We plan to increase the mandate of this office to include all student placements for all the Faculty's programs including our Pharmaceutical Chemistry Specialist program (in partnership with the Faculty of Arts and Science) as well as external placement opportunities for our graduate students in the future.

Our **Financial Director**, who has been with the Faculty for 35 years, is retiring from the University at the end of March 2015. This has provided an opportunity to **revise this position and the operations of our finance department**. We are in the process of having the revised job description reviewed and classified by Human Resources. We have hired a temporary Financial Officer/Analyst to give us the time to complete a full search for a new Finance Director. In the meantime, we have moved to online reimbursement of faculty expenses (these were previously submitted in paper form and staff members in the finance department spent significant time preparing expense claims). The Chief Administrative Officer and our Financial Officer/Analyst are working closely with the Dean to completely revise the organization of our cost and fund centres to facilitate future budget reporting and strategic planning. These changes will necessitate a review of current staff job descriptions and workloads to ensure everyone has clear and equitable responsibilities within our finance department.

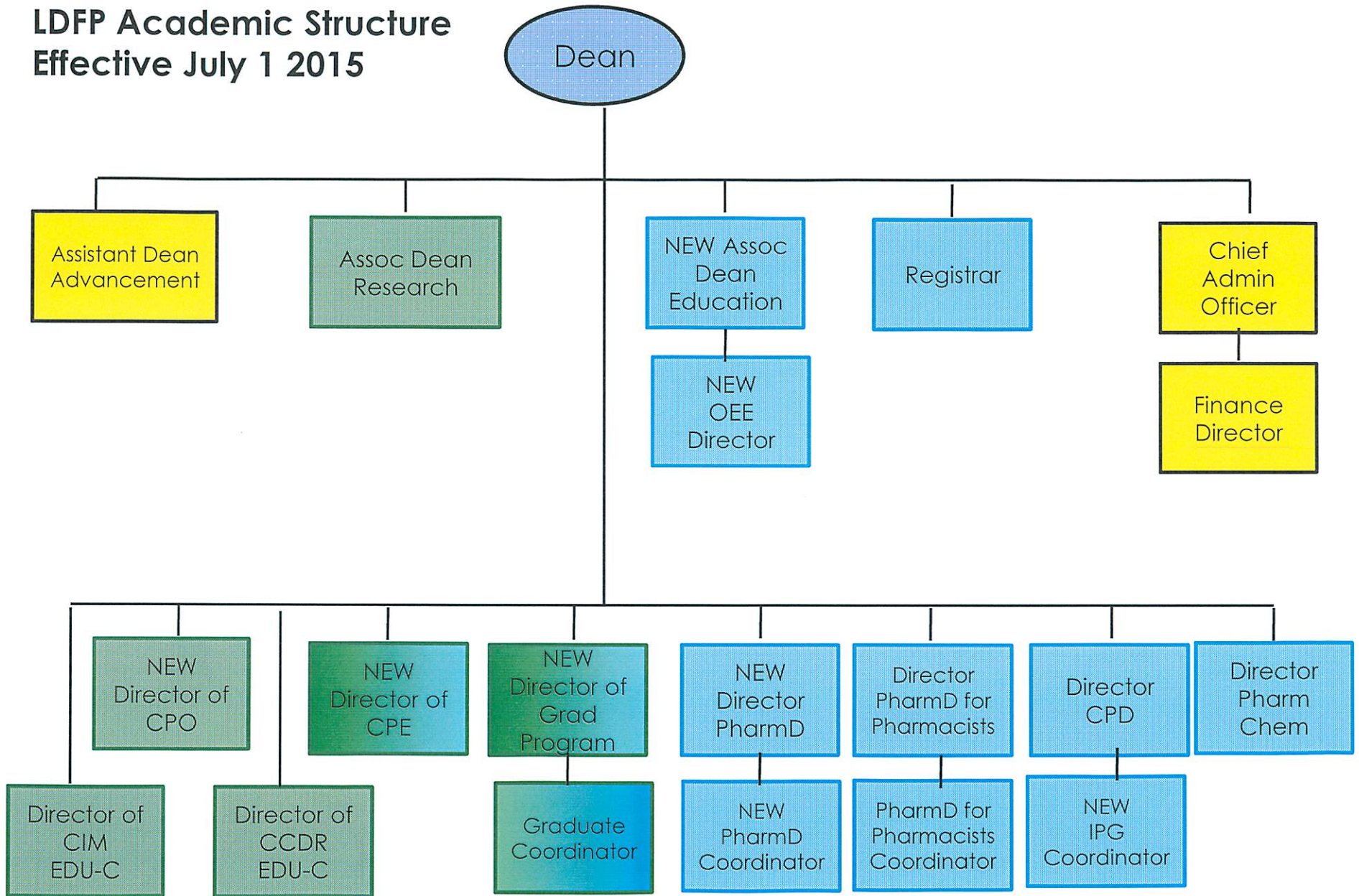
Thank you for the opportunity to provide an update regarding the ongoing reorganization of the Faculty's administrative structure. We are very proud of what we have accomplished already and are excited about the ongoing changes we continue to make.

