



University of Toronto

OFFICE OF THE VICE-PRESIDENT AND PROVOST

TO: Committee on Academic Policy and Programs

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DATE: March 11, 2008

AGENDA ITEM: 5

ITEM IDENTIFICATION:

Reviews of Academic Units and Programs 2006-07– Annual Report Part I: Provostial Reviews

JURISDICTIONAL INFORMATION:

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

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

HIGHLIGHTS:

As per the *Policy for Assessment and Review of Academic Programs and Units*¹, reviews are important mechanisms of accountability for the University. Academic leaders commission regular reviews of academic divisions when principals, deans or chairs reach the end of their terms. The reviews of our academic programs are critical in ensuring the quality of our programs through vigorous and consistent processes. The reviews also inform the search for a new dean or chair and are an integral part of the academic planning process.

The full annual report includes twenty-three summaries of reviews and administrative responses of units and programs commissioned by the University in the 2006-07 academic year. Three reviews commissioned by the Vice-President and Provost are included: Faculty of Dentistry, Faculty of Physical Education and Health, and Woodsworth College. The overall assessments of these units and their academic programs were positive. Common themes were the continued emphasis on enhancement of the student experience and the excellence of academic programs.

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¹ <http://www.governingcouncil.utoronto.ca/Assets/Policies/PDF/reviewpgm.pdf>

As per the University's *Guidelines for Review of Academic Programs and Units*², programs offered by St. George colleges within the Faculty of Arts and Science are reviewed in the context of reviews of the relevant Arts and Science department(s) and their programs. Thus, the review of Woodsworth College does not include an external review of its academic programs, although the review does report on the administration of the programs and interactions with associated academic units.

These reports compliment the University's Performance Indicators and other institution-wide quantitative measures of our performance towards key goals and compares that performance to its peers.

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

FINANCIAL AND/OR PLANNING IMPLICATIONS:

There are no new/additional financial resources required.

RECOMMENDATION:

For Information.

² <http://www.provost.utoronto.ca/Assets/policy/review/guidelinesreviews.pdf>

REVIEW SUMMARY

DIVISION/UNIT:	Faculty of Dentistry
DATE:	June 21-22, 2007
COMMISSIONING OFFICER:	Vice-President and Provost
PROGRAMS OFFERED:	
Undergrad & First Professional	Doctor of Dental Surgery, DDS
Graduate:	M.Sc. / Dental Specialty Program, Doctor of Philosophy, PhD Doctor of Dentistry and Doctor of Philosophy combined programs, DDS/PhD
Diploma/Certificate:	Certificate of Qualification in Dentistry, Cert.Q.P.Dent.
Continuing Education	The Faculty offers courses recognized for credit by the Royal College of Dental Surgeons of Ontario, and the American Dental Association Continuing Education Recognition Program (ADA CERP) and Academy of General Dentistry

EXTERNAL REVIEWERS

International	Dr. Charles Bertolami, Dean, Faculty of Dentistry, University of California, San Francisco
Canadian	Dr. James Lund, Dean Faculty of Dentistry, McGill University

DATE OF PREVIOUS REVIEW: 1999

SUMMARY FINDINGS AND RECOMMENDATIONS OF PREVIOUS REVIEW:

- The Faculty is well respected among dental schools in North America.
- The reviewers concluded: "The Faculty has been proactive in developing scholarly activity, refining the undergraduate and graduate programs, strengthening community, continuing education and alumni programs and restructuring the administrative units."
- The Faculty has been developing a DDS curriculum that combines evidence-based practice and clinical skills.
- The graduate programs are being unified and consolidated.
- The reviewers recommended implementation of an intramural practice, inclusion of clinical professoriate in the Faculty, and structuring of programs for junior academic staff to pursue a PhD.
- The Faculty should follow through on its plan for a proactive selective program of student recruitment.
- The Faculty requires new facilities in order to meet the goals of the Academic Plan, including study carrel and office space. The reviewers noted that "greater proximity to the rest of the health science facilities would provide value to academic programs and scholarship".
- There should be a dedicated student services staff and director (registrar). Space renovation is required to provide an inviting and confidential space for students seeking aid and counseling.
- A comprehensive study of the Faculty's administrative structure should be completed.

RECENT OCGS REVIEW DATE: 2006

DOCUMENTATION PROVIDED TO REVIEWERS:

- *Stepping UP* – Synthesis
- Review Terms of Reference
- 2006-07 Calendar, Faculty of Dentistry
- Academic Plan Update, May 2007 (Self Study), Faculty of Dentistry
- External Review Report, Faculty of Dentistry, 1999
- Dental Research Institute: Annual Research Report, 2005-06
- Research Institute Clinic Review, Faculty of Dentistry
- OCGS Report, 2006

- Accreditation Report, 2006
- Faculty of Dentistry, Research Review, Office of Research

CONSULTATION PROCESS:

The reviewers met with the Vice-President and Provost, Vice-Provost Academic, Hospital Dental Department Chiefs, and the Faculty of Dentistry Dean, senior academic administrators and representatives from faculty members, administrative staff, undergraduate and graduate students, and alumni. Representatives from the cognate units of the Faculties of Medicine, Nursing, Pharmacy, Physical Education and Health and hospital dental department chiefs.

FINDINGS AND RECOMMENDATIONS - OVERALL ASSESSMENT AND SPECIFIC ISSUES:

The reviewers highlight that an important next step for the Faculty will entail the restructuring of the existing DDS curriculum to update and modernize clinical education. This restructuring is essential in order to allow the Faculty to address the identified inadequacy of the current space for the Faculty. The reviewers note that the “current space is inadequate and renovation of the existing buildings is not an option”.

Research activities of faculty members and their interactions with cognate units should be reviewed with the aim of optimizing interactions and creating centers of excellence. The reviewers note that some of these nodes may best reside in the Faculty facilities while others should be distributed among the most appropriate host facilities. A similar process should be considered for the clinical facilities—both from an educational and a care delivery perspective. The reviewers highlight a number of exciting opportunities for the Faculty and detail the advantages of such a proposed distributed model.

The reviewers laud the Faculty in that “external objective measure of the performance of DDS graduates of the Faculty of Dentistry suggest that the Faculty has been highly successful in educating dental practitioners for the Province of Ontario”. However, they flag that significant changes are present in the current practice environment and the Faculty will “need to recognize this and implement significant restructuring of its traditional curriculum to meet future needs.” Improvements to the curriculum suggested by the reviewers include “streamlining the existing curriculum, making it more efficient by removing redundant and duplicative course materials and laboratory exercises of doubtful pedagogical merit. This would allow greater free time for students to absorb and assimilate curricular materials and to engage in self-directed learning or other valuable educational experiences.” The reviewers point out that “Dean Mock is currently playing a critical role in effecting a transition to new facilities and an improved educational program.”

Relations with alumni of the Faculty are not ideal. The current Faculty administration has made significant efforts to improve relationships. The reviewers recommend that the Faculty seek greater support from central alumni/development office and participate in the development of a more specific health-sciences development effort. Effective growth and improvement of the Faculty’s Continuing Education program has also been a focus of the current Dean.

Students have benefitted from the Faculty’s improved administrative structure with the creation of an office of student services, located in proximity to the place where students spend the most time, and creation of the position of Faculty registrar. The administration has been responsive to students, faculty and staff and acts expeditiously to address concerns when it is possible to do so.

The reviewers note that the Faculty should work to more clearly define relationships with hospital dental departments so that they are more clearly included in Faculty life, both in terms of consideration of faculty appointments and strengthening educational and administrative links.

ADMINISTRATIVE RESPONSES

Dean's response

I am grateful that the report was very supportive of the direction that our Faculty has been moving and also of our plans for the future. The reviewers were quite clear in noting that the Faculty's future growth and success was dependant on improvements in the quality and quantity of available space. Although they suggest that the Faculty's plans revolve around "the direct translation of the current DDS curriculum into the new building", this is not the case. However, it is true that there is much that still needs to be done to overcome the obstacles presented.

The review suggests that the undergraduate curriculum undergo a complete review, aiming at modernizing the program, reducing redundancy and eliminating laboratory exercises of questionable value. I strongly agree with the principles outlined, however, from a practical perspective, a new curriculum will be influenced by the nature of the new space provided, as much as we would hope that the program would dictate the nature of the new facilities. Over the past six years, various aspects of the program have been examined and modified but I agree that such an overall, internal review should be initiated to outline the ideal curriculum. This should then be aligned with established general principles regarding the nature of the space and facilities that could be available.

The reviewers suggest that "the research enterprise of the faculty and its interactions with allied Faculties and Departments should be thoroughly reviewed to optimize interactions and to create centers of excellence". The research activity at the Faculty of Dentistry has undergone a major restructuring over the past six years with the establishment of a Research Office, under the direction of the Associate Dean, Research. Staff and space have been allocated to the administration of the Dental Research Institute. The Faculty already has partnerships with two University interdisciplinary programs, the Institute for Biomaterials and Biomedical Engineering (IBBME) and the Centre for the Study of Pain (UTCSP), the latter as the "lead faculty". In the case of the former, this has led to two shared appointments with the Faculty of Engineering over the past few years, benefiting the appropriate departments in Engineering, IBBME and the Faculty of Dentistry. Plans are underway for a School of Public Health at the University of Toronto in which the Faculties of Medicine, Dentistry and Nursing will be major participants. As well, discussions are underway for a collaborative program in Microbiology with the Faculty of Medicine. Possible mutually beneficial arrangements with the Department of Otolaryngology and Head and Neck Surgery and the Department of Ophthalmology in the Faculty of Medicine have been initiated. Thus, I agree with the reviewers' suggestion and we will continue to pursue these directions.

The reviewers also recommended a more structured and active relationship with the hospital dental departments. At present, there are six Toronto teaching hospitals that have active dental departments, the Hospital for Sick Children, Bloorview MacMillan Children's Centre, Sunnybrook Health Science Centre, Toronto Rehabilitation Institute, Princess Margaret Hospital and Mount Sinai Hospital. All active staff in these dental departments hold status only appointments in the Faculty. Historically, with one exception, these have been established almost solely as hospital service departments that subsequently requested affiliation with the Faculty of Dentistry. Therefore, the emphasis has been on the provision of clinical care for specific patient populations, generally medically or physically compromised and the relationship with the Faculty has been dictated by the hospitals themselves to date. The space in these departments is considerably limited, thus restricting their ability to incorporate students. Approximately five years ago, the oldest dental department affiliated with the Faculty at the Toronto General Hospital and the one with the strongest links to our teaching programs was closed. Very recently, all of the hospitals with existing dental departments have expressed a desire to align more closely with the Faculty and participate in our programs. This is certainly a welcome change in philosophy but, in order for them to be effective in our clinical programs, an expansion of their physical facilities will likely be necessary. Discussion with those hospitals most interested has been initiated and a seventh teaching hospital has been identified that holds even more promise. As suggested by the reviewers, these initiatives should be pursued in the immediate future. The degree of commitment possible with each of the affiliated hospitals and their dental departments will dictate the likelihood of success. The nature of appointments for clinical academic staff is an additional obstacle that will have to be overcome to facilitate our clinical educational programs whether they are in hospitals, community clinics or the Faculty itself. More recently, a review of clinical appointments has been undertaken through the Council of Health Science Deans with the cooperation of the office of the Provost's office that will hopefully overcome this problem. The Faculty and

teaching hospitals should therefore move towards “regularizing the faculty appointments of all hospital staff and strengthening the educational and administrative links with the Faculty”, as suggested by the reviewers.

The reviewers correctly state that “Relationships with new graduates could be improved by streamlining the existing curriculum, making it more efficient by removing redundant and duplicative course materials and laboratory exercises of doubtful pedagogical merit.” Although we have been moving in this direction over the past six years, I agree that, with the promise of new facilities, the time has come to be more aggressive. For the last two years, the Faculty has hired the appropriate assistance for the academic staff to develop web-based learning tools and we expect to initiate a “laptop program” by the next academic year. Originally, we expected to have it in place by this September but we did not feel that there was enough material available to justify the additional expense to our students. Members of our academic staff have developed some unique and innovative learning tools besides putting more typical information sources on the Faculty’s learning portal. Members of the University community have recognized the Faculty of Dentistry’s accomplishments in this direction. The curricular revisions and the addition of the available web-based tools, should improve the student experience.

Provost’s response:

This is clearly a very positive review and the Provost welcomes the reviewers' enthusiastic endorsement of changes made in the Faculty in recent years. The strength of the academic program and suggestions for its improvement are astute. The review team has identified and articulated the challenges facing the Faculty, and provided sound strategies and advice for responding to these challenges.

In July, 2008 Professor Mock will begin his second term as Dean of the Faculty, and the Provost has every confidence that he and the Faculty will meet the challenges outlined by the review report and within their academic planning. During his first term, he did much to promote an excellent working relationship with the other academic divisions, and to position the Faculty on a stronger financial base. He has been a strong spokesperson for the Faculty of Dentistry, both to the internal University community and to the broader external community.

The space requirements for the Faculty remain a significant challenge. A number of options are being actively explored for redevelopment or relocation of the Faculty.

REVIEW SUMMARY

DIVISION/UNIT:	Faculty of Physical Education and Health
DATE:	October 25, 2007
COMMISSIONING OFFICER:	Vice-President and Provost
PROGRAMS OFFERED:	
Undergrad & First Professional	Honours Bachelor of Physical Education and Health, BPHE Concurrent Teachers Education Program, BPHE/BEd
Graduate:	MSc., PhD in Exercise Sciences
EXTERNAL REVIEWER	
Canadian	Professor Art Quinney, Senior Advisor to the Provost, and former Dean of Physical Education and Recreation, University of Alberta
DATE OF PREVIOUS REVIEW:	2004
SUMMARY FINDINGS AND RECOMMENDATIONS OF PREVIOUS REVIEW:	<p>Overall, the <u>Undergraduate program</u> is of high quality and is in demand. The students were uniformly pleased with their program, would recommend it to others and all would select the program again if given the option. The students recognized that the Faculty had taken appropriate measures to recruit a diverse pool of students but suggested that there were some negative cultural aspects within the undergraduate experience. It was indicated that unacceptable levels of sexism, homophobia, and discrimination exist within the program.</p> <p>The <u>Graduate program in Exercise Sciences</u> is small in size. The program draws good applicants but few offers are accepted. Based on size and faculty complement the reviewers felt it would be possible for the faculty to take more graduate students. The program is in need of immediate attention particularly in light of the upcoming OCGS review of the program. The students often had good individual working relationships with their supervisors. While the calendar lists a large number of course offerings, students indicated the actual offerings were far fewer. They were disappointed with the amount of research being conducted within the department and when asked if they would recommend the program to others, all indicated they would not.</p> <p>Graduate and undergraduate students raised concerns about the facilities in the Faculty.</p> <p><u>Research</u> is generally of good quality and relevant to the field although a strong culture of research is lacking. Continued effort must be made in the academic and research programs to develop and maintain linkages across UofT.</p> <p><u>Co-Curricular Program</u>: The Faculty must advocate for excellence in athletics and that the breadth of the intercollegiate sport program should be reviewed with a view to reducing offerings and increasing support for priority programs. The intramural, physical activity instruction and leadership development programs are well managed within the Faculty and attract large numbers of appreciative participants. The role of the Athletics and Recreation program in the quality of student life at U of T was raised with a strong representation that an investment in facilities for these programs was a priority for students.</p> <p>The Faculty is viewed as a valued contributor to the broader community decisions made with regard to physical activity programming. The administrative structure appears to be functioning effectively. However, maintaining two separate budget envelopes is difficult. There is a need for</p>

greater transparency. The Faculty lacks a well-documented Strategic Plan for the next 5 years.

RECENT OCGS REVIEW DATE: 2005

DOCUMENTATION PROVIDED TO REVIEWER: Terms of Reference
Faculty Strategic Plan, 2006
Faculty Self Study, 2007
External review report of the Faculty, 2004
Stepping UP – Synthesis, 2004

CONSULTATION PROCESS: The reviewer met with the Vice-President and Provost, Vice-Provost Academic; the Dean, Divisional Coordinators, members of the faculty and athletic instructors, administrative and support staff, representatives from graduate and undergraduate students, and representatives from cognate divisions (Hart House).

Note: The Faculty of Physical Education and Health has recently undergone a complete external review (2004), an Administrative Review Report (2003), an accreditation by the Canadian Council of University Physical Education and Kinesiology Administrators (2003) and an OCGS Periodic Review (2005). The current external review (by one of the external reviewers for the Faculty in 2004) was commissioned by the Vice-President and Provost in order to update the most recent Faculty's external review.

FINDINGS AND RECOMMENDATIONS - OVERALL ASSESSMENT AND SPECIFIC ISSUES:

Undergraduate Program

The reviewer noted that the observations of the 2004 External Review Report remain accurate with regard to the quality of the undergraduate program. In the interim, enrolment in the undergraduate program has increased and large sections are now taught outside the Faculty resulting in a decrease in the sense of cohesion. The demand for the program and the quality of applicants remains very high. However, the top cohort of applicants is not accepting admission due to lack of scholarships.

The Faculty has successfully introduced a new Concurrent Teacher Education Program. It has developed and implemented an Active Healthy Living course first year course which is attracting strong enrolment from students in other Faculties.

The recently initiated curriculum review should consider the impact of the recent status of kinesiology as a registered health profession as "a large number of BPHE graduates will wish to gain membership in the Ontario Kinesiology Association and their curriculum should be adjusted, if necessary, to allow them to become registered."

Potential opportunities for the Faculty within the new U of T budget framework should be considered by the Faculty. The reviewer suggested negotiating with UTM and UTSC campuses to offer the first and second years of the BPHE.

The administrative structure in place for the academic programs appears sound and is functioning effectively.

Graduate Program

There has been significant improvement of the quality of the program since the 2004 External Review, with resulting increase in satisfaction of graduate students with their programs and increase in admissions. The program received a strong positive endorsement from the 2005 OCGS review. The number of faculty members available to supervise graduate students, however, remains small. The space available for graduate students and for research remains a serious, ongoing issue.

The development of a professional masters degree should be considered.

Research

The research performance of the Faculty is a weakness overall although there are some faculty members with very strong research programs. A continued effort to create a strong research culture is essential as is the space available for research.

Co-Curricular Programs

The breadth of the intercollegiate program and lack of adequate resources to support the development of strong competitive teams remains a concern. The Leadership Development Program is a notable success. Facilities for the co-curricular program remain a barrier to meeting the needs for athletic and recreation programming. Varsity Centre is a major addition but does not begin to fill the facility deficit. Discussion should begin soon with Hart House to determine if there are any synergies that can be gained through coordination and collaboration. The incidental fee that supports the co-curricular programs remains high and a secure source of operating funding for the operation of the Varsity Centre remains an issue.

It is recommended that a full review of the co-curricular program be undertaken jointly by the new Dean and the Provost's Office, including all elements of the co-curricular program such as the administrative structure and breadth of programming.

Planning, Faculty Resources and Administration

The Stepping UP plan is thorough and detailed, although will need to be updated regularly.

Based on the Faculty's Self Study, the development of new revenue streams will be very important in the next few years. The Faculty will have to increase its advancement performance.

The new Dean will have to establish his/her senior administrative team carefully, delegate authority and monitor progress to insure accountability across all program areas. S/he will have to spend considerable time outside the Faculty, and Associate and Assistant Deans will have to be counted on to provide internal leadership and management.

ADMINISTRATIVE RESPONSES

Response from the Office of the Dean:

Professor Quinney is to be thanked and commended for his thoughtful, thorough report. For the most part, we accept his observations and recommendations, and they will stand the Faculty and the new Dean in good stead in the months and years ahead.

There are a few points on which we take different views, however, or where we believe it important to elaborate the context, or repeat for emphasis. The following comments should be read in direct response to the corresponding sections of Professor Quinney's report.

1. General observations:

The Stepping UP accountability framework is now up-to-date (as of December 31, 2007). While the framework provides a valuable checklist, the Faculty also requires more detailed performance indicators, including outcome and impact measures. This needs to be a priority of the new Dean.

As Professor Quinney noted, internationalization is becoming a growing goal of both University and Faculty. During the last few years, the Faculty has extended its reach and reputation internationally in many ways, through individual faculty members' conference presentations, refereed journal publications and editorships, by successfully bidding for international research grants and contracts, hosting international seminars and conferences, establishing faculty and student exchanges with leading universities in physical education and exercise sciences in other countries, recruiting more undergraduate and graduate students, including student-athletes, from abroad; and in collaboration with other U of T divisions, working with several southern African universities to strengthen their capacity for research, teaching and outreach about HIV/AIDS. There is tremendous appetite for these initiatives within the Faculty, and with appropriate funding, they could quickly be grown to scale. Preparing a strategic plan for internationalization should thus be a task for the new Dean. Of course, finding a stable source of significant funding for internationalization, alongside all the funding challenges the Faculty faces, will be a difficult balancing act. It would help significantly if there was University-wide or external funding for such programs.

Professor Quinney observed that

concerns about facilities were raised in every interview session during this review. Some progress has been made with Varsity Centre now in place but facilities remain a major issue for the Faculty.

This challenge has long been recognized by the leadership of the Faculty—in fact, all five of the current deans spend much of their time on facility issues. Facilities are a challenge for the undergraduate and graduate degree programs and research capacity, as well as co-curricular teaching, programming and outreach. With the creative support of the current President and Provost, the Faculty has made significant strides towards Varsity renewal in the last few years. The challenge for the new Dean will be to continue this momentum. S/he must ensure that the completion of Varsity renewal—the construction of the long-awaited Centre for High Performance Sport and the Varsity Arena renovation—occurs with the same success as the new Varsity Stadium. At the same time, s/he must work beyond Varsity to bring about the necessary improvements to the Athletic and Physical Education Centre, the Back Campus, and the Robert Street properties, and ensure that academic and co-curricular facility renewal occurs in a coordinated way.

2. Undergraduate Program

Professor Quinney refers to 'the PED 110 course which is attracting strong enrolment from students in other Faculties and there are plans to introduce it at the other campuses.' The correct designation for the course is PHE 110.

With respect to the curriculum review now underway, he observes

that review must consider the impact of the recent status of kinesiology as a registered health profession.... A large number of BPHE graduates will wish to gain membership in the Ontario Kinesiology Association and their curriculum should be adjusted, if necessary, to allow them to become registered.

It should be pointed out that the current BPHE curriculum already meets the criteria for OKA certification and has done so for many years. Moreover, the future relationship between undergraduate curricula, CCUPEKA accreditation and Ontario requirements for HPRAC certification is a matter of considerable debate. Some stake holders argue for the relationship Professor Quinney suggests, i.e. kinesiologists would prepare for licensing primarily through their undergraduate degrees. But others, citing the practice in professions like law and nursing, argue for a model whereby an undergraduate degree in program by an academic credentialing body like CCUPEKA would provide entry to post-graduate qualifying courses, internships and ultimately exams conducted by the licensing body, not the universities. At the recent CCUPEKA meeting, deans and directors heard from a representative of the interim regulating body that the final resolution of these issues will likely take years of discussion. It should also be pointed out that the accepted academic definition of kinesiology is much broader than the professional one defined by the Ontario legislation, and some universities may well want to preserve the broader, scholarly definition of the field.

Professor Quinney also suggests that the Faculty consider

Negotiat(ing) with the UTM and UTSC campuses to offer the first and second years of the BPHE with the St George campus retaining all four years of the program. With an emphasis on third and fourth years and graduate studies, there would be strong rationale to enhance facilities and staffing to support this programming and reduce the need for large classes.

While this option should be considered, we doubt that the economics of student funding would favour the St. George program. Moreover, one of the great recruiting strengths of the BPHE program is that it is direct entry to study on the St. George campus, with a very high retention rate. The 2-2 option would undermine that strength. Finally, such consideration should occur in the context of the University's response to the larger issues about enrolment pressures and tri-campus relations raised by the presidential planning exercise, Towards 2030.

3. Graduate Program

We are delighted that Professor Quinney recognizes 'the very good progress in improving the graduate program over the past four years.

4. Research

In recommending ways to strengthen research, Professor Quinney suggests that

a new Dean look how total workloads can be balanced across the Faculty so that professors with weak research performance are assigned additional teaching or other responsibilities.

We believe that every effort should be made to strengthen the Faculty's and individual faculty members' capacity for research. That being said, we are very reluctant to see a reduction in teaching assignments used as a strategy for improving research. Teaching duties in the Faculty are not onerous; teaching is one of the great strengths of the Faculty's undergraduate and graduate programs, and in our experience, the best teachers are the best researchers and vice versa. Research-informed teaching is becoming a hallmark of leading-edge education. Moreover, teaching is essential to the University's #1 priority, namely 'enhancing the student experience'. Rather than assigning 'professors with weak research performance additional teaching or other responsibilities', we would suggest that professors with outstanding teaching records be rewarded with financial and other forms of assistance to help them in their research.

5. Co-Curricular Programs

After extolling the breadth and richness of co-curricular programs, Professor Quinney observes

these programs present a significant challenge to the Faculty to provide adequate leadership and financial support. In particular, the breadth of the intercollegiate program and lack of adequate resources to support the development of strong competitive teams remains a concern for coaches, athletes and members of the University and broader communities.

We readily acknowledge that under the current financial model and the current political economy of higher education in Ontario, conducting outstanding co-curricular programs, and services is a challenge. But the solution cannot be found by reducing the number of intercollegiate programs, as Professor Quinney and some coaches, student athletes and alumni suggest (as long as it's not their teams that disappear). That solution was tried at U of T in the early 1990s, and it unleashed an almost fatally divisive period for the co-curricular programs. It has being rejected at other Ontario universities where it has been tried as well. The solution must be found in obtaining adequate funding, not reducing opportunities for student co-curricular learning.

Professor Quinney notes that 'the incidental fee that supports the co-curricular programs remains the highest in Canada'. This is true, but his comment does not take into effect the extent to which the Faculty has reduced or eliminated user fees, in the belief that a single uniform fee that all students pay is fairer than a lower overall fee with many user fees. The University of Toronto does not have a user fee for playing intercollegiate athletics, as the University of Alberta does, for example, nor the legion of special fees to be found across the other universities of Ontario. If these factors were taken into consideration, the U of T fee would be much closer to the national average.

We fully support the proposed full review of co-curricular athletics and recreation. We suggest broad terms of reference. In addition to the issues enumerated by Professor Quinney, we hope that the reviewers would examine how the Faculty could more effectively infuse the academic mission into all aspects of co-curricular programming. We also ask them to recommend the best administrative structure for research, teaching and co-curricular programs and services that we hope will soon take place on two distinct sites, Varsity and the AC. And finally, we ask that they consider the funding of co-curricular athletics and recreation—U of T is one of the few universities in Canada that does not support co-curricular athletics and recreation from the operating budget--and the protocol that shapes the budget approval process and the student athletic fee.

Provost's response:

The Provost was pleased that the review indicated the academic programs at the undergraduate and graduate level had been strengthened by the Faculty of Physical Education and Health.

The Provost has made an investment with Student Experience Fund (SEF) in the Faculty to improve facilities available to students. A new student computer lab will benefit approximately 600 undergraduate and graduate students in the faculty's degree programs, in addition to student athletes in the co-curricular intercollegiate programs. The lab will serve as a teaching environment for computer based labs and multi media presentations. SEF will enable the Strength Conditioning Centre (SCC) to more fully accommodate students by expanding the space and supporting acquisition of new equipment. The SCC will focus on accommodating a greater diversity of users and encouraging more women to work on their strength fitness.

In terms of academic collaboration with other divisions in the University, the Provost agrees that this is an important priority. Funds have been provided to the Faculty to support interdivisional programs. The *Southern Africa Health and Humanities Exchange Program* is offered in conjunction with New College and the Faculties of Arts and Science, Nursing, Pharmacy and Physical Education and Health. Exchange opportunities with two universities in southern Africa (the University of Namibia and the University of Zambia in Lusaka) include service placements with non-governmental and governmental organizations and research components. The *Inter- and Trans-Professional Education (IPE)* program involves the

Health Science and Social Work Faculties to promote the development, implementation and ongoing evaluation of core IPE curriculum for students in dentistry, medical radiation sciences, medicine, nursing, occupational therapy, pharmacy, physical education and health, physical therapy, social work and speech/language pathology.

The revitalization of Varsity Stadium has been a goal of the Faculty of Physical Education and Health for the past 40 years. The first Users Committee for Varsity Centre was struck in 1998 and a variety of projects were explored. In 2005, the Governing Council approved an implementation plan for a multi-phased approach for the Varsity Centre for Physical Activity and Health.

The Provost agrees that the model of accreditation for the BPHE program is being discussed within the broader physical education and health community. The Faculty of Physical Education and Health should be actively involved in the discussions both within the professional and academic community.

The funding model for operating of the athletic facilities and co-curricular programs is an issue that the Faculty will need to address. The Provost is committed to following up on the review recommendation for a full review of the co-curricular program.

The University's research report highlights that the research within the Faculty is a significant issue. The need to strengthen the research profile of the Faculty is an identified priority in the current and previous external review. The Provost will work with the Dean of the Faculty to ensure that an action plan is formulated to begin to address the points raised in the review.

REVIEW SUMMARY

DIVISION/UNIT:	Woodsworth College
DATE:	April 5, 2007
COMMISSIONING OFFICER:	Vice-President and Provost
PROGRAMS OFFERED:	
Undergrad & First Professional Programs of Study	Major and specialist programs in Criminology Major and specialist programs in Employment Relations
Graduate:	Post-Degree Certificate Program in Human Resource Management
Diploma/Certificate:	Teaching English to Speakers of Other Languages (TESOL) Program Certificate Program in Human Resources Management (CHRM) Program
Other	Summer Abroad Programs Teaching in Higher Education Series Courses The Visiting Students Program Millie Rotman Shime Academic Bridging Program
REVIEW/Advising Committee	The review was undertaken by the Vice-President and Provost in consultation with the advisory committee for the Principal of Woodsworth College: Prof. Vivek Goel, Vice-President and Provost (Co-Chair) Prof. David Farrar, Deputy Provost and Vice-Provost, Students (Co-Chair) Yvette Ali, Director, International and Professional Programs Prof. John Browne, HPME / Woodsworth College Bernice Frieday, President, Woodsworth Alumni Association Prof. Rosemary Gartner, Criminology / Woodsworth Tim Harrison, Academic Bridging Program graduate; Woodsworth student Prof Janet Paterson, Principal, Innis College Athmika Punja, President, Woodsworth Residence Council Prof. Frank Reid, Director, Centre for Industrial Relations and Human Resources J. Barbara Rose, Senior Lecturer, Woodsworth College Prof. Wendy Rotenberg, Director, Commerce Program Cheryl Shook, Registrar of Woodsworth College Prof. Pekka Sinervo, Dean, Faculty of Arts and Science Prof. Berry Smith, Vice-Dean, Students, School of Graduate Studies Helen Vavougios, President, Woodsworth Student Association
DATE OF PREVIOUS REVIEW:	1998
SUMMARY FINDINGS AND RECOMMENDATIONS OF PREVIOUS REVIEW:	<ul style="list-style-type: none">• Construction of the new building has resulted in remarkable change. Enrollment demographics shifted: full time students increased, part-time students decreased and became very diverse.• There was concern about maintaining certificate and diploma programs in areas of persistently low enrollment. It was recommended that the College re-examine the viability of such low enrollment programs.• Student aid funding should be sought for the successful International programs.• The fact that the complex administration of Summer and Winter Evening Sessions were run (albeit successfully) by one individual was a point of potential vulnerability.• Teaching in Higher Education was successfully filling a much-needed niche.• The range of programs and scope of functions provided by the College was too great. A thorough assessment was recommended as part of the upcoming planning exercise.

- Governance at the College was running effectively. The Principal and College staff had a good working relationship and morale was high. Woodsworth was very successful in attempting to understand its student population in meeting its needs.
- There was a positive and effective relationship with Arts and Science and collaborative efforts should continue in planning.