Sincerely,



Heather Boon
Professor and Dean

LDFP Academic Structure Effective July 1 2015





February 24, 2015

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

Follow-up Report: External Review of UTSC Joint Programs with Centennial College

Dear Sioban,

Thank you for your letter of January 14, 2015 requesting my one-year follow-up report to the May 2013 external reviews of our Joint programs with Centennial College:

- Specialist (Joint) program in Journalism (B.A.)
- Major (Joint) program in New Media Studies (B.A.)
- Specialist (Joint) program in Paramedicine (B.Sc.)

As your letter notes, a key recommendation of the external review committees for the Joint programs was that each program develop specific overall learning outcomes. As a first step towards this goal, in collaboration with our partners at Centennial College, we developed a mission statement and a list of program objectives for each program.

The process began in the Spring of 2014, at a regular meeting of the Joint Programs Steering Committee, which was attended by the Vice-Dean, Graduate Education and Program Development (UTSC); the Associate Vice-President, Academic (Centennial College); the Joint Programs Administrative Coordinator; and the program directors for all three Joint programs from both UTSC and Centennial College. The Vice-Dean and Vice-President tasked the program supervisors with developing a first draft of the mission statement for their programs, as well as refined program objectives. In addition, the group addressed other issues raised in the external review reports. This process continued into the Fall and Winter of 2014/5, with appropriate elements involving curricular change moving into the UTSC governance process in the Winter session. The resultant mission statements and program objectives are reported in the appendices attached to this letter.

1. Specialist (Joint) program in Journalism (B.A.)

- *Development of learning outcomes for the program*

One of the central aims of the Specialist (Joint) program in Journalism (B.A.) is to unite theoretical knowledge and practical experience; in other words, to demonstrate that theory and praxis are co-dependent. Upon completion of the program students will be

conversant with the primary concepts, theories and practices related to the changing fields of journalism, and will be able to apply their understanding to the changing landscape of current issues, events and the needs of our democracy. The Joint program prepares students in two important ways: first, for careers that take full advantage of their deep understanding of, and commitment to, the best that journalistic skills can offer; and second, for study at the graduate level.

Six learning outcomes have been identified for the program:

1. Develop an understanding of concepts, theories, and practices in the evolving field of journalism;
2. Develop critical awareness of current issues and events across today's societies through local, national, and international perspectives;
3. Develop the ability to assess and place information in context through critical and analytical thinking;
4. Develop an understanding of the influence and limitations of new digital forms;
5. Understand the various forms of journalistic writing for differing media platforms; and
6. Appreciate the ethical challenges of journalistic immediacy and contextualization.

These theory-centred outcomes, largely provided by UTSC, are buttressed by the more practical learning outcomes identified by Centennial College:

1. Apply analytical, writing, editing and other creative production skills to a variety of journalistic activities;
2. Report, in a way appropriate to the medium, a wide range of stories in an accurate, detailed, balanced, fair, and timely manner;
3. Prepare and edit content;
4. Apply production skills and make use of production equipment in the preparation of print content;
5. Apply computer skills to a variety of functions in journalism;
6. Function as part of journalistic team;
7. Apply a broad knowledge of current events and history to provide a context for journalism;
8. Develop a realistic view of the field of journalism and develop strategies for personal and professional development;
9. Complete all work in compliance with relevant law, standards, and the appropriate principles and practices of journalism; and
10. Prepare and deliver broadcasting content; apply production skills and make use of broadcast equipment in the preparation of broadcasting content.