DOCUMENTATION PROVIDED TO REVIEWERS:

Principal's End of Term Report, September 2006
 Woodsworth *Stepping UP* academic plan
 Terms of Reference
 Reports on every sector of the College

CONSULTATION PROCESS:

This review was undertaken by the Vice-President and Provost in consultation with the Advisory Committee for the appointment of a Principal of Woodsworth College. During the course of its meetings, the Committee reviewed the above-noted documents and received verbal reports on the major sectors of the College from senior administration, students, Alumni and Development, Residence Life, Academic Programs (professors), and the Transitional Year Program. A general call for submissions was issued by the Provost to the College community.

FINDINGS AND RECOMMENDATIONS - OVERALL ASSESSMENT AND SPECIFIC ISSUES:

Woodsworth College is an exciting, innovative part of the University which embraces new challenges. Its extraordinary diversity is part of its strength and dynamism, as well as a source of challenges. Woodsworth is well-positioned to continue to move forward with great strength and enthusiasm.

The College is the largest on the St. George campus in terms of students. Although traditionally known as the part-time college, it has evolved to contain a significant full-time constituency at 60% of the student population. The review report provides an overview of the student population and recruitment at Woodsworth, highlighting their academic and financial support needs. The College recruits a large number of Academic Bridging graduates who already have a strong affiliation with the College and choose to remain at Woodsworth. The Review Committee recommended that the College “continue to lead recruitment initiatives, appropriately coordinated with divisional and central efforts, and support all cohorts and programs at the College and ensure the needs of these various groups are represented across the University.”

The Review Committee identified that “Woodsworth’s challenge is to build a community and enhance the student experience for a diverse student population that spans a number of very different cohorts, including a large part-time population, a very large full-time (largely commuter) population, Visiting Students, and Academic Bridging students.” The College already enhances students’ academic experience with support in areas of academic advising, financial support and planning, the Academic Writing Centre, and a large computer lab that provides instructional services. Woodsworth and the Commerce Program have successfully partnered on a number of initiatives, resulting in many prospective Commerce students selecting Woodsworth as their college of choice. With the opening of the new Residence, the College created the position of Dean of Students to lead initiatives in developing student life in the College and enhance the overall community.

The Residence is an exciting new addition to the College that “offers rich opportunities and contributes to the changing demographic of the student population”. It is important to ensure that communications between the administrative units at the Residence and the College operate effectively.

College Programs of Study

Criminology: Woodsworth's undergraduate program in Criminology incorporates theory, research methods, and knowledge from a range of disciplines, including history, political science, sociology, law, psychology, philosophy, and economics. Admission to the program is competitive. Approximately 540 majors and 15 specialists are enrolled in the program, making Criminology one of the largest programs of study (after Human Biology) on the St. George campus.

Relations between Woodsworth College and the graduate Centre of Criminology are excellent. An important challenge identified by the review committee is that the Woodsworth Criminology program does not have the majority of Criminology courses taught by core faculty at the Centre or other tenure-stream faculty at the University. The Review Committee suggested that the next Principal consider having a faculty member in the role of undergraduate coordinator/adviser when the position becomes vacant. Such a faculty member would possess greater expertise in the area of curriculum development and undergraduate advising.

Employment Relations: Woodsworth College sponsors undergraduate major and specialist programs in Employment Relations, an interdisciplinary field which allows the study of the employment relationship from a variety of disciplinary perspectives, including economics, history, law, management and sociology. The Employment Relations program is the undergraduate complement of the Masters of Industrial Relations and Human Resources (MIRHR) and Ph.D. programs administered by the graduate Centre for Industrial Relations and Human Resources (CIRHR). The Review Committee recommended that the Program and Centre continue to work together to ensure that the program thrive and evolve.

Professional Programs: The Review Committee reported on the professional programs offered by the College, including the Teaching English to Speakers of Other Languages (TESOL) certificate Program, Certificate Program in Human Resources Management, and the Teaching in Higher Education Series Courses. Other programs co-ordinated by Woodsworth include the Visiting Students Program, Summer Abroad Programs. The Review Committee had several recommendations for the later in terms of ensuring the program is well planned for and coordinated.

Academic Outreach Programs

The *Academic Bridging Program* is for mature students who are at least 20 years of age and who have been away from formal education for some time (usually at least two years). The courses are intended to bridge the gap between a student's prior secondary education and the requirements of first year university courses. They feature study skills, essay writing skills, library research skills and the methodology of the specific academic discipline involved. The Academic Bridging program is directly linked to the vision of the College in aiming to overcome barriers to higher education, thus becoming a cornerstone of accessibility at the University of Toronto. The demographics of this program have been changing; it is a younger student population than in the past. Given this shift, the Review Committee recommended that the next Principal undertake a review of the program in general. The review should contemplate the transition from Academic Bridging to the Faculty of Arts and Science.

Although the *Transitional Year Program* (TYP) at the University is not a Woodsworth Program, there are points at which TYP and Woodsworth College have closely related interests. All of them are connected to the University's access and outreach objectives. TYP is a special access program for adults who do not have the formal educational background to qualify for university admission. TYP offers an intensive, one-year full-time course of studies leading to entrance to an Arts and Science degree program. Both Academic Bridging and TYP provide avenues for students not ordinarily qualified to find a way into first-entry university programs, although the two programs fit somewhat different types of candidates. The Review Committee recommended that the two programs should continue to build close connections.

Relations with University divisions for academic programming

The *Commerce program* is a joint offering of the Joseph L. Rotman School of Management and the Faculty of Arts and Science. There is no one official College affiliation for the program, however, the relationship between Commerce and Woodsworth College is special in that a geographic identity for Commerce has been created at Woodsworth. For many years, Woodsworth College has administered

the Commerce Program summer offerings. Management courses are taught in its international summer programs.

Currently, there are 255 full-time and 33 part-time Commerce students enrolled at Woodsworth and these numbers have been growing. Commerce students, faculty and staff share facilities such as the computer lab, the writing lab, and the student club space in the main Woodsworth College building. Management courses are taught in the Commerce classroom in the Woodsworth Residence and the Commerce Program administrative offices are similarly all housed in the Residence.

The Review Committee recommended that the new Principal should work closely with the Commerce program to ensure that the relationship between it and the College continues to benefit students.

Academic Skills Development Services

The *Woodsworth Academic Writing Centre* operates year-round, including the summer session, and its schedule includes evening and Saturday hours to serve the needs of the Woodsworth students. The Centre provides a number of support programs targeting the special needs of particular groups of its students: It is active in several areas benefiting the University community beyond Woodsworth. For example, the Centre collaborates with the other college Writing Centres, Counseling and Learning Skills, and the Library to provide a campus wide series of academic skills workshops.

Given the shift in demographics occurring at the College, the Review Committee recommended that the College support further integration of the Writing Centre with Woodsworth's programs, ensuring that it provides effective support to all of the College's cohorts.

Alumni Relations and Development: Given the College's unique history and set of issues, the Review Committee recommended that the next Principal should continue to recognize the additional complexities of the College alumni and engage with its diverse constituencies, the Faculty of Arts and Science, the Division of Advancement and external community in order to develop and enhance alumni relations and opportunities.

Administration: The Review Committee noted that the administration at Woodsworth College is strong. Administrative units in the College are well run and staff morale is high. Woodsworth has more administrative staff than other colleges, reflecting the size and uniqueness of the programs offered. It is the only college that admits directly to the Faculty of Arts and Science, accepting applications, determining eligibility and processing admissions. The Review Committee recommended that, at the appropriate juncture, the new Principal review the need for an academic Vice-Principal to perhaps replace the current Program Director who is expected to retire during the Principal's term.

In a resource-limited environment, Woodsworth College is financially sound and well managed. The Review Committee recommended that the new Principal consult with the Faculty of Arts and Science about future expansion and potential revenue generating opportunities for Woodsworth programs. The financial model for the College Residence will need to be closely monitored. It is essential that the summer business in the Residence remains a priority for the Dean of Students and the Chief Administrative Officer.

The College is fortunate to have a large parcel of students' awards, mostly need based, reflecting the traditional part-time population of the College. Since Woodsworth began admitting direct-entry students, the College has set out to enhance its awards, especially admission awards. This should continue to be a priority for the College in the future. The College also receives a significant allocation from Admissions and Awards to help support students in financial need.

The Committee observed that the need for both faculty and student activity space arose on more than one occasion during the review and recommended that a comprehensive space analysis be conducted of the entire College to identify its specific space needs. This should be done as soon as possible, and in advance of the renovation of Kruger Hall.

ADMINISTRATIVE RESPONSE

Acting Principal's response

The Report of the Committee which reviewed Woodsworth College in April 2007 has served as the primary guide for the College administration over the past nine months. This response outlines the activities which have occurred in the academic areas noted in the Report and comments on the progress and challenges associated with them.

All the main points in this response have been discussed with Professor Desloges, the incoming Principal, in briefing meetings he has held with the acting principal and with senior college officers.

Programs of Study

Criminology

Criminology remains one of the largest programs on the St. George campus. Two new tenure-stream appointments have been made in the program, both shared between the Centre (60%) and the College (40%). One of these appointments replaces a colleague who left the University several years ago; the other replaces Prof. Richard Ericsson, who died in Fall 2007. Thus, the complement of tenure-stream faculty who teach core courses in the program has increased by a net of one person since the time of the Review, with the result that at least one stipendiary course can be replaced by a course taught by a tenure-stream appointee.

As the Review noted, relations between the Centre and the College are excellent. The acting principal is currently serving on the search committee for a director for the Centre.

Employment Relations

One new tenure-stream appointment is currently under negotiation in the Centre for Industrial Relations and Human Resources; this appointment will be shared with the College (60/40). The new appointee will offer core courses in the ER program, likely replacing a stipendiary instructor.

Woodsworth Certificate Programs

TESOL; CHRM

Relationships between the TESOL program and the Toronto Separate Secondary School Board, which provides practicum settings, are excellent. The quality of the program remains high; it is often cited as a model of its kind in Ontario.

The CHRM program places students who already hold an undergraduate degree in existing courses in the ER program; as a result, the program has minimal cost implications while generating both tuition and formula fee income. Many of the CHRM graduates go on to do graduate work in the CIRHR.

THE 500

Enrolments in THE 500 dropped sharply (~40%) in 2007-2008 following a decision by SGS in Summer 2007 to remove the course from students' transcripts. SGS is currently studying how it might offer professional development opportunities to graduate students in line with Tri-Council recommendations. After the outcome of this review is known, the College will decide the appropriate level of its resource commitment to THE 500.

In the meantime, and with the hope of a positive outcome to the SGS review, a small committee has been set up to review THE 500 with the aim of improving it and aligning it more closely with existing programs sponsored by Office of Teaching Advancement (see *The Report of the Committee to Review the Office of Teaching Advancement, September 2007*).

Other Programs

Summer Abroad

Approximately 1,000 students will participate in the Summer Abroad Program in the 2008 session. Planning for the 2009 session has begun; in line with the recommendation of the Review Committee, great care will be taken to ensure that new course offerings do not compete with existing offerings.

The Woodsworth Review Report also recommended that the profile of SABR be raised in the University. Since the program has capacity for growth, preliminary contacts have been made with two professional faculties, PEH and APSE, to see whether interest exists in collaboration between them and the College.

The program has also had discussions with the assistant vice-president, international relations, to see how Woodsworth can support the University's strategic plans for increasing U of T's international presence. One possible result of these discussions could be the expansion of SABR offerings in China.

Visiting Students' Program

Discussions are underway with CIRHR to see whether a course can be designed for international visiting students which covers employment/human relations in a Canadian context. Students would thus get a credit which would be more likely count in an academic program at their home institution and which continues to emphasize aspects of Canadian history and culture.

Access/Outreach Programs

Academic Bridging Program

In preparation for a review of the ABP recommended by the Committee, program staff have undertaken a self-study aimed at defining goals and objectives which fit with the Faculty of Arts and Science curriculum renewal plan. As part of this effort, senior ABP staff successfully applied to the Curriculum Renewal Initiatives Fund for the services of a learning strategist for two years. The strategist will assist program instructors and staff to develop ways of helping students to succeed in the ABP and to more easily complete the transition to the Faculty. The College will make the results of the strategist's work available to other colleges and to the Transitional Year Program.

Seneca College Pilot Project

The FAS Council has approved a transition initiative with Seneca College whereby a small number of selected students will enter a pilot project aimed at placing them in the third year of study in an Arts and Science program. Woodsworth will play the lead role in this project.

TYP

The Review Committee recommended that close connections continue to be built between the ABP and the TYP. During summer 2007, a series of informal conversations began with the Director of TYP about how to achieve this goal. Several positive steps have been taken as a result: examples include the learning strategist mentioned earlier and a recent meeting between Woodsworth, the TYP, the Centre for the Study of Students in Post-Secondary Education, and officials from MCTU.

The work of the Provostial Task Force on Outreach has accelerated discussions about the optimal connections between the TYP, the ABP, Woodsworth College, and FAS. The College administration believes that great potential exists if access programs can operate as coherently as possible; meetings so far have made all parties aware that the history and traditions of the ABP and the TYP have given rise to different views about program goals, student support, measures of success, and use of space.

Woodsworth feels that, as they go forward, these discussions are best conducted at a pace which allows for all views to be heard and debated, and that they should be as inclusive of the different communities as possible.

Provostial response

In July 2007 Professor John Browne began his term as Acting Principal of Woodsworth. He brings to the position many years of experience and expertise together with a strong sense of current issues at Woodsworth College.

Student Experience Funds recently awarded to Woodsworth College will support the Writing Centre On-line Appointment Bookings to support students more effectively and provide statistical information about student issues that will be of value to all academic units in the development of future initiatives.

Enhancements to the Arts and Science College Writing Centre booking and record-keeping system will benefit almost the entire St. George Arts and Science campus student body.

In October 2007, the Provost announced the Task Force on Outreach to examine those activities that reach out to potential students who might not otherwise be thinking about attending a specific university program; that involve placing students, whether for academic credit or not, into programs that aim at the social good; that commit University resources to work with specific communities; and that create an inviting culture for the many communities we engage. The Task Force will assess and make recommendations regarding: the ways we measure the success of our existing programs; the scope of our programs; the internal and external relationships forged by our existing programs; and participant engagement.

The Provost is thankful to Professor John Browne for his service as Acting Principal. He has undertaken the recommended space review and planning for the College and the examination of academic programs in preparation for the beginning of the next Principal's term.

The review has identified some issues that will require the attention of the new Principal. Professor Joseph R. Desloges will begin his term as Principal of Woodsworth College on July 1, 2008. He has extensive experience in University administration and has demonstrated an appreciation of the qualities that make Woodworth College unique.



TO: Committee on Academic Policy and Programs

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

DATE: April 25, 2008

AGENDA ITEM: 8

ITEM IDENTIFICATION:

Reviews of Academic Units and Programs 2006-07– Annual Report Part II: Divisional Reviews

JURISDICTIONAL INFORMATION:

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

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

PREVIOUS ACTION

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

HIGHLIGHTS:

Reviews of academic programs and units are important mechanisms of accountability for the University. The academic reviews are critical in ensuring the quality of our programs through vigorous and consistent processes. Academic leaders commission regular reviews of academic divisions when principals, deans or chairs reach the end of their terms. The reviews also inform the search for a new dean or chair and are an integral part of the academic planning process.

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¹ <http://www.provost.utoronto.ca/policy/review.htm>

Twenty-one units and/or programs were commissioned by University Divisions in the 2006-07 academic year. The overall assessments of these units and their academic programs were positive. Common themes continue to be the strength of our faculty excellence and the emphasis on enhancement of the student experience. Several reviews highlight the need for academic planning and curriculum review within a unit.

The Faculty of Arts and Science undertook a review of its First Year Seminars, Research Opportunities Program, and Independent Experiential Study Programs. First Year Seminars are undergraduate full-credit or half-credit courses with a focus on discussion of issues, questions and controversies surrounding a particular discipline (or several disciplines) in a small-group setting that encourages the development of critical thinking, writing skills, oral presentation and research methods. The Research Opportunities Programs and Independent Experiential Study Programs are higher year courses that provide students the opportunity to work on original research projects with professors.