A full mission statement for the program, which clearly reflects the dual theoretical underpinnings and practical skills of the discipline in the current forms of expression, as well as the complete articulation of the learning outcomes, can be found in Appendix A.

2. Major (Joint) program in New Media Studies (B.A.)

- *Development of learning outcomes for the program*

The Major (Joint) program in New Media Studies (B.A.) is a professionalization program designed to help students prepare for careers in web communication and new media industries. The unique structure of the Joint program provides students with a 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 allow students to continue academic study in new media and communication at the graduate level.

Six learning outcomes have been identified for the program:

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;
2. Enhance awareness of the importance of media in the production and reproduction of contemporary cultures;
3. Develop a capacity to critically evaluate the content of media, including the visual and aural, and analyze its underlying ideologies and implications;
4. Critically evaluate the constraints of, as well as the opportunities provided by, modern media institutions and information technologies to nourish humanistic and democratic values;
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; and
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.

These theory-centred outcomes largely provided by UTSC are buttressed by the more practical learning outcomes identified by Centennial College:

1. Hand-code HTML, CSS level 1 and 2, Javascript and Actionscript to produce web pages;
2. Operate and evaluate a variety of computer hardware, software and peripheral devices in the development of new media design, including Adobe Suite;
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;
4. Write appropriate content for new media using techniques of non-linearity and interactivity;
5. Create and present, as a member of a production team, new media project proposals;
6. Prepare a solid financial business plan for a new media venture;
7. Analyze, design and test navigation and interface for new media applications on multiple platforms.

8. Apply appropriate new media design and management strategies according to client preferences and project requirements; and
9. Evaluate the goals, norms and development of multimedia projects.

A full mission statement for the program, as well as the complete articulation of the learning outcomes, can be found in Appendix B.

- *Integration of the teaching schedule between UTSC and Centennial College*

During the 2014-15 academic year, New Media Studies has introduced changes to the sequencing of their program delivery so as to better integrate the UTSC and Centennial components of the program; these changes will be effective as of the 2015-16 academic year. Specifically, the program is being restructured so that students will spend year two at Centennial College, where they will complete most of their New Media Studies (NME) program requirements. An existing required course – MDSB61H3 will be taken at UTSC during the fall semester of the second year because it is connected to the practice-based Centennial studies. MDSB62H3 (existing program requirement) and MDSB63H3 (new program requirement), which have a substantial practice-based digital project component, will be taken in year three. A table, which identifies the sequence of courses, and also where the courses are held, is provided below:

Table 1: Course Selection Guidelines

Year of Study	Fall Session	Winter Session
Year 1 (at UTSC) Note: students should also take ACMA01H3 during their first year)	MDSA01H3* *also offered in the Summer session	MDSA02H3
Year 2 (at Centennial College) Notes: 1. Students must be enrolled full-time in year 2 of the program. 2. Due to the course and project work load in the Winter session, students are not permitted to take additional courses at UTSC.	MDSB61H3* New Media Group 1:** NMEA01H3 NMEA02H3 NMEA03H3 NMEA04H3 *scheduled at UTSC **students must enrol in all courses in Group 1	New Media Group 2:* NMEB05H3 NMEB06H3 NMEB08H3 NMEB09H3 NMEB10H3 *students must enrol in all courses in Group 2
Year 3 (at UTSC) Note: students complete their Media Studies electives in year 3 and year 4	MDSB63H3	MDSB62H3* *offered Fall and Winter

Year of Study	Fall Session	Winter Session
Year 4 (at UTSC)	NMED01H3	NMED20H3
Note: students complete their Media Studies electives in year 3 and year 4		

3. Specialist (Joint) program in Paramedicine (B.Sc.)

- *Development of learning outcomes and the requirements of the Paramedicine program*