The 2006-07 Summary includes a separate review for the Celtic Studies Program, an interdisciplinary undergraduate program offered by Arts and Science departments and St. Michael's College. The program was reviewed as part of the review of the Department of Linguistics.

All three of the reviews conducted by the Ontario Institute for Studies in Education (OISE) are the first external reviews of the departments since the merger of OISE and the Faculty of Education at the University of Toronto in 1996. There was an external review of Faculty as a whole in 2003. The Bachelor of Education/Diploma in Technological Education (B.Ed./Dip.Tech.Ed.), the Master of Teaching (MT), and the Master of Arts in Child Study and Education (M.A./CSE) were reviewed and received accreditation by the Ontario College of Teachers in 2004-05.

The Faculty of Medicine reviews highlight the need for ongoing undergraduate curriculum evaluation and renewal both within the Faculty and in interdisciplinary programs offered with the Faculty of Arts and Science. The Faculty's undergraduate medical curriculum has undergone many innovative developments over the decade and provides a standard of excellence in medical education. Curriculum renewal and benchmarking of programs are ongoing and are undertaken as part of the Faculty's broader strategic plan.

Additional reviews of programs are conducted by organizations external to the University. Reviews of academic programs by external bodies form part of collegial self-regulatory systems to ensure that mutually agreed-upon threshold standards of quality are maintained in new and existing programs. A summary listing of these reviews is presented in Appendix 1.

These reports compliment the University's Performance Indicators and other institution-wide quantitative measures of our performance towards key goals and compares that performance to its peers. The full review reports are available in the Office of the Governing Council should members wish to consult them.

FINANCIAL AND/OR PLANNING IMPLICATIONS: n/a

RECOMMENDATION:

For Information.

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

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

May 2008

OFFICE OF THE VICE-PRESIDENT AND PROVOST

**REVIEWS OF ACADEMIC PROGRAMS AND UNITS
2006-2007
Part II: Divisional reviews**

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Faculty of Arts and Science

REVIEW SUMMARY

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

FINDINGS AND RECOMMENDATIONS - OVERALL ASSESSMENT AND SPECIFIC ISSUES:

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

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

The reviewers' recommendations can be summarized as follows:

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

ADMINISTRATIVE RESPONSE

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

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

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

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

REVIEW SUMMARY

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

FINDINGS AND RECOMMENDATIONS - OVERALL ASSESSMENT AND SPECIFIC ISSUES:

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

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

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

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

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

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

ADMINISTRATIVE RESPONSE

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

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

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

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

REVIEW SUMMARY

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

FINDINGS AND RECOMMENDATIONS - OVERALL ASSESSMENT AND SPECIFIC ISSUES:

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

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

Undergraduate education

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

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

Graduate education

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

Research activity

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

Relations with other units

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

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

Space and facilities

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

ADMINISTRATIVE RESPONSE

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

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

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

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

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

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

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

REVIEW SUMMARY

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

FINDINGS AND RECOMMENDATIONS - OVERALL ASSESSMENT AND SPECIFIC ISSUES:

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

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

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

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

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

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

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

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

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

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

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

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

ADMINISTRATIVE RESPONSE:

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

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

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

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

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

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

REVIEW SUMMARY

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

FINDINGS AND RECOMMENDATIONS - OVERALL ASSESSMENT AND SPECIFIC ISSUES:

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

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

Faculty

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

Administrative staff

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

Undergraduate programs

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

Graduate program

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

Departmental culture and leadership

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

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

ADMINISTRATIVE RESPONSE

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

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

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

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

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

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

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

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

REVIEW SUMMARY

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

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

CONSULTATION PROCESS:

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

FINDINGS AND RECOMMENDATIONS - OVERALL ASSESSMENT AND SPECIFIC ISSUES:

Structure and content of the Human Biology Program

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

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

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

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

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

Faculty teaching in the Human Biology programs

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

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

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

Program Administration and governance

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

Marketing the Human Biology Programs

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

Facilities and support staff

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

Future directions

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

ADMINISTRATIVE RESPONSE

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

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

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

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

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

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

REVIEW SUMMARY

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

FINDINGS AND RECOMMENDATIONS - OVERALL ASSESSMENT AND SPECIFIC ISSUES:

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

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

Recommendations

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

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

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

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

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

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

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

ADMINISTRATIVE RESPONSE:

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

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

In addition:

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

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

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

REVIEW SUMMARY

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

FINDINGS AND RECOMMENDATIONS - OVERALL ASSESSMENT AND SPECIFIC ISSUES:

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

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

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

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

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

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

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

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

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

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

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

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

ADMINISTRATIVE RESPONSE:

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

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

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

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

REVIEW SUMMARY

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

FINDINGS AND RECOMMENDATIONS - OVERALL ASSESSMENT AND SPECIFIC ISSUES:

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

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

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

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

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

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

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

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

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

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

ADMINISTRATIVE RESPONSE

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

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

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

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

REVIEW SUMMARY

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

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

CONSULTATION PROCESS:

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

FINDINGS AND RECOMMENDATIONS - OVERALL ASSESSMENT AND SPECIFIC ISSUES:

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

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

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

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

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

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

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

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

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

ADMINISTRATIVE RESPONSE

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

Guaranteeing the quality of the (undergraduate) student experience.

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

Encouraging interdisciplinarity.

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

Maintaining the strengths of the department.

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

Promoting equity and diversity in the classroom and the curricula.

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

Creating and maintaining excellent graduate programs.

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

Other issues.

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

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

REVIEW SUMMARY

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

FINDINGS AND RECOMMENDATIONS - OVERALL ASSESSMENT AND SPECIFIC ISSUES:

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

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

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

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

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

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

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

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

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

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

ADMINISTRATIVE RESPONSE

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

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

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

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

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

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

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

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

REVIEW SUMMARY

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

FINDINGS AND RECOMMENDATIONS - OVERALL ASSESSMENT AND SPECIFIC ISSUES:

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

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

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

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

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

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

Program Administration, Governance and Future Directions

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

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

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

ADMINISTRATIVE RESPONSE

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

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

Office of the Dean, April 2008

Faculty of Medicine

REVIEW SUMMARY

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

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

CONSULTATION PROCESS:

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

FINDINGS AND RECOMMENDATIONS - OVERALL ASSESSMENT AND SPECIFIC ISSUES:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

ADMINISTRATIVE RESPONSE

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

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

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

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

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

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

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

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

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

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

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

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

Office of the Dean, September 2007

REVIEW SUMMARY

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

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

FINDINGS AND RECOMMENDATIONS - OVERALL ASSESSMENT AND SPECIFIC ISSUES:

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

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

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

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

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

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

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

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

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

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

Unit administration and relationships with other units

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

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

ADMINISTRATIVE RESPONSE

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

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

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

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

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

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

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

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

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

Office of the Dean, February 2007

REVIEW SUMMARY

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

DOCUMENTATION PROVIDED TO REVIEWERS:

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

CONSULTATION PROCESS:

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

FINDINGS AND RECOMMENDATIONS - OVERALL ASSESSMENT AND SPECIFIC ISSUES:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

ADMINISTRATIVE RESPONSE:

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

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

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

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

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

Office of the Dean, May 2007

REVIEW SUMMARY

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

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

CONSULTATION PROCESS:

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

FINDINGS AND RECOMMENDATIONS - OVERALL ASSESSMENT AND SPECIFIC ISSUES:

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

Education:

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

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

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

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

Research:

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

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

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

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

Administration, relationship with other units and future directions:

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

ADMINISTRATIVE RESPONSE

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

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

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

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

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

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

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

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

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

Office of the Dean, May 2006

Ontario Institute for Studies in Education

REVIEW SUMMARY

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

FINDINGS AND RECOMMENDATIONS - OVERALL ASSESSMENT AND SPECIFIC ISSUES:

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

Education:

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

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

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

Faculty

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

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

Administration and organization

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

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

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

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

Long-term planning

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

ADMINISTRATIVE RESPONSE

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

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

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

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

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

Office of the Dean, February 29, 2008

REVIEW SUMMARY

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

FINDINGS AND RECOMMENDATIONS - OVERALL ASSESSMENT AND SPECIFIC ISSUES:

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

Sustainability, intensification of work, and addressing student needs

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

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

Involvement in ITE

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

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

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

ADMINISTRATIVE RESPONSE

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

Sustainability, intensification of work, and addressing student needs

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

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

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

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

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

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

Involvement in ITE

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

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

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

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

Office of the Dean, February 29, 2008

REVIEW SUMMARY

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

FINDINGS AND RECOMMENDATIONS - OVERALL ASSESSMENT AND SPECIFIC ISSUES:

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

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

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

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

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

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

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

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

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

ADMINISTRATIVE RESPONSE

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

Communication, management and governance

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

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

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

Research productivity and research centres

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

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

Teaching programs in the department

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

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

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

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

Mentoring of junior faculty

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

Workload

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

Office of the Dean, February 29, 2008

University of Toronto at Scarborough

REVIEW SUMMARY

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

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

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

DOCUMENTATION PROVIDED TO REVIEWERS:

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

CONSULTATION PROCESS:

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

FINDINGS AND RECOMMENDATIONS - OVERALL ASSESSMENT AND SPECIFIC ISSUES:

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

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

Education and student experience

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

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

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

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

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

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

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

Administration, staffing and future planning

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

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

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

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

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

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

ADMINISTRATIVE RESPONSE

The Dean has read the Report of the Review Committee. He is grateful to the reviewers for their many thoughtful comments and suggestions, which have helped to provide a clearer focus on the issues facing the Department. He congratulates the faculty, staff and students on the high praise received from the Reviewers.

The Reviewers comments regarding the review process are noted and efforts will be made to incorporate their suggestions in future reviews.

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

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

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

APPENDIX 1

Externally commissioned reviews of academic programs, completed 2006-07

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

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

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

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

UNIVERSITY OF TORONTO
THE GOVERNING COUNCIL
REPORT NUMBER 135 OF THE COMMITTEE ON
ACADEMIC POLICY AND PROGRAMS

April 1, 2008

To the Academic Board,
University of Toronto.

Your Committee reports that it met on Tuesday, April 1, 2008 at 4:10 p.m. in the Council Chamber, Simcoe Hall, with the following present:

Professor Andrea Sass-Kortsak (Chair)	Ms Bonnie Goldberg
Professor Douglas McDougall (Vice-Chair)	Ms Emily Gregor
Professor Edith Hillan, Vice-Provost, Academic	Dr. Stefan Mathias Larson
Professor Cheryl Misak, Deputy Provost	Professor Louise Lemieux-Charles
Mr. Taufik Al-Sarraj	Professor Cheryl Regehr
Professor Derek Allen	Ms Lorenza Sisca
Professor Jan Angus	Miss Maureen Somerville
Professor Gage Averill	Professor Susan Pfeiffer, Vice-Provost, Graduate Education and Dean, School of Graduate Studies
Professor Ragnar Buchweitz	
Ms Tiffany Chow	Mr. Neil Dobbs, Secretary
Professor Elizabeth Cowper	
Professor Robert Gibbs	

Regrets:

Professor Katherine Berg	Dr. Chris Koenig-Woodyard
Ms Milka Ignjatovic	Professor Audrey Laporte
Mr. James Janeiro	Professor Suzanne Stevenson

In Attendance:

Professor John W. Browne, Acting Principal Woodsworth College
Professor Daniel Haas, Associate Dean, Clinical Sciences, Faculty of Dentistry
Professor Sue Howson, Vice-Dean, Undergraduate Education and Teaching, Faculty
of Arts and Science
Ms Jemy Joseph, former Vice-President, Academic, Scarborough Campus Students'
Union
Professor Bruce Kidd, Faculty of Physical Education and Health
Ms Helen Lasthiotakis, Director, Policy and Planning, Office of the Vice-President
and Provost
Professor John Scherk, Acting Vice-Dean, University of Toronto at Scarborough
Professor Scott Thomas, Associate Dean, Graduate Education and Research, Faculty
of Physical Education and Health

ALL ITEMS ARE REPORTED TO THE ACADEMIC BOARD FOR INFORMATION.

REPORT NUMBER 135 OF THE COMMITTEE ON ACADEMIC POLICY AND PROGRAMS – April 1, 2008

1. Report of the Previous Meeting

Report 134 (February 26, 2007) was revised to show the correct report number and to indicate that the report of the previous meeting was Report 133. The Report, as corrected, was approved.

2. Faculty of Arts and Science, University of Toronto at Mississauga, University of Toronto at Scarborough: Academic Regulations concerning Course Withdrawal

Professor Hillan said that the proposal was a joint one from the Arts and Science divisions on the three campuses. All three divisions had concerns about the process of petitions for withdrawal from courses without academic penalty after the published deadline for withdrawal. At present, students who requested special consideration owing to illness or other exceptional circumstances, and whose petitions were granted, were assigned a grade of WDR – withdrawn without academic penalty – on their transcript of their academic record. The grade had no effect on their grade point average or on their academic standing. It was proposed that in future sessions, students be permitted to withdraw from a course without petition until the last day of classes (for students registered on the St. George and Mississauga campuses) or until the day prior to the beginning of the examination period (for students registered at the University of Toronto at Scarborough - U.T.S.C.) The proposed provision would assist students who were struggling, had fallen irretrievably behind, or were overwhelmed by medical, personal or other circumstances. Students would be permitted to withdraw in this manner from a maximum of three full courses or equivalent. Their withdrawal would be recorded on their transcripts as LWD - late withdrawal after the drop date. There would again be no effect on the students' grade point average or on their academic status. If there was need for special consideration for late withdrawals beyond the usual limits, the petition process would be available. Such petitions would, however, be viewed much more strictly. Professor Hillan noted that the proposal came forward after extensive consultation including the department chairs, the Tri-Campus Decanal Committee and the Tri-Campus Undergraduate Curriculum Committee. It had been endorsed by the Councils of all three divisions.

Professor Howson stressed that the Deans of the three divisions were very pleased to send forward the same proposal. The lead in its development had been taken by U.T.S.C. It responded to a situation in which the divisions had faced a very large number of petitions for late withdrawal, and they had concluded that an alternative process would be appropriate in order to provide support and guidance to students. Professor Scherk added that all three divisions had been subject to similar concerns arising from the petitions for special consideration. That situation would also be a factor in the proposal under the next item on the agenda – a proposal concerning student requests for deferred examinations. He too was pleased that the three Arts and Science

REPORT NUMBER 135 OF THE COMMITTEE ON ACADEMIC POLICY AND PROGRAMS – April 1, 2008**2. Faculty of Arts and Science, University of Toronto at Mississauga, University of Toronto at Scarborough: Academic Regulations concerning Course Withdrawal (Cont'd)**

divisions had arrived at a common solution, and he thought that the support of all three divisions added to the strength of the proposal.

In the course of discussion, Professor Buchweitz recalled the conversation in the Academic Board arising from a report of the Academic Appeals Committee. At that time, members had expressed concern that students often did not, especially after only a few weeks in a half course, fully understand the issues that they faced, and they might quite understandably not have acted to withdraw from a course(s) in response to those issues. In response to a question, Professor Scherk said that the proposed provision was not aimed specifically at first-year students; it would be available to all students in the Arts and Science divisions.

Among the matters that arose in questions and discussion were the following.

(a) Transcript notations. In response to questions, Professor Howson confirmed that there would be two different notations made on student transcripts: WDR (withdrawn without academic penalty) for students who were permitted to withdraw for medical or other special reasons following a petition, and LWD (late withdrawal after the drop date) for students who made use of the proposed new provision. It was necessary to have the LWD designation in order to keep track of its use by any student to ensure that it was used only to the permitted limit of three full-course equivalents. This distinction would be explained on the transcript. In response to a question, Professor Scherk said that the Administrative Appendix to the Grading Practices Policy would be amended to add the new LWD notation.

Professor Averill added that it was deemed important to have some disincentive to using the late withdrawal provision. That was supplied by three factors, which required a record on student transcripts. First, there would be a limit to the use of the provision, which would discourage its use. Second, the use of the provision would be apparent to those responsible for admission to graduate and professional programs, who would presumably take into account any overuse. Third, information about use of the provision would be available to academic advisors, who would be able to counsel caution.

(b) Three full-course-equivalent limit. A member referred to the statement in the rationale for the proposal, which stated that approvals for late withdrawals “will be accompanied by appropriate advising, and students will be expected to learn from their experience so as not to repeat the behaviour that produced the problems” causing the need for late withdrawal. She observed that a student would be permitted to use the proposed provision to withdraw from up to six half courses. That appeared to be more

REPORT NUMBER 135 OF THE COMMITTEE ON ACADEMIC POLICY AND PROGRAMS – April 1, 2008**2. Faculty of Arts and Science, University of Toronto at Mississauga, University of Toronto at Scarborough: Academic Regulations concerning Course Withdrawal (Cont'd)**

than adequate opportunity to learn from experience. Professor Buchweitz noted that the provision applied to all campuses, and students on the St. George and Mississauga campuses were frequently enrolled in full year courses. They would have the opportunity to use the provision less frequently.

(c) Risk to students of overuse of the provision. A member noted that while she had been convinced to support the proposal, she had originally been very concerned about it and particularly about the potential for its overuse. She was particularly concerned that students might not be aware that overuse of the proposed provision for late withdrawal could damage their chances of success in applications for scholarships, graduate programs and professional programs.

(d) Retrospective evaluation of the proposed provision. A member urged that record be kept of the use of the provision and that the Committee evaluate the outcome of the proposal after a period of time on the basis of experience. Professor Buchweitz replied that Registrars would keep track of the use of the procedure for purposes of evaluation.

(e) Use of the provision and the petition process. In response to questions, Professor Buchweitz and Professor Scherk said that requests to Registrars to use the provision for late withdrawal, where they complied with the requirements and did not exceed the three-full-course limit, would be granted automatically. If students missed the deadline to use the provision, the petition process would still be required and available. Similarly, if students wished to withdraw late from all of their courses, where they were enrolled in more than three courses, the petition process would be required and available. Where petitions were submitted for late withdrawal after the proposed provision had been used for three full courses or equivalent, such petitions would be granted only according to a higher standard. At the present time, numerous petitions were submitted and the supporting medical evidence was often sketchy and open to question.

(f) Use of the provision in other divisions. In response to questions, Professor Buchweitz and Professor Howson said that the provision was intended only for the three Arts and Science divisions. If other divisions wished to have a similar provision, they would presumably make proposals to the Committee. A member noted that students in professional programs were often enrolled in a “year” system, with particular courses required for each year. For such students, there would be no real opportunity to withdraw from individual courses. Professor Pfeiffer noted that there had been some discussion of a late withdrawal provision from graduate courses, but the issues had been different in the different graduate divisions. The objective throughout, however, was to be supportive of student needs but rigorous in ensuring that any provision did not reduce

REPORT NUMBER 135 OF THE COMMITTEE ON ACADEMIC POLICY AND PROGRAMS – April 1, 2008

2. Faculty of Arts and Science, University of Toronto at Mississauga, University of Toronto at Scarborough: Academic Regulations concerning Course Withdrawal (Cont'd)

academic standards. A member suggested that all divisions be notified about the precedent and invited to make a proposal where that was appropriate in a particular division. Another member suggested that it would be equally important to make it clear to students in divisions that did not adopt the provision that the option for late withdrawal without academic penalty was not available to them.

On motion duly made and seconded

YOUR COMMITTEE APPROVED

The changes of the academic regulations concerning withdrawal from courses in the Faculty of Arts and Science (as outlined in the document dated February 8, 2008), the University of Toronto at Mississauga (as outlined in the document dated February 28, 2008) and the University of Toronto at Scarborough (as stated in the amended motion provided in the document dated January 28, 2008), effective for the 2008 Summer Session.

The documentation containing the proposals is attached hereto as Appendix “A”.

3. University of Toronto at Scarborough: Academic Regulations concerning Deferral of Examinations

Professor Hillan said that students who wished to defer examinations were now permitted to do so only on petition supported by a medical certificate or other evidence of extenuating circumstances. The University of Toronto at Scarborough (U.T.S.C.) proposed to permit students to defer, without petition, one or more examinations until the next examination period. Such requests could be made only once per academic session and would have to be submitted within one week after the last day of the relevant examination period. Students would be required to pay the appropriate deferred examination fee. They would also be required to confirm that they had read a series of warnings about the possible consequences of deferring examinations. They would at the time of the request be strongly advised to speak with an academic advisor about the possible consequences of deferral. Finally, students who deferred three or more examinations would be permitted to enroll in no more than three courses in the following session. Examinations would most often be deferred by students with inadequate preparation in a subject, and they would not be well equipped both to complete a normal course load and to prepare for the three or more deferred examinations. Students in that

REPORT NUMBER 135 OF THE COMMITTEE ON ACADEMIC POLICY AND PROGRAMS – April 1, 2008**3. University of Toronto at Scarborough: Academic Regulations concerning Deferral of Examinations (Cont'd)**

situation who were enrolled in more than three courses by the end of the first week of classes in the following session would be withdrawn from all of their courses. Where students had used the proposed procedure to request deferral of an examination(s), they would not be permitted to request further deferral except by petition that demonstrated truly exceptional circumstances evidenced by unequivocal medical or other documentation.

Professor Hillan noted that the proposal concerned only students registered in U.T.S.C., but there had been extensive consultation with the Tri-Campus Undergraduate Issues Committee and the Tri-Campus Decanal Committee as well as with the Department Chairs. All groups supported the proposal, and the other Arts and Science divisions would consider adopting the proposed change if it the outcome was a positive one at U.T.S.C. The proposal had been endorsed by the Academic Committee at U.T.S.C. on December 4, 2007.

Professor Scherk added that the proposal addressed the same issues as those discussed in connection with the proposal to permit late withdrawal from courses. The current proposal too was based on the concern that the petition process was not working as intended. In the fall semester at U.T.S.C., there had been 360 petitions for deferred examinations. In some cases, the medical grounds stated were very difficult to assess, and almost without exception such petitions were granted. The integrity of the entire petition system could therefore be improved. While some members of U.T.S.C. were concerned about the proposal, it seemed appropriate, if medical certificates could be obtained readily in questionable circumstances, simply to permit students to defer examinations on a request once per session, provided that they acknowledged the negative consequences of doing so and provided that they were encouraged to seek academic advice. The Arts and Science faculties on all three campuses regarded this as an experiment, and the outcome would be evaluated in a year or so.

Discussion took place on the following topics.

(a) Medical certificates. In response to a question, Professor Buchweitz said, and a member confirmed, that some physicians did charge fees for medical certificates. Invited to comment, Ms Joseph said that she had seen lists of physicians who provided medical certificates and the prices they charged for them. Because that information was commonly available and medical certificates were apparently easy to obtain, the current system of petitions was in her view completely flawed. In response to a question, Professor Buchweitz noted that medical certificates presented under the current arrangements frequently did not meet the standards set out in the proposal for petitions beyond the permitted deferrals. In such cases, the medical certificate would have to state clearly: that the student had been examined and treated, that the student was ill

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3. University of Toronto at Scarborough: Academic Regulations concerning Deferral of Examinations (Cont'd)

from a given date to another, and that in the opinion of a practitioner licensed to practice by the College of Physicians and Surgeons of Ontario, the student was unable for medical reasons to write the examination. The University also had reason to be concerned, from the point of view of the requirements of the Freedom of Information and Protection of Privacy Act (FIPPA), that it not require additional and extraneous information on medical certificates.

(b) Petitions in special circumstances. In response to a question, Professor Buchweitz confirmed that the proposal was not intended to replace the right of petition, where a student had truly exceptional circumstances and was prepared to present evidence that met the high standard set out in the proposal (and described above).

(c) Deferral of examinations and course-load restrictions. A member observed that a student would be permitted to defer all examinations until the end of the next session and still enroll in up to three courses in the following semester. Professor Buchweitz and Professor Scherk replied that students would be permitted to do so. It would be reasonable for students who had been ill throughout the late weeks of classes or the entire examination period to defer all examinations. Such students would be permitted to enroll in three courses in the following session, but they would not be compelled to do so. It was important that all students be permitted to enroll in the three-course minimum to retain their eligibility for Ontario Student Assistance. It was true that such students would risk real problems arising from the need to write eight final examinations at the end of the following semester. Again, however, if there were clearly extenuating circumstances supported by proper evidence, students could submit petitions and U.T.S.C. would, as usual, seek ways to accommodate those special needs.

On motion duly made and seconded

YOUR COMMITTEE APPROVED

The changes to the academic regulations concerning deferral of exams at the University of Toronto at Scarborough, as outlined in the proposal dated November 15, 2007, effective for the 2008 Summer Session.

The documentation containing the proposal is attached hereto as Appendix "B".

REPORT NUMBER 135 OF THE COMMITTEE ON ACADEMIC POLICY AND PROGRAMS – April 1, 2008

4. Reviews of Academic Units and Programs 2006-07 – Annual Report, Part I, Provostial Reviews

The Chair reminded members that governance, led by this Committee, was charged to ensure “that University administration is monitoring the quality of academic programs and units and is taking the necessary steps to address problems and achieve improvements.” The record of the Committee’s consideration of the reviews would be forwarded to the Academic Board’s Agenda Committee, which would review it and determine whether the Academic Board should discuss any issues of academic importance arising from the reviews. Each team of members who served as lead readers had been asked to deal with the following questions:

- (a) Did the summary accurately reflect the review report?
- (b) Did the administrative response address the issues identified?
- (c) Were there any questions/comments/issues for the Committee?

Officers from the three academic units were in attendance to respond to any questions or concerns the lead readers or other members might raise. If the Committee’s lead readers were satisfied that the summary was complete and that all issues had been dealt with, they were asked simply to report that. There would no need to comment further. If, on the other hand, the Committee took the view that there were unresolved issues that should be considered by the Agenda Committee, the Chair would make that conclusion clear and have it reflected in the Committee’s Report. The Committee would at this meeting deal with the three Provostial reviews. It would at the next meeting consider about 25 departmental reviews.

(a) Faculty of Dentistry

One of the lead readers, speaking on behalf of the team, said that the summary did accurately reflect the review and that the administrative response had addressed the issues raised. The lead readers commended Dean Mock (i) for his establishment of student-service offices in response to issues raised by the review, and (ii) for his exploration of ways to improve the Faculty’s relationship with the teaching hospitals. The member noted that the question of new space for the Faculty had been a continuing theme that arose in the review. The reading team would be grateful to have an update on the matter.

Professor Hass replied that Dean Mock was investing almost all of his time in seeking a new physical location that would enable the Faculty to achieve its academic mission. That was an on-going effort, and there was no progress to be reported at this time.

The Chair concluded that there was no need to draw any unresolved matter(s) to the attention of the Agenda Committee or the Academic Board.

REPORT NUMBER 135 OF THE COMMITTEE ON ACADEMIC POLICY AND PROGRAMS – April 1, 2008**4. Reviews of Academic Units and Programs 2006-07 – Annual Report, Part I, Provostial Reviews (Cont'd)****(b) Faculty of Physical Education and Health**

One of the lead readers reported that she and her colleagues had found the summary to be consistent with the review. There was a very minor difference in the view expressed by the summary that the Faculty's Stepping UP plan would require regular updating. The review itself spoke of a perception of the need for updating to demonstrate that progress had been made. The administrative response was appropriate, acknowledging certain concerns and appreciating the corresponding recommendations. The response did not accept all of the critiques contained in the review, but it did not in all cases provide good evidence to support the view that those critiques were not appropriate. There were no matters, however, that would require the attention of the Academic Board. The review saw both the undergraduate and the graduate programs of the Faculty in a positive light. Further efforts would be required to enhance the financial resources and the facilities of the Faculty and to enhance the research efforts of its academic staff. A slightly different senior administrative structure might be required in the Faculty to give the new Dean time to concentrate on those aspects.

There being no further comments, the Chair concluded that there were no matters in the review that had not been dealt with appropriately and that would require the attention of the Agenda Committee or the Academic Board.

(c) Woodsworth College

One of the lead readers noted that Woodsworth College was the newest of the Arts and Science Colleges of the University. She thought that the summary may not have given sufficient stress to a number of elements in the review. First, Woodsworth College had been founded as a part-time, undergraduate college, and that history should be stressed in the work of the College. Part-time students should not be made to feel secondary at the College. There should also be more stress on the recommendation that the College continue to stress its undergraduate role. The review contained a concern, not reflected in the summary, concerning residence fees. It was intended that residence costs be covered entirely by residence fees, and there was some concern that that was not the case. The summary could have given more stress to concerns in the review about the move of the Criminology program from the Robarts Library to the Canadiana Building, increasing the distance between the program and the College. Finally the review had stressed that Woodsworth should do everything it currently did very well before moving to expand its course offerings. There had been some concern in the review about the staffing of certain courses.

REPORT NUMBER 135 OF THE COMMITTEE ON ACADEMIC POLICY AND PROGRAMS – April 1, 2008**4. Reviews of Academic Units and Programs 2006-07 – Annual Report, Part I, Provostial Reviews (Cont'd)****(c) Woodsworth College (Cont'd)**

Another of the lead readers added that he did not understand the statement in the review that said that the College was financially sound and managed well. Did that mean that the College was ahead of schedule in its payments on the loan for its residence or simply that it was breaking even? There was a comment that the College should give priority to generating summer business for its residence. That comment appeared to call into question the security of the finances for the residence. The member also requested further information about the non-credit course offered to graduate students in Teaching in Higher Education (THE 500), which he described as an excellent course. He thought it very appropriate that the course be given more attention and upgraded.

Professor Browne said that while Woodsworth College was the newest College in the University, it (and the School of Continuing Studies) had succeeded the Division of University Extension, which was one of the older units in the University. The College had been founded in response to the wish of part-time students for a College of their own. Full-time students would register in one of the other colleges and part-time students at Woodsworth. The distinction between part-time and full-time study had, however, been quite appropriately softened over the years, and Woodsworth had decided to move closer to the role of the other Colleges. In particular, it had constructed its residence building and had begun to admit students to full-time study directly from secondary schools.

Professor Browne responded to some of the points made in the readers' comments. Among the matters that arose in those responses and in discussion were the following.

(i) Residence fees and repayment of the loan on the residence. The Chair noted that while it was appropriate to mention differences in the summary and the review, the matter of residence plans and residence fees was within the jurisdiction of the University Affairs Board.

(ii) Criminology program. Professor Browne said that while the Graduate Centre of Criminology had moved from the Robarts Library to the Canadiana Building, all undergraduate courses were taught at Woodsworth College. The partnership between the Graduate Centre and Woodsworth was a very strong one. Because there was no undergraduate department of criminology, the relationship was like that within a department with both graduate and undergraduate programs. Consultation took place on a regular basis, and interactions were smooth. Faculty in the Graduate Centre remained strongly committed to the undergraduate program. The College and the Graduate Centre made joint appointments, with the Woodsworth College budget supplying 40% of the joint appointments. The outcome was an excellent college program. The situation was

REPORT NUMBER 135 OF THE COMMITTEE ON ACADEMIC POLICY AND PROGRAMS – April 1, 2008

4. Reviews of Academic Units and Programs 2006-07 – Annual Report, Part I, Provostial Reviews (Cont'd)

(c) Woodsworth College (Cont'd)

similar with respect to cooperation between the College and the Graduate Centre for Industrial Relations and Human Resources.

(iii) Stipendiary teaching in Woodsworth College programs. In response to concerns about the amount of stipendiary teaching, Professor Browne noted that there had been two tenure-stream appointments made in Criminology and one pending in Employment Relations. All of the appointments were very strong ones. The appointees would spend a part of their time teaching undergraduate courses now taught by stipendiary instructors. Professor Browne stressed, however, that it was entirely appropriate that some of the Woodsworth courses be taught by practitioners. In the Employment Relations program, for example, most of the regular faculty consisted of labour economists. It was therefore highly advantageous to students to be taught labour law by a practicing lawyer who was a participant in the system. The Graduate Coordinators were also responsible for the overall direction of the undergraduate programs, and they were very frank in expressing any concerns.