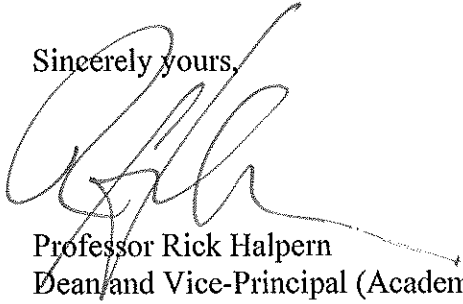
The Specialist (Joint) program in Paramedicine (B.Sc.) is a unique program in Canada. Taught by leading academics and professionals, it is grounded in the fundamentals of life science and focuses on the critical thinking, research and laboratory experience needed to save lives. Students examine, and are immersed in, the spectrum of emergency, medical, trauma and psychological situations faced by today's healthcare professionals. The program prepares students for the Ontario Ministry of Health Advanced Emergency Medical Care Attendant (AEMCA) exam, and positions graduates for advanced careers in the field of emergency medical services.

Six learning outcomes, which are fully integrated between UTSC and Centennial College, have been identified for the program:

1. Develop a foundational understanding of areas of study related to paramedicine (e.g., biology, chemistry, mathematics, and psychology); in upper years, develop a depth of knowledge in specialized areas of study;
2. Apply skills critically in the field; evaluate and provide appropriate care based on the training as a primary care paramedic;
3. Properly solve appropriate scenarios and assess what is needed relevant to EMS work;
4. Analyze data and recognize limitations in the knowledge collected;
5. Develop the required reading, listening, oral and written communication skills necessary to articulate the concepts that are the foundation of the EMS field; and
6. Develop professional capacity, and a sense of the role of paramedics in society, as well as the role of being an independent and knowledgeable learner for life success.

A full mission statement for the program, as well as the complete articulation of the learning outcomes, can be found in Appendix C. We note that the curriculum is highly prescribed by external regulatory bodies that provide licensure for graduates of the Joint program, following successful completion of the Ontario Ministry of Health Advanced Emergency Medical Care Attendant (AEMCA) examinations (1-5). In addition we are providing training for the future leaders in the paramedic field (6).

Sincerely yours,

A handwritten signature in black ink, appearing to read 'R. Halpern', with a long horizontal flourish extending to the right.

Professor Rick Halpern
Dean and Vice-Principal (Academic)

Appendix A: Specialist (Joint) Program in Journalism (B.A.)

Mission Statement:

The Specialist (Joint) program in Journalism (B.A.) promotes excellence in critical thinking, research, writing and communications skills, which are brought to bear on issues concerning news media, journalism and society. Through the program, students acquire the knowledge and skills to tell the story from every angle in every media form relevant to today's audiences. With experience gained from producing a real community newspaper, online publications and Internet radio, our students are ready for professional careers in the media and/or in public and private sector communications.

Curriculum & Program Delivery

Learning outcomes for the Specialist (Joint) program in Journalism (BA) have been developed in alignment with the following guiding principles:

1. University of Toronto Scarborough Undergraduate Degree Level Expectations
2. The Journalism School Curriculum Enrichment Program – Carnegie-Knight Initiative on the Future of Journalism Education (October 2008)
3. Journalism Program Standard: The approved program standard for Journalism program of instruction leading to an Ontario College Advanced Diploma delivered by Ontario Colleges of Applied Arts and Technology – Ministry of Training, Colleges and Universities, Government of Ontario (July 2008)

UTSC Learning Outcomes	Joint Program in Journalism	Centennial College Learning Outcomes
<ol style="list-style-type: none"> 1. Develop an understanding of concepts, theories, and practices in the ever-evolving field of journalism. 2. Develop critical awareness of current issues and events across today's societies through local, national, and international perspectives. 3. Develop the ability to assess and place information in context through critical and analytical thinking. 4. Develop an understanding of the influence and limitations of new digital forms. 5. Understand the various forms of journalistic writing for differing media platforms. 6. Appreciate the ethical challenges of journalistic immediacy and contextualization. 	<p>Program Delivery by Year</p> <p>Year 1 (UTSC)</p> <ul style="list-style-type: none"> • MDSA02H3 History of Media and Technology • JOUA01H3 Introduction to Journalism I • JOUA02H3 Introduction to Journalism II • ACMA01H3 Exploring Key Questions in Humanities <p>First year introduces students to the historic evolution of journalism, how it is created, distributed and used. Students learn to analyze forms of journalism to comment on their effectiveness. They are taught the elements of ethical situations and how journalism must function to</p>	<ol style="list-style-type: none"> 1. Apply analytical, writing, editing, and other creative production skills to a variety of journalistic activities. 2. Report, in a way appropriate to the medium, a wide range of stories in an accurate, detailed, balanced, fair, and timely manner. 3. Prepare and edit content. 4. Apply production skills and make use of production equipment in the preparation of print content. 5. Apply computer skills to a variety of functions in journalism.