(iv) Expansion. Professor Browne referred to the concern that Woodsworth carry out all of its current activities well before expanding. He took the view that Woodsworth was carrying out all of its current work very well. Moreover, there was currently very little thought of expansion except in the Summer Abroad Program. That Program currently had about 1,000 students, and Professor Browne was in discussion with University authorities about expansion.

(v) Teaching in Higher Education 500. Professor Browne said that he had established a working group to review the THE 500 course. Professor Pfeiffer noted that graduate students took on many non-credit commitments, but their participation in THE 500 was the only one that had been recorded on their transcripts. That had been the outcome of an understanding between two individuals, and there had been requests that the completion of other commitments also be recorded on graduate students' transcripts. To ensure consistency, record of completion of THE 500 was no longer included on transcripts. The School of Graduate Studies and Woodsworth College continued to work on an approach to non-credit graduate training. Professor Pfeiffer was very grateful to Woodsworth College for its understanding and participation in this exercise.

(vi) Millie Rotman Shime Academic Bridging Program. A member referred to comments in the review concerning the relationship between Woodsworth College's Academic Bridging Program and the Transitional Year Program. Professor Browne said that questions concerning the relationship between the two programs had not yet been settled. The Task Force on Outreach had raised the question of how the University

REPORT NUMBER 135 OF THE COMMITTEE ON ACADEMIC POLICY AND PROGRAMS – April 1, 2008**4. Reviews of Academic Units and Programs 2006-07 – Annual Report, Part I, Provostial Reviews (Cont'd)****(c) Woodsworth College (Cont'd)**

should bring together its access programs. There were many common elements between the programs, but there were also different institutional histories and wide cultural differences. He and Professor Rhonda Love, the Director of the Transitional Year program, had been working together on the matter. Professor Browne had in his response to the Woodsworth College review provided examples of cooperation. He was able to cite a further, very recent example. Donors to Woodsworth College planned to provide a scholarship to assist aboriginal students in the Academic Bridging Program. Professor Browne had highlighted for the donors the benefits for making the scholarship available to students either in the Academic Bridging Program or in the Transitional Year Program. The objective of the discussions involving the two programs was to provide for closer cooperation. That might be achieved by actions ranging from information sharing to some sort of organizational change. It was appropriate to allow those discussions to proceed and to reach a reasonable conclusion over time.

(vii) Diversity in Woodsworth College. A member noted the reference to “extraordinary diversity” in Woodsworth College. Professor Browne observed that, for example, the students in the Academic Bridging Program spoke many different languages as their first language and came from many ethnic backgrounds. However, other academic units were also very diverse in their student populations, reflecting the diverse nature of the population of the greater Toronto area.

The Chair concluded that the Committee had taken the view that there were no matters in the review that had not been dealt with appropriately and none that would require the attention of the Agenda Committee or the Academic Board.

The Chair thanked the members of the reading teams for their diligent work in participating in the Committee’s discharge of this very important responsibility. The process would continue at the next meeting. Members could expect to hear from the Secretary shortly concerning the assignment of lead readers. A member suggested that each team divide amongst themselves leadership for the reviews assigned to the team. The Chair said that the membership of the team would be the same for a group of reviews; therefore the proposed division of leadership would work well. She noted that the members of the teams that had been lead readers for the Provostial reviews at this meeting would remain together. While they might well have one fewer review than the other teams, they would be called upon again to serve as lead readers for the next meeting.

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7. Date of Next Meeting

The Chair reminded members that the next regular meeting, and the final regular meeting for the academic year, was scheduled for Tuesday, May 13, 2008 at 4:10 p.m. The main item will be the continued consideration of reviews of academic programs and units.

The meeting adjourned at 5:15 p.m.

Secretary

Chair

April 16, 2008

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UNIVERSITY OF TORONTO
THE GOVERNING COUNCIL
REPORT NUMBER 136 OF THE COMMITTEE ON
ACADEMIC POLICY AND PROGRAMS

May 13, 2008

To the Academic Board,
University of Toronto.

Your Committee reports that it met on Tuesday, May 13, 2008 at 4:10 p.m. in the Council Chamber, Simcoe Hall, with the following present:

Professor Andrea Sass-Kortsak (Chair)
Professor Edith Hillan, Vice-Provost,
Academic
Professor Cheryl Misak, Deputy Provost
Mr. Taufik Al-Sarraj
Professor Derek Allen
Professor Gage Averill
Professor Katherine Berg
Ms Tiffany Chow
Professor Elizabeth Cowper
Professor Robert Gibbs
Ms Bonnie Goldberg
Ms Emily Gregor
Dr. Chris Koenig-Woodyard

Professor Louise Lemieux-Charles
Professor Cheryl Regehr
Miss Maureen Somerville
Professor Suzanne Stevenson

Non-Voting Assessors:

Professor Susan Pfeiffer, Vice-Provost,
Graduate Education and Dean, School of
Graduate Studies
Ms Karel Swift, University Registrar

Mr. Neil Dobbs, Secretary

Regrets:

Professor Jan Angus
Professor Ragnar Buchweitz
Ms Milka Ignjatovic
Mr. James Janeiro

Professor Audrey Laporte
Dr. Stefan Mathias Larson
Professor Douglas McDougall
Ms Lorenza Sisca

In Attendance:

Professor Grant Allen, Vice-Dean, Undergraduate Studies, Faculty of Applied Science
and Engineering
Professor Cristina Amon, Dean, Faculty of Applied Science and Engineering
Professor Lorraine Ferris, Associate Vice-Provost (Relations with Health Care
Institutions)
Professor Jane Gaskill, Dean, Ontario Institute for Studies in Education of the
University of Toronto
Professor Paul W. Gooch, President, Victoria University
Professor Russell Hartenberger, Interim Dean, Faculty of Music
Professor Wayne Hindmarsh, Dean, Leslie Dan Faculty of Pharmacy
Professor Susan Howson, Vice-Dean, Undergraduate Education and Teaching, Faculty
of Arts and Science
Professor David Klausner, Vice-Dean, Interdisciplinary Affairs, Faculty of Arts and
Science
Ms Helen Lasthiotakis, Director, Policy and Planning, Office of the Vice-President
and Provost

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Ms Vanessa Laufer, Special Projects Officer, Office of the Vice-President and Provost
Professor David Mock, Dean, Faculty of Dentistry; Chair, Council of Health Science Deans
Professor Lalitha Raman-Wilms, Director, Division of Pharmacy Practice, Leslie Dan Faculty of Pharmacy
Professor John Scherk, Vice-Dean, University of Toronto at Scarborough
Ms Mae-Yu Tan, Assistant Secretary of the Governing Council
Professor Catharine Whiteside, Vice-Provost, Relations with Health Care Institutions, and Dean, Faculty of Medicine

ITEMS 3, 5 AND 6 CONTAIN RECOMMENDATIONS TO THE ACADEMIC BOARD. ALL OTHER ITEMS ARE REPORTED FOR INFORMATION.

1. Report of the Previous Meeting

Report 135 (April 1, 2008) was approved.

2. Faculty of Applied Science and Engineering: Engineering Science Program – Renaming of Options to Majors

Professor Hillan said that students enrolled in the Engineering Science Program pursued their field of specialization after second year by choosing an “option” to study in Years 3 and 4. The Faculty of Applied Science and Engineering proposed that the “options” within the third and fourth year of the Engineering Science Program be renamed “majors”. “Major” is the generally used term within engineering science programs in North America. The Faculty has consulted internally and also with the Canadian Engineering Accreditation Board (CEAB). Engineering Science Program students were consulted and were supportive of the proposal. The Faculty would like to implement the proposed change effective September 2007 so that the transcripts for students graduating in June 2008 would show their enrolment in an option in Year 3 and in a major in Year 4. The proposal had been approved by the Faculty of Applied Science and Engineering Faculty Council on February 25, 2008.

A member noted that there were currently two other “options” within the Faculty: the Collaborative Environmental Option in Chemical Engineering and the Collaborative Environmental Option in Civil Engineering. The member asked why those programs were not included in the current proposal. Invited to respond, Professor Allen said that neither option was in the Engineering Science program. The Faculty intended to propose to its Curriculum Committee in the next year that those options be named “minors.”

REPORT NUMBER 136 OF THE COMMITTEE ON ACADEMIC POLICY AND PROGRAMS – May 13, 2008

2. Faculty of Applied Science and Engineering: Engineering Science Program – Renaming of Options to Majors

On motion duly made, seconded and carried,

YOUR COMMITTEE APPROVED

THAT the Faculty of Applied Science and Engineering - Engineering Science Program “Options” be renamed “Majors” and reflected as such on student official academic transcripts to properly recognize the field they have chosen to focus on in Years 3 and 4 of their Program, effective June, 2008.

3. Toronto School of Theology: Master of Sacred Music (M.S.M.) Conjoint Degree

Professor Hillan proposed University of Toronto approval of a new conjoint degree, the Master of Sacred Music (M.S.M.) degree, to be offered under the terms of the 2004 Memorandum of Agreement between the Toronto School of Theology (T.S.T.), its member institutions, and the University of Toronto. The program would be a second-entry undergraduate program. The admission requirements would be a bachelor’s degree and music experience. The name, Master of Sacred Music, was the standard nomenclature for a professional degree of this nature in North America. The program would comprise twenty half-credit courses (ten full-course equivalents). Fifteen of those half courses would be required, including a practicum. The five half-course electives would include three in Music and two in Theology. The program could be taken on a full-time basis over two years or on a part-time basis within a five-year limit. All courses, required or elective, already existed, either in Emmanuel College of Victoria University, the Toronto School of Theology, or the Faculty of Music. The proposed program would be open to all qualified students regardless of their religious or denominational affiliation or the absence of such affiliation. There had been extensive discussion of the proposed program including consultation with the members of the Faculty of Music. In accordance with the requirements of the Memorandum of Agreement, the proposal had been approved by the University of Toronto - Toronto School of Theology Joint Committee, the Council of Emmanuel College, the Basic Degree Council of the T.S.T. and the Senate of Victoria University.

Professor Gooch said that Victoria University and the University of Toronto had been federated for 118 years. This proposal was the most recent expression of the federation. It would be a wonderful thing to have a further degree program that was interdivisional and interdisciplinary and that would involve and benefit members of the community.

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3. Toronto School of Theology: Master of Sacred Music (M.S.M.) Conjoint Degree (Cont'd)

Questions and discussion focused on two topics.

(a) Prior program and the benefits of the proposed program. A member asked whether a similar program had been previously available at Emmanuel College in Victoria University. He noted that all of the courses for the proposed program were already offered. Professor Gooch replied that there were some courses available at Emmanuel in liturgy and sacred music. Emmanuel students did not, however, have access to courses in organ, choral conducting, or music education. The proposed program would bring together instruction in the liturgical side with that in music performance and music education.

(b) Conjoint degrees. In response to a member's question about conjoint degrees, Professor Gooch said that the Province of Ontario had agreed to fund programs in Theology so long as the degree was conferred by one of the existing universities. The Toronto School of Theology (T.S.T.) was a complex federation of different theological colleges. The University of Toronto had agreed to participate in the offering of degrees to students who completed programs that had been approved by the University and met University standards. It had decided to offer those degrees conjointly with the T.S.T. and the federated theological college. All of this was regulated in accordance with the terms of the Memorandum of Agreement among the University, the T.S.T and the federated colleges.

On motion duly made, seconded and carried,

YOUR COMMITTEE RECOMMENDS

THAT the Master of Sacred Music (M.S.M.) degree offered by Victoria University, as described in Appendix "A" hereto, have conjoint status with the University of Toronto as of September 1, 2008.

4. Leslie Dan Faculty of Pharmacy: Baccalaureate of Science in Pharmacy (BScPhm) Curriculum and Admission Requirement Changes

Professor Hillan said that the Leslie Dan Faculty of Pharmacy currently offered an undergraduate degree program, leading to the BScPhm degree, to about 240 students per year. It also offered a PharmD degree, which was a post-graduate degree. Over the past three years, there had been on-going discussions within the Faculty about curriculum renewal. The proposal concerning the BScPhm included a new curriculum and also changes to the admission requirements. The proposed curriculum would include changes

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both to the content and the delivery of the program. The program would include significantly more experiential training, providing additional time for students to develop their clinical skills and thus to increase their confidence. All of this would reflect the Primary Health Care Reform within Ontario and the new expanded role for pharmacists as key members of health care teams. It was proposed that courses in Physical Chemistry, Biochemistry, Organic Chemistry and Statistics become pre-requisites for admission to the program. Those courses were currently taught in years 1 and 2 of the program. The Faculty had determined that approximately 75% of students applying to the program had already taken those courses in any event. The revised program and admission requirements would not come into effect until September 2010 to enable the Faculty to provide appropriate notice to future applicants.

Professor Hillan continued that the second part of the proposal concerned the entry-to-practice degree for the undergraduate professional Pharmacy program. The Faculty was recommending that, subject to approval of the Ministry of Training, Colleges and Universities, the entry-to-practice degree be changed from the baccalaureate BScPhm to the Doctor of Pharmacy PharmD degree. The PharmD degree had been the entry-to-practice degree in every school of pharmacy in the United States for the past eight years or more. It was also the entry-to-practice degree at the University of Montreal and Laval University in Quebec. Students who did not have a PharmD degree were at a marked disadvantage in seeking access to advanced specialty residency and fellowship opportunities in the U.S.A., which required a PharmD degree for admission. The proposed BScPhm curriculum would surpass or be equivalent to the PharmD programs in Canada (Montreal and Laval), the United States and Europe.

Professor Hillan said that the proposals had been the subject of extensive discussion within the Faculty. In addition, there had been broad consultation with representatives from other University Divisions including the Deans of Dentistry, Medicine, the Lawrence Bloomberg School of Nursing, Physical Education and Health, and the Factor-Inwentash Faculty of Social Work; with the Director of the Division of Anatomy in the Department of Surgery; and with the Chairs of the Department of Chemistry and Physiology. All supported the revised admission requirements and curriculum. The proposal had been approved by the Leslie Dan Faculty of Pharmacy Council on April 17, 2008.

The Faculty would communicate its revised curriculum to potential students as soon as the proposal was approved by the Committee. Upon the proposed granting of entry-to-practice degree recognition by the Ministry of Training, Colleges and Universities, the Faculty would bring forward to University governance for approval a

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change in degree designation from the BScPhm to a Doctor of Pharmacy (PharmD) degree to reflect appropriately the proposed renewed BScPhm curriculum. The BScPhm degree would be disestablished at that time.

Among the matters that arose in discussion were the following.

(a) Extent of curriculum change. In response to a member's question, Dean Hindmarsh said that the proposed change to the BScPhm curriculum would bring it to the level required for a PharmD program, if approval was granted by the Ministry to the entry-to-practice degree designation. If that change were not approved, the Faculty would consider reducing the requirements for the BScPhm somewhat to cut back on some of the clinical components. Dean Hindmarsh had been advised that the Faculty could make such a change without governance approval beyond the level of the Faculty Council.

(b) Purpose of curriculum change. In response to a question, Dean Hindmarsh reiterated that the PharmD was the entry-to-practice degree for all universities in the United States. University of Toronto students who graduated with a BScPhm were at a real disadvantage because they would not qualify for admission to further training in the United States. Universities in the European Union were also looking at the proposed change. The real purpose of the proposed change was to make graduates of the University's program globally competitive and to develop their confidence to work effectively in a health-care system that was changing more and more to a team-based approach.

(c) Current PharmD program. In response to a member's questions, Professor Hindmarsh said that the University did currently offer a PharmD program as a post-graduate degree program to about 25 students. The program required a Bachelors degree and a year or two of professional practice for admission. If the change of the degree designation for the entry-to-practice degree were to be approved, the current PharmD graduate program would disappear and would be replaced by residency and fellowship programs.

(d) Degree and program nomenclature. A member expressed his disappointment at a series of proposals where Canadian nomenclature had been changed to match American names: The Juris Doctor degree, the Doctor of Music degree, and the naming of majors in Engineering Science were other recent examples.

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4. Leslie Dan Faculty of Pharmacy: Baccalaureate of Science in Pharmacy (BScPhm) Curriculum and Admission Requirement Changes (Cont'd)

On motion duly made, seconded and carried,

YOUR COMMITTEE APPROVED

The proposed Baccalaureate of Science in Pharmacy (BScPhm) curriculum and admission requirements, contained in the proposal from the Leslie Dan Faculty of Pharmacy dated April 2, 2008, be approved, effective September 2010; and

THAT the proposal to change the entry-to-practice degree for the undergraduate professional pharmacy program from the current baccalaureate (BScPhm) to the Doctor of Pharmacy (PharmD) degree, with the revised curriculum and admission requirements, be approved in principle.

5. Policy on Standards of Professional Practice Behaviour for Health Profession Students

Professor Hillan recalled that at present three of the health science Faculties had standards of professional practice behaviour for their students: the Faculties of Medicine, Pharmacy, and Social Work. Those standards were now fairly old, having been approved by the Governing Council in 1995-96. The Council of Health Science Deans had taken the initiative to consider a single set of Standards of Professional Practice Behaviour for All Health Professional Students that would apply to all or virtually all students working in clinical settings. That would provide consistency of information and application of procedures across related professional disciplines. It was anticipated that each Faculty would develop associated guidelines for their division that would articulate the processes for assessment and the procedural aspects of the Standards as they related to their own students. Unified standards would also help externally, particularly within the affiliated teaching hospitals, where there had sometimes been a lack of clarity as between University and hospital standards. Professor Hillan anticipated that the proposed standards would be referred to by the affiliated hospitals as well so that there would be a mutually reinforcing framework of standards.

Professor Hillan noted that there had been a broad process of consultation, both within the health science Faculties but also with the School of Graduate Studies. The Standards had been approved by the various health sciences Faculty Councils, including the Council of the Ontario Institute for Studies in Education (OISE), which had programs

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5. Policy on Standards of Professional Practice Behaviour for Health Profession Students (Cont'd)

in Counselling Psychology and School and Clinical Child Psychology. It might be the case that students from other Divisions would occasionally be placed in health science settings. When they were in such settings, those other Divisions might wish to consider adopting the proposed guidelines for their students. The Standards were intended to be effective as of September 2008, and each Faculty would distribute the information about the standards to its students in a timely manner.

On motion duly made, seconded and carried,

YOUR COMMITTEE RECOMMENDS

THAT the *Standards of Professional Practice Behaviour for Health Profession Students*, a copy of which is included in Appendix “B” hereto, be approved, effective September 2008; and

THAT the *Standards of Professional Behaviour for Medical Undergraduate and Postgraduate Students of the Faculty of Medicine* (approved June 28, 1995) and the *Social Work Code of Ethics* (approved August 31, 1995) and the *Standards of Professional Behaviour for Pharmacy Undergraduate and Postgraduate Students of the Faculty of Pharmacy* (approved August 26, 1996) be rescinded.

6. Policy on Access to Student Academic Records

Ms Swift said that the Policy on Access to Student Academic Records had served as the University’s privacy legislation with respect to student records since the 1970s. In June of 2006, universities were made subject to the Province of Ontario’s *Freedom of Information and Protection of Privacy Act* (FIPPA). As a result, the University had rescinded its general institutional Policy on Access to Information and Protection of Privacy. It was now proposed to rescind the policy concerning student academic records. It was no longer required that there be a University policy. It was also risky to have such a policy in that it would appear to create legislation outside of FIPPA. Because many faculty and staff did make frequent use of student academic records, it was thought to be useful to have guidelines on the interpretation of the Province’s *Act* in the University of Toronto context. They were administrative guidelines; the Committee was not being asked to approve them.

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6. Policy on Access to Student Academic Records (Cont'd)

On motion duly made, seconded and carried,

YOUR COMMITTEE RECOMMENDS

THAT the Policy on Access to Student Academic Records, approved by the Governing Council on April 21, 1998, be rescinded.

Documentation concerning this item is attached hereto as Appendix “C”.

7. Reviews of Academic Units and Programs – Annual Report, 2006-07, Part II

The Chair recalled that the Governing Council’s function was to ensure “that University administration is monitoring the quality of academic programs and units and is taking the necessary steps to address problems and achieve improvements.” The record of the Committee’s discussion would be forwarded to the Academic Board’s Agenda Committee, which would review it and determine whether the Board should discuss issues of academic importance. Each reading team had been asked to deal with the following questions:

- (a) Did the summary before the Committee accurately reflect the review report?
- (b) Did the administrative responses address the issues identified?
- (c) Were there any questions/comments/issues for the Committee?

The Deans responsible for the various departments and programs, or their delegates, were in attendance to respond to any questions or concerns that might arise. If the Committee’s reading teams were satisfied that the summary was complete and that all issues had been dealt with, they were asked simply to report those facts. There would be no need to comment further. If, on the other hand, the Committee took the view that there were unresolved issues that should be considered by the Academic Board, the Chair would make that consensus clear and have that fact reflected in the Committee’s report.

(a) Department of Biochemistry

Speaking on behalf of his reading team, a member said that the summary accurately reflected the review report. He was, however, concerned that the administrative response had not dealt fully with the review’s recommendations and did not set out actions taken or to be taken in response to the recommendations. For example, the reviewers had suggested that the Department engage in planning to develop a vision that would be supported by all faculty members and that would include

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milestones or outcome measures to determine whether the vision was being achieved. The administrative response said only that strategic visioning and planning would take place and would be aligned with the process underway in the Faculty of Medicine generally.

Dean Whiteside responded that the Chair of the Department was leading in the preparation of a departmental plan, to be completed by the end of the second year of his new term. That planning exercise was underway, and it was not possible to predict in the administrative response to the review what the outcome of the planning exercise would be. The Department was currently celebrating its 100th year. It was a very good one and highly rated by its students, although the Chair was very disappointed that the reviewers had not endorsed the idea that it was the best Biochemistry Department in Canada. Biochemistry was a very broad area of study and research, and to establish its preeminence, the Department would have to focus on areas of excellence.

It was agreed that there were no unresolved issues that required consideration by the Academic Board.

(b) Department of Family and Community Medicine

A member said that the reading team had found no major issues. It would, however, have liked to have more information concerning the appointment of, and challenges faced by, the new Chair. It would also have liked to have more information concerning the Centres such as the planned Centre for Capacity Building for Human Resources in Primary Health Care.

Dean Whiteside replied that an outstanding new Chair had been appointed who was providing leadership that was moving the Department forward very quickly. The Department not only took a leadership role for most academic primary health-care teams in Ontario, the Chair also served as leader on behalf of all Ontario departments of family and community medicine in terms of relations with the Ontario Ministry of Health. The Centre for Effective Practice, which had been established within the Department was not an academic centre or “EDU”. Rather, it was intended to assist the Department in contract work for governments and in the international area. The Centre was being spun out of the Department as a not-for-profit organization. While it would still be managed by members of the Department, it would not be able to achieve its goals as a unit within an academic unit.

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7. Reviews of Academic Units and Programs – Annual Report, 2006-07, Part II (Cont'd)

(b) Department of Family and Community Medicine (Cont'd)

It was agreed that there were no unresolved issues that required consideration by the Academic Board.

(c) Department of Health Policy, Management and Evaluation

A member of the reading team said that the summary provided to the Committee accurately reflected the report, with just a few omissions, which might be usefully addressed at this time. The member noted that the review was a very positive one and included considerable praise for the Department's Chair. Among the matters raised for discussion were the following.

(i) Access to external courses by students in the Department. Dean Whiteside said that the issue of access to outside courses was one of concern to several programs, and the issue had not yet been resolved. It was a significant one. For example, the course in Biostatistics offered by the Department of Rehabilitation Health Sciences was required by several clinical science programs. Indeed the Department of Health Policy, Management and Evaluation faced the issue; its course in Clinical Epidemiology was a very popular one. The problem was simply one of limited resources in smaller departments, which had to give priority to their own students. There were in general too many graduate students and not enough faculty to teach them. The Faculty would continue to work on the question.

Professor Lemieux-Charles agreed; the whole University was experiencing the impact of the growth in graduate enrolment. Departments had to give first consideration to their own students and often could not accommodate others. That created a domino effect for students in virtually all programs. The course in Health Economics was another example of a very popular course that could not accommodate all interested students.

(ii) Impact of expansion of graduate enrolment in various departments. A member noted that the review of this Department was one of a number where concerns had been raised about the general effect of the expansion of graduate enrolment. He thought it might well be worthwhile to draw the problem to the attention of the Academic Board. Professor Whiteside acknowledged that the problem was a general one in the Faculty of Medicine. It had been on-going for some time and had been exacerbated by the recent expansion of graduate enrolment. Many courses were very labour-intensive, such as the

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7. Reviews of Academic Units and Programs – Annual Report, 2006-07, Part II
(Cont'd)

(c) Department of Health Policy, Management and Evaluation (Cont'd)

course in Biostatistics, which required teaching assistants. Any solution to the problem would have to involve both revenue and expense sharing.

(iii) Labeling of the MSc and PhD programs in health management. In response to the reviewers' question about the labeling of the Master's and Doctoral programs in Health Management, Dean Whiteside said that the programs had been renamed ones in Health Policy, Management and Evaluation, to correspond with the name of the Department.

(iv) Relationship with the new School of Public Health. In response to a question, Dean Whiteside said that the Department of Health Policy, Management and Evaluation would be a primary partner in the teaching and research work of the new School of Public Health. It was clear that there would be a very close relationship between the two units. That being said, there was no immediate intention to change the Department. It would clearly be appropriate, however, to watch what opportunities might arise.

It was agreed that there were no unresolved issues that required consideration by the Academic Board.

(d) Department of Medical Imaging

The members of the reading team reported that the summary accurately reflected the review and that the administrative response had addressed all of the issues that had been raised in the review. The administrative response had been thoughtful and well written.

Dean Whiteside said that there were issues remaining to be dealt with in this clinical Department. The Department had encountered difficulty in recruiting a Chair to replace the retiring Chair, who had served for sixteen years. The Department had ultimately been successful in appointing a new Chair, who would serve as Clinical Chief for medical imaging at the University Health Network and at Mount Sinai Hospital. That individual was doing very good work and had succeeded in hiring excellent researchers. The Department had not, however, contrary to the expectation of the external reviewers, fully passed its recent review by the Royal College of Physicians of Canada. The Department was dealing with the outstanding issues.

It was agreed that there were no unresolved issues that required consideration by the Academic Board at this time.

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(Cont'd)**(e) Canadian Institute for Theoretical Astrophysics**

A member reported that the reading team had found that the summary had accurately reflected this very positive review and that the administrative response had addressed all of the issues raised. It was agreed that there were no unresolved issues that required consideration by the Academic Board.

(f) Celtic Studies Program

A member reported that the reading team had found that the summary had accurately reflected the review and that the administrative response had addressed all of the issues in this very positive review. It was agreed that there were no unresolved issues that required consideration by the Academic Board.

(g) Department of Classics

A member reported that the reading team had found that the summary had accurately reflected the review and that the administrative response had addressed all of the issues in this very positive review. Two key recommendations had been implemented: (i) that the Department increase its diversity and improve its gender balance by engaging a woman as its new Chair, and (ii) that it be given a new location that would meet the needs of its faculty and graduate students and be conducive to collegial interactions. It was agreed that there were no unresolved issues that required consideration by the Academic Board.

(h) University College Drama Program

A member said that the reading team had found that the summary had, in general, provided a very good representation of the review. There was, however, one area of difference. The review had accentuated the question of the balance between academic and conservatory sides of the program. The reviewers had found that the Program's fully staged productions had met an impressive professional standard, but their student actors, while well rehearsed and fully committed, were still performing at a student level. There was also one area where the administrative response had lacked clarity: did the Program plan to increase its offerings in lecture courses available to minors and perhaps other interested students? The reviewers had suggested that doing so could generate funding for the enlargement of its offerings of smaller studio courses.

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Professor Klausner agreed that the summary could be clearer on the reviewers' view of the Program's fully staged productions, which were of a professional nature from the point of view of their direction and design, but which were acted by students at a student level. Professor Klausner was not able to comment on the response to the recommendation that the Program offer large lecture courses to a broader audience. The Program had a new Director, who was currently on leave but would commence her role on July 1, 2008. Professor Klausner did, however, understand that the new Director would try to expand the lecture offerings for the Minor Program.

It was agreed that there were no unresolved issues that required consideration by the Academic Board.

(i) Department of Germanic Languages and Literatures

A member said that the reading team found that the summary did reflect the review. The administrative response was detailed and left no issues for Committee consideration. It was agreed that there were no unresolved issues that required consideration by the Academic Board.

(j) Human Biology and Collaborative Life Sciences Programs

A member said that the reading team had found that the summary had, in general, reflected the review report. The summary had not, however, conveyed the emphasis in that report on the resources needed for these very large programs. The limits on resources had, for example, prevented appropriate course offerings being made available to majors in the program. The review had stressed that there was considerable room for improvement in that respect. It had also recommended formalizing teaching responsibilities among the collaborating departments. New faculty should be appointed who had a commitment to teach in the human biology program, as distinct from at-will teaching.

Professor Howson replied that she had agreed with all of the criticisms in the review report. A great deal of time had elapsed between review and response, and the resources devoted to the program had been increased greatly. In particular, additional resources had been made available to the program by the Academic Initiatives Fund (the A.I.F.), the Student Experience Fund (the S.E.F.) and the Division of Teaching Laboratories in the Faculty of Medicine. That funding had enabled appointments,

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7. Reviews of Academic Units and Programs – Annual Report, 2006-07, Part II
(Cont'd)

(j) Human Biology and Collaborative Life Sciences Programs (Cont'd)

including cross-appointments, to offer a substantial number of new courses: core lecture courses in second and third year, the new third-year laboratory course, additional enrolment in the third-year Human Anatomy and Histology course, six new fourth-year courses for offering in 2007-08 and 2008-09, as well as eight additional courses planned for 2009-10. Professor Howson concluded that the problem of shortage of resources had been dealt with adequately.

A member suggested that the actions taken in response to the recommendations - the allocations from the A.I.F. and the S.E.F. - should be stressed in the response to demonstrate that those funds had been allocated in a valuable way to meet the needs of students in those very large programs.

It was agreed that there were no unresolved issues that required consideration by the Academic Board.

(k) Munk Centre for International Studies

A member said that the reading team had found the summary to be a very good one of a very positive review. The administrative response had addressed all of the points raised in the review. Members would be aware, from the previous meeting of the Academic Board, of the proposal to establish a new School of International Studies, as proposed by the Review. The member noted that the review had referred to three issues, and the member asked for an update: the recommendation for four further administrative positions to provide needed support; the need for greater space to accommodate the programs that wished to be associated with the Centre; and questions dealing with the compensation for the Director of the Centre and for succession planning for its leadership. Professor Klausner replied that the Centre would receive \$25-million of support from the Government of Ontario. He anticipated that the new funding would permit the appointment of the recommended four administrative staff positions and the provision of space for the additional staff, provided that appropriate new space could be identified. Revised compensation arrangements for the Director had been worked out with the Chair of the Department of Political Science, and the Director had agreed to stay on for a maximum of two further years while the Centre moved to implement the recommendations of the review and to take best advantage of the new funding from the Province.

It was agreed that there were no unresolved issues that required consideration by the Academic Board.

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7. Reviews of Academic Units and Programs – Annual Report, 2006-07, Part II
(Cont'd)

(l) Department of Italian Studies

A member reported that the review team had found that the summary accurately reflected the highly positive review and that the administrative response had addressed all of the issues raised by the review, with one possible exception. In response, Professor Klausner said that the Department had, as recommended, made an appointment in the area of medieval Italian studies.

It was agreed that there were no issues requiring the attention of the Academic Board.

(m) Department of Linguistics

A member said that the reading team had found that the summary accurately reflected the highly positive review and the administrative response had addressed all of the recommendations, again with one possible exception. The review reported that the Department had planned to “emphasize their strength in empirically-based study of human language, language change, and language variation. The current integration of the various approaches to language variation seemed especially successful, and we hope that this integration will continue.” Professor Klausner said that the Department had agreed to continue those directions and the Faculty of Arts and Science fully supported that decision.