	<p>serve the needs of a democracy.</p> <p><u>Year 2 (UTSC)</u></p> <ul style="list-style-type: none"> • JOUB24H3 Journalism in the Age of New Media • JOUB01H3 Covering Immigration and Transnational Issues • JOUB02H3 Critical Journalism • JOUB39H3 Fundamentals of Journalistic Writing • ACMA02H3 Inquiry and Reasoning in the Humanities <p>The second year provides students with a broad overview of good writing styles, which words and structures are the best tools for effective journalism through intensive writing assignments. Students also learn how digital/new media are changing the role of the journalist and the consumer of information in a diverse and complex environment. These courses prepare the students for the skillset training they will receive at Centennial.</p> <p><u>Year 3 (Centennial)</u></p> <ul style="list-style-type: none"> • JOUA06H3 Journalism Law and Ethics • JOUB03H3 Magazine/Freelance Journalism • JOUB05H3 Advanced Interviewing Techniques • JOUB10H3 News Laboratory I • JOUB11H3 News Reporting • JOUB14H3 Journalism Design • JOUB17H3 Radio News • JOUB18H3 Imaging: Photography for Journalists • JOUB20H3 Multiplatform Journalism <p>The third year focuses on skillset</p>	<p>6. Function as part of a journalistic team.</p> <p>7. Apply a broad knowledge of current events and affairs, and history to provide a context for journalism.</p> <p>8. Develop a realistic view of the journalism field and develop strategies for personal and professional development to manage job stress, enhance work performance, and maximize professional opportunities, including self-employment.</p> <p>9. Complete all work in compliance with relevant law, standards, and the appropriate principles and practices of journalism.</p> <p>10. Prepare and deliver broadcasting content. Apply production skills and make use of broadcast equipment in the preparation of broadcasting content.</p>
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	<p>training including interviewing, newspaper production, multiplatform journalism and design, photojournalism, radio and television along with their digital expressions.</p> <p><u>Year 4 (Centennial/UTSC)</u></p> <ul style="list-style-type: none"> • JOUC13H3 Beat Reporting • JOUC16Y3 News Lab II • JOUC17H3 Television News • JOUC25H3 Field Placement • JOUD10H3 Senior Seminar in Journalism <p>Fourth year is a combination of a return to UTSC for the capstone course in which the students prepare an original project that can be the basis for a presentation to a future employer. The Field Placement as internship is arranged through Centennial and is designed to give the students real-time experience in a contemporary media and journalistic setting.</p>	
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Students may take a field placement, during an extra summer semester at Centennial College and earn an Ontario College Advanced Diploma in Journalism in addition to an Honors Bachelor of Arts degree from the University of Toronto.

Appendix B: Major (Joint) program in New Media Studies (B.A.)

Mission Statement:

The Major (Joint) program in New Media Studies (B.A.) 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 communication at Centennial College.

Curriculum & Program Delivery

Learning outcomes for the Major (Joint) program in New Media Studies (B.A.) have been developed in alignment with the following guiding principles:

1. University of Toronto Scarborough Undergraduate Degree Level Expectations
2. Ontario Provincial Program Standard Vocational Learning Outcomes/Program Description – Rich Media (MTCU #79403)

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 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</p>	<p>Program Delivery by Year (Note: Reflects proposed changes in program structure)</p> <p>Year 1</p> <p>Fall: MDSA01H3 Introduction to Media Studies (UTSC)</p> <p>Winter: MDSA02H3 History of Media (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 objectives 1, 2, 3, 4, 5.</p> <p>Year 2</p> <p>Fall: MDSB61H3 Mapping New Media (UTSC) (UTSC learning outcomes 1, 2, 3, 4, 5, with a</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>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</p>