It was agreed that there were no matters requiring the attention of the Academic Board.

(n) Department of Slavic Languages and Literatures

A member said that the reading team had found that the summary accurately reflected the review, except that it did not make clear that faculty in the Department were required to carry a heavier teaching load than colleagues in the United States and also colleagues in other humanities departments in the University of Toronto. The administrative response had addressed the issues raised by the review with one exception: the concern about the attraction and retention of faculty when members of the Department were required to carry those heavier teaching loads. The administrative response had not given a clear reply to the recommendation that teaching loads could be reduced by using advanced graduate students for some teaching.

Professor Klausner said that the Department had an Acting Chair during the current year, and it had wished to await the return of the Chair from leave to address the teaching load matter, which was a departmental decision.

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7. Reviews of Academic Units and Programs – Annual Report, 2006-07, Part II
(Cont'd)

(n) Department of Slavic Languages and Literatures (Cont'd)

It was agreed that there were no matters arising from the review that would require the attention of the Academic Board.

(o) Department of Statistics

A member said that the reading team had concluded that the summary accurately reflected the review report. There were, however, a number of questions that arose from the administrative response.

(i) Faculty to teach applied statistics. In response to the reviewers' recommendations, the Department had taken the view that expansion of faculty into the area of applied statistics, while desirable, would not represent the best possible course of action. Rather, the Department should seek out the best possible person in the general area, regardless of that person's emphasis on applications. That response appeared to be inconsistent with the reviewers' recommendation concerning graduate education, where they indicated the need for improved training in applied statistics.

Professor Stevenson replied that it was a strongly held view in the Department that the best way for it to maintain its strength was to hire the best people within broad areas and not necessarily a person who specialized in an applied area. While the Department did understand the need to add emphasis in the area of applied statistics in its graduate program, it took the view that the appropriate way to address the matter was to hire the best possible people, who could then teach applications in their areas. That discussion had been on-going in the Department for some years. Part of the concern was theoretical and part was very practical: it was very competitive to hire good faculty in applied statistics.

Professor Pfeiffer questioned rejecting the reviewers' recommendation to seek out specialists for graduate training in applied statistics. The preference to hire best people in a particular area and then to expect them to offer graduate-level training in applied statistics appeared to be an inappropriate means for delivering graduate level training. The matter appeared to Professor Pfeiffer to be an unresolved outcome of the review process.

Professor Howson replied that faculty with a theoretical approach to an area would have expertise concerning the application of statistics in that area. Therefore a theorist should be able to teach applications of statistics to graduate students. That had certainly been Professor Howson's experience with respect to the teaching of statistics to graduate

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7. Reviews of Academic Units and Programs – Annual Report, 2006-07, Part II
(Cont'd)

(o) Department of Statistics (Cont'd)

students in Economics. Professor Pfeiffer agreed that a theorist might well have the appropriate knowledge base, but the individual should also have the motivation and enthusiasm to teach the area well. Professor Howson said that, in her view, the basic issue was unresolved. It was wrong to believe that specialist in one area would be unable to do very good job teaching in another.

Two members took the view that the key element was the absence of a coherent and structurally sound plan for the Department that took into account the need for first-rate training in applied statistics. The need to focus on day-to-day matters had given the leadership of the Department no opportunity to think about where the field was going in the long term and therefore where to hire.

(ii) Strategic planning. A member said that because of challenges within the Department, the Chair had had only limited opportunity to engage with the Dean's office, particularly in the area of strategic planning. The administrative response did not appear to address the concern about the lack of an appropriate linkage. Professor Stevenson replied that it would be very desirable for the Department to devote more time to strategic planning. The Chair had found it very difficult to address strategic issues because of the pressure of day-to-day activities. It was anticipated that the administrative issues would abate with added administrative-staff support (see below). Professor Klausner added that the lack of opportunity to engage in more strategic planning had also been the outcome of substantial change in the staffing of the Department.

(iii) Support staff. A member noted that the administrative response said that the inadequacy of support-staff resources in the Department of Statistics appeared to be similar to the issue facing other units of same size. Did that response downplay the concern of the reviewers? Professor Klausner replied that the Faculty had, because of a substantial number of requests for added staff, completed a very extensive survey of administrative support. That study had indeed found that in the Department of Statistics, the number of support staff was too small given the size of unit.

The Chair noted that a new Chair would become responsible for the Department, and that Chair would be able to consider these matters. She did not, therefore, think that it would be necessary for the Academic Board to give consideration to any specific matter arising from the review. In response to a question, Ms Lasthiotakis said that departmental reviews normally took place every five to ten years. The reviews would come to the Committee on Academic Policy and Programs on slip-year basis to allow time for the Chair and the other appropriate officers to prepare a formal administrative response.

REPORT NUMBER 136 OF THE COMMITTEE ON ACADEMIC POLICY AND PROGRAMS – May 13, 2008**7. Reviews of Academic Units and Programs – Annual Report, 2006-07, Part II**
(Cont'd)**(p) First Year Seminars, Research Opportunities Program, and Independent Experiential Study Programs (199, 299 and 399 courses)**

A member said that the reading team had found that the summary had accurately reflected the review and the administrative response had addressed all of the matters raised in the review. The member did, however, have comments arising from the administrative response.

(i) Communication of desired learning outcomes to instructors. The member said that the response suggested that the reviewers' questions about the 199-series courses (the first-year seminar courses) and their learning outcomes would be addressed as part of the Faculty of Arts and Science curriculum renewal process. The member's concern was that the desired learning outcomes be well understood by the instructors who taught the courses.

(ii) Pedagogical process in the 199-series courses. The member referred to the reviewers' concern that the 199-series courses appeared not to attract students from different cultural backgrounds. The administrative response had stated that the Faculty would make a start at offering courses with content that would appeal to students from those cultural backgrounds. The member was concerned, however, that the seminars had not been attractive to a large number of students from different cultural backgrounds not because of their content but rather because of their pedagogical conception. Some students looked on education as a process of imparting knowledge, whereas the essence of the 199-series seminars was to encourage independent thinking and questioning about various areas of knowledge. The question of responding to this pedagogical question was not an easy one but one that should be stated in the administrative response to the review and given very serious consideration.

Professor Klausner agreed that the question was a complex one and one that had to be addressed at a local level rather than from a higher level. The member stressed that the important thing was that attention be given, at whatever level, to this very important pedagogical question.

Professor Stevenson, as director of the programs, said that the simple acceptance of knowledge was contrary to the goal of the 199-series courses, which was to teach students to reason and question and not merely to memorize facts. The concern was one that applied to many students whose secondary-school backgrounds stressed memorization of facts. As the Faculty began its consideration of appropriate learning outcomes, it would have to consider this major, complex matter. It would definitely be a challenge to do so.

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7. Reviews of Academic Units and Programs – Annual Report, 2006-07, Part II (Cont'd)

(p) First Year Seminars, Research Opportunities Program, and Independent Experiential Study Programs (199, 299 and 399 courses) (Cont'd)

(iii) Attractiveness of 299-series courses to ethnically diverse students. A member referred to the statement that the students in the 299-series courses, the Research Opportunities Program, did not “reflect Canada’s ethnic diversity.” Professor Stevenson noted that the administrative response advised that the Faculty of Arts and Science was developing “systems for demographic analysis of participation in the 299/399 programs,” which would enable the Faculty to address the concern expressed in the review.

A member observed that there had been no analysis of the ethnic origins of students enrolled in the 299-series courses. How had the reviewers reached their conclusion? Professor Klausner replied that only a small number of students were enrolled in the 299-series courses, and the reviewers could therefore draw their conclusions on the basis of anecdotal evidence. He agreed that the evidence was not definitive. The reviewers had not met with all of the 299-series students.

It was agreed that there were no matters arising from the review that would require the attention of the Academic Board.

(q) Department of Human Development and Applied Psychology

A member said that the summary reflected the review report. There were solid administrative responses to the matters raised in the review.

It was agreed that there were no matters arising from the review that would require the attention of the Academic Board.

(r) Department of Sociology and Equity Studies in Education

A member said that the reading team had found that the summary was an accurate reflection of the review report, and the administrative response had addressed most of the issues raised by the reviewers. In particular, the reading team commended the progress that had been made with respect to recommendations concerning initial teacher education. The member said that the reading team was, however, somewhat concerned about the following issues.

(i) Faculty complement. There was a greater-than-usual divergence of views between the reviewers, who had stressed the need for more faculty, and the administrative

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(r) Department of Sociology and Equity Studies in Education (Cont'd)

response of the Dean, which had stated that an increased faculty complement was not possible in the current fiscal climate.

Professor Gaskill replied that all of the departments at OISE would like to have more tenure-stream appointments, but it had been necessary in 2006-07 for budget reasons to freeze all new appointments. OISE was attempting to address the problem in three ways. First, efforts were being made to consolidate courses and to achieve a larger enrolment in each remaining course. Second, more courses were being offered in alternate years. Third, every effort was being made to make the best possible use of stipendiary teaching. The numbers in the Department of Sociology and Equity Studies in Education in comparison to other Departments did not warrant more appointments. One new appointment had been made, but that appointee had replaced a faculty member who had not been granted tenure. The new Chair was discussing with her colleagues the best possible way to use course consolidation and stipend teaching to meet the needs of students.

(ii) Mid-career appointments and departmental balance. It was noted that the reviewers had also urged mid-career appointments to address the issues of availability of supervision and to off-set forthcoming senior retirements. Professor Gaskill noted that the Department had hired people at the level of Assistant Professor who had accumulated some experience. The problem of imbalance might well be reduced as those faculty members proceeded to a more senior level. OISE would take into account any remaining concern if and when additional hiring became possible. Given the greater cost of mid-career appointments compared to more junior ones, it was not clear that the recommendation could be adopted.

(iii) Increased efficiencies in the MEd Program. The member referred to the reviewers' comment that increased efficiencies would be required for the MEd program if its enrolment was to be expanded without increasing the faculty complement. What enrolment expansion was anticipated and when? Was OISE planning to consolidate the MEd program streams in Sociology and Equity Studies?

Professor Gaskill replied that there was need to consider how to rationalize courses and redesign programs. There was clearly need for some core courses in sociology and equity and then for other more specialized courses, for example those dealing with such areas as racism, feminism and disability. It would be ideal to find ways of offering courses that dealt with more than one specialized area in order to reduce the number of courses.

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7. Reviews of Academic Units and Programs – Annual Report, 2006-07, Part II (Cont'd)

(r) Department of Sociology and Equity Studies in Education (Cont'd)

It was agreed that there were no matters arising from the review that would require the attention of the Academic Board.

(s) Department of Theory and Policy Studies in Education

A member said that the reading team had found that the summary accurately reflected the review report. The reviewers had visited the Department in April 2006. Notwithstanding their conclusion that there was a “generally positive climate” in the Department, the reviewers had expressed a number of negative views. The administrative response had taken issue with some of the negative comments, and in the two years since the reviewers’ visit, the new Chair had dealt with many of the issues raised. Therefore, the reading team had concluded that there were no matters arising from the review that would require the attention of the Academic Board.

(t) University of Toronto at Scarborough: Department of Computer and Mathematical Sciences

A member said that, overall, the summary accurately reflected the review report. The administrative response had been quite strong to significant critiques of a field that was changing. The reviewers had expressed concern that they would have been helped by increased access to people and materials, especially because such access would have provided an improved picture of fields that were changing. They did suggest substantial changes to the programs offered by the Department, and the administration had responded to those suggestions. Discussion focused on the following matters.

(i) Computer Science as a discipline. The member of the reading team noted that it appeared that Computer Science was dying, and he asked why that was the case. Professor Scherk replied that Computer Science was not at all dying. Its enrolments for the past generation had been very cyclical. They had reached a peak in roughly 2000 – 2001 and they had then declined rapidly. In the past two years, however, they had begun to increase gradually. That was a continent-wide phenomenon; there was therefore very little that one institution could do to affect the changed enrolment.

A member asked whether it was likely over the next ten to fifteen years that Computer Science would become an integral part of various disciplines but not be so much a discipline on its own. Professor Scherk stressed that the Department of Computer and Mathematical Sciences contained three disciplines and not only Computer Science.

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(t) University of Toronto at Scarborough: Department of Computer and Mathematical Sciences (Cont'd)

In considering Computer Science as a discipline, it was necessary to separate out the computational needs and algorithms for particular disciplines and the substance of Computer Science itself. Therefore Professor Scherk did not anticipate that Computer Science would cease to exist as a separate discipline.

(ii) Suggestion for technical improvements. The lead reader mentioned that the summary did not deal extensively with suggestions made by the reviewers about the need for technical improvements, including improved web material and videoconferencing. Professor Scherk noted that the response had mentioned that the Department was updating its web site. It was also interested in using videoconferencing to increase the variety of courses available to its students. The problem with the use of videoconferencing was that the other campuses were not yet quite as far advanced as UTSC in that area.

(iii) Gender balance. A member noted that the reviewers had pointed out that the gender balance in the Department was highly skewed. There had been no administrative response to the comment. Professor Scherk replied that the observation was a correct one. However, it was possible to correct gender imbalance only over time as new appointments become available. The Department had recently hired a woman in Computer Science. However, there had been only three tenure stream appointments in Computer Science in the past five years – two male and one female. There had been only one retirement, who happened to be male. Clearly, it was not possible to change the gender balance quickly.

The member asked whether there was any framework in place such as a stronger recruiting plan to remedy such imbalances. Professor Hillan replied that the University had been proactive in faculty recruiting. The 2006-07 year had been a historic one in that 52% of the new faculty hires were women. It was clear that considerable progress was being made. At the same time, it was important to acknowledge that there were substantial differences in gender balance among disciplines.

The Chair concluded that there were no particular issues arising from the review that should be flagged for the attention of the Academic Board.

(u) Arrangements for Reviews

In the course of discussion, a member noted a serious concern of one group of reviewers, who had felt that they had been unable to influence the scheduling of their time on campus and had found it necessary to engage in extensive e-mail correspondence after their visit in order to prepare a satisfactory review. They had concluded that their

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7. Reviews of Academic Units and Programs – Annual Report, 2006-07, Part II (Cont'd)

(u) Arrangements for Reviews (Cont'd)

time on campus had not been well spent. The member asked to what extent reviewers were able to contribute to the scheduling of their time on campus.

Dean Klausner replied that the itinerary for a review was usually prepared by the unit itself, and that preparation was usually very well done. In the particular case cited, the scheduling had been seriously problematic. The problems had been reflected in way in which reviewers felt they had to have e-mail correspondence after their visit. It was clear that the schedule would have been better if the Dean's Office had had a firmer hand in preparing it. In Arts and Science, the Dean's Office did provide the template for an itinerary, but it would not necessarily make specific decisions.

Professor Misak said that the process varied among divisions. In most units, the dean's office commissioned the review and had an important role in making arrangements for it.

(v) Concluding Comments

The Chair thanked members for their diligent work in participating in the Committee's discharge of the very important responsibility of monitoring the reviews of the academic units and programs. She thanked the Provost's office, and particularly Ms Helen Lasthiotakis, for producing the information the Committee had considered. She noted that there were no particular issues that required flagging. The Committee's Report would show the general concerns expressed.

8. Reports of the Administrative Assessors

Degree Parchment Design

Ms Swift recalled that the Committee, at its meeting of January 22, 2008, had recommended the redesign of the University of Toronto Degree parchment and the Honorary Degree parchment. The new parchments had gone into production one week previously. Ms Swift was very pleased with the outcome.

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9. Interim Date of Next Meeting

The Chair noted that while the Governing Council meeting schedule was not yet final, members who would be continuing on the Committee were asked to set aside time for an early start to the Committee's work next year - Tuesday, September 16, 2008 at 4:10 p.m. The meeting schedule would be distributed to members over the summer.

10. Other Business

The Chair thanked all members for their service to the Committee over the past year. She thanked them in particular for their careful review of agenda packages and for their business-like and efficient participation in the Committee's discussions. She offered special thanks to those members who were completing their service to the Committee at this meeting.

The meeting adjourned at 6:15 p.m.

Secretary

Chair

July 30, 2008