<p>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>special emphasis on 6 for NME students)</p> <p>NMEA01H3 Digital Fundamentals (CC) (focus on coding; CC learning outcomes 1 and 2)</p> <p>NMEA02H3 Introduction to New Media Communications (CC)</p> <p>NMEA03H3 The Language of Design (CC)</p> <p>NMEA04H3 Interface Design, Navigation and Interaction I (focus on interface design and software)</p> <p>Winter: NMEB05H3 Interface Design, Navigation and Interaction II</p> <p>NMEB06H3 Project Development and Presentation (focus on project management, client project, and entrepreneurship; CC learning outcomes 3, 5, 6, 8, 9)</p> <p>NMEB08H3 Application Software for Interactive Media</p> <p>NMEB09H3 Sound Design</p> <p>NMEB10H3 Design for New Media</p> <p>The second year provides students with a broad overview of new media design and communication with a focus 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: MDSB62H3 Visual Culture and Communication (UTSC)</p> <p>Winter: MDSB63H3 Sound and Visual Media (UTSC)</p>	<p>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>(Course builds on work students do at CC in NMEB09H3 Sound Design)</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: NMED20H3 Theory and Practice of New Media (UTSC)</p> <p>Winter: NMED01H3 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 applying to graduate school for advanced study.</p> <p>The senior year invites students 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 <i>and</i> creative thinking skills that will serve them well no matter their digital future.</p>	
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Appendix C: Specialist (Joint) program in Paramedicine (B.Sc.)

Mission Statement:

The Specialist (Joint) program in Paramedicine (B.Sc.) is a leader in the field of Paramedicine education and unique in Canada. Designed with the shared vision and expertise of UTSC and Centennial College, it provides learners with enhanced career, academic, and research opportunities in the field of Paramedicine. The concurrent acquisition of the entry to practice Primary Care Paramedic diploma, in conjunction with the attainment of a strong academic background in the field of Biology, positions graduates as leaders in the field of Paramedicine. This dual education provides students with the foundational knowledge, breadth in education, critical thinking and practical skills needed for success.

Objectives:

- 1) To give students the opportunity to achieve a diploma and degree in four years.
- 2) To prepare students to write examinations to be certified as a Primary Care Paramedic.
- 3) To provide a skill set applicable to advancement in a paramedic career, enhancing opportunity for contributions to clinical instruction and research within the field.

Learning Outcomes:

Degree Level Expectations	Program Learning Outcomes – e.g. what students will know or be able to do at the completion of the program	How the program design / structure supports the degree level expectations
<p>1. Depth and Breadth of Knowledge</p> <p>Depth of Knowledge: is attained through a progression of introductory, core and specialized courses. Specialized courses will normally be at the C and D levels.</p> <p>Breadth of Knowledge: students will gain an appreciation of the variety of modes of thinking, methods of inquiry and</p>	<p>Develop a foundational understanding of areas of study related to Paramedicine, such as Biology, Chemistry, Math and Psychology. In upper years, develop a depth of knowledge in specialized areas of study that are directly related to Paramedicine, such as paramedicine, human biology, and human health and disease.</p>	<p>The first year and second year courses at UTSC provide the initial support to the development of degree expectations. This is followed by more in-depth knowledge acquisition, with an increase of relevant courses in the third and fourth years.</p> <p>The core and breadth requirements obtained in the second and third years are paired with the detailed knowledge needed specifically for training as a paramedic and for successful entry into the Paramedicine field. This is provided in a logical progression with 7.5 paramedic-credit courses offered through Centennial in years two and three of the program. Together, the curriculum supports the acquisition of knowledge using a variety</p>

<p>analysis, and ways of understanding the world that underpin different intellectual fields.</p>		<p>of modes including experiential learning through laboratories, simulations and fieldwork. The program outcomes provide students with a number of techniques to enhance knowledge acquisition including strong reading, writing and critical analysis skills. These skill sets are also translational allowing the student to find success both inside the Paramedicine field, and in related fields as the students have acquired an excellent ability to remain lifelong learners.</p>
<p>2. Knowledge of Methodologies</p> <p>Students have a working knowledge of different methodologies and approaches relevant to their area of study. They are able to evaluate the efficacy of different methodologies in addressing questions that arise in their area of study.</p>	<p>Students will be able to apply their skills critically in the field through the rigorous field-testing component at Centennial. They will be able to evaluate, and provide, appropriate care based on the training as a primary care paramedic. In addition, the complementary courses at UTSC will provide them with the problem solving and communication skills necessary in the methodologies used in the Paramedicine field.</p>	<p>The program is designed to allow the students to obtain knowledge of methodologies through a stepwise progression using a classic scaffolding approach. As the student progresses through each year of the program, the courses demand a more comprehensive approach to the integration of appropriate methodologies that are necessary for student success within the EMS field</p>
<p>3. Application of Knowledge</p> <p>Students are able to frame relevant questions for further inquiry. They are familiar with, or will be able to seek the tools with which, they can address such questions effectively.</p>	<p>The program demands that students are able to properly solve appropriate scenarios and assess what is needed relevant to EMS work. Class and laboratory work at both UTSC and Centennial provides the communication and research skills necessary for success in their chosen field.</p>	<p>The course progression within the program allows for a well-rounded student experience. The students are provided with a progressive integration of expectations within their fieldwork. Within the classroom/laboratories/seminars, the intensified demands placed on students by their third and fourth year courses provide the framework needed for students to develop the appropriate knowledge base. More importantly, this process enhances the development of confidence in knowledge application, which will position them for success in subsequent life experiences requiring knowledge acquisition and practice.</p>
<p>4. Awareness of Limits of Knowledge</p> <p>Students gain an understanding of the limits of their own knowledge and an appreciation of the uncertainty, ambiguity, and limits to our collective knowledge and how these</p>	<p>Upper year courses explain the limitations of knowledge based on the use of original research articles and simulations. Students must be able to analyze the data and recognize limitations in the knowledge collected. The program requires students to</p>	<p>Through the built-in experiential learning, and incremental exposure from first through fourth year to the relevant literature related to the field of Paramedicine and more generally to the field of Biology, students become informed consumers of knowledge.</p>

<p>might influence analyses and interpretations.</p>	<p>develop the requisite set of skills to recognize limitation of knowledge when working in their field placements and in the general field of Paramedicine.</p>	
<p>5. Communication Skills</p> <p>Students are able to communicate information, arguments, and analyses accurately and reliably, both orally and in writing. They learn to read and to listen critically.</p>	<p>Program outcomes through the majority of the second third and fourth year courses address the student's requisite development in both written and oral skills. The program requires students to clearly and concisely articulate their ideas. The program enhances their skills to allow interpretation of the concepts that are the foundation of the EMS field. Most importantly, the student is capable of reading, listening, and subsequently, using oral or written communication which clearly reflects their understanding of the ability to critically interpret relevant information.</p>	<p>The use of communication skills is omnipresent through the four years of courses. Simulation work, fieldwork, laboratory work, significant seminar presentation, and writing begin in first year in the laboratories of biology and chemistry and are also demonstrated in the assignments of psychology. It continues in second year at both UTSC and Centennial in laboratory work, written work, exams, simulations and fieldwork. By third and fourth year, the courses provide significant opportunities for the students to develop critical communication skills.</p>
<p>6. Autonomy and Professional Capacity</p> <p>The education students receive achieves the following broad goals:</p> <ul style="list-style-type: none"> • It gives students the skills and knowledge they need to become informed, independent and creative thinkers • It instils the awareness that knowledge and its applications are influenced by, and contribute to, society • It lays the foundation for learning as a life-long endeavour 	<p>The program outcomes related to the Paramedicine field, first and foremost, require development of professional capacity through the stringent requirements of the paramedic courses at Centennial. The UTSC courses require additional development of knowledge acquisition and independent thought. At the completion of the four-year program, students must have developed a sense of their role in society, and most importantly, the role of being an independent and knowledgeable learner for life success.</p>	<p>The concepts of "independent creative thought", "knowledge application", and "lifelong learning" are fostered by the programs integrative design. This starts in year one with gaining a wide knowledge base and with the introduction of independent thought. This is followed by more field intensive knowledge acquisition in second and third year. By second year, the students have begun to apply the knowledge acquired in simulations, fieldwork, and laboratories. In third and fourth year, students have an opportunity to work independently and develop the communication and critical thinking skills necessary for the development of the well-rounded learner, and productive member of society. Moreover, the highly integrated approach allows for the incremental development of leaders in the field of Paramedicine</p>