



UNIVERSITY OF  
**TORONTO**

OFFICE OF THE VICE PRESIDENT & PROVOST

## **REVIEWS OF ACADEMIC PROGRAMS AND UNITS**

**July – December 2010**

Report to the Committee on Academic Policy and Programs  
March 1, 2011

# REVIEWS OF ACADEMIC PROGRAMS AND UNITS July – December 2010

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**REVIEW SUMMARY**

<b>DIVISION/UNIT:</b>	<b>Faculty of Law</b>
<b>DATE:</b>	September 30 - October1, 2010
<b>COMMISSIONING OFFICER:</b>	Vice-President and Provost
<b>PROGRAMS OFFERED:</b>	
<b>Undergraduate</b>	Juris Doctor, JD
<b>Graduate:</b>	Master of Laws, LLM Master of Studies in Law, MSL Doctor of Juridical Science, SJD
<b>EXTERNAL REVIEWERS</b>	
<b>International</b>	Prof. Timothy Endicott, Dean of the Faculty of Law, University of Oxford Prof. Robert K. Rasmussen, Dean, Gould School of Law, University of Southern California
<b>National</b>	Prof. Mary Anne Bobinski, Dean, Faculty of Law, University of British Columbia
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<b>PREVIOUS REVIEW DATE:</b>	2006
<b>SUMMARY FINDINGS AND RECOMMENDATIONS OF PREVIOUS REVIEW:</b>	<p>The Faculty of Law is “one of the world’s outstanding law schools” and “excellent by international standards”. Such an achievement is credited to “ambitious, inspired, and inspiring leadership”, exceptional faculty members and research conducted, and a “collaborative culture within the University of Toronto and its law faculty”. The Faculty’s accomplishments in terms of quality, cutting-edge research are lauded by the reviewers. The quality of the student body continues to grow as do measures of student diversity. The morale of the Faculty community was “remarkably high”, highlighting the Faculty’s “outstanding retention record”. At the same time, the reviewers observe that the Faculty has not yet realized its full potential as “a true peer of the very best law schools in the world.”</p> <p>The Faculty has made great strides in collaborating with units across the university. Given the growth both in numbers and extent of activities, the Faculty is in a state of “crisis” regarding space and facilities constraints. The administrative staff is talented and hard-working and would benefit from increase in staffing in order to best support the mission of the Faculty. The reviewers noted the continued importance of external communications and advocacy for the Faculty. In particular, communication with and involvement of alumni and general public support for the vision of the Faculty will be critical.</p>
<b>RECENT OCGS REVIEW(s) DATE:</b>	2007/08
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<b>CURRENT REVIEW</b>	
<b>DOCUMENTATION PROVIDED TO REVIEWERS:</b>	Terms of Reference Faculty of Law Self-Study, 2010 <i>Towards 2030</i> Framework Faculty of Law External Review Report, 2007
<b>CONSULTATION PROCESS:</b>	The reviewers met with the Vice-President and Provost; Vice-Provost Academic Programs; Dean and senior administration, Faculty of Law; Deans and representatives of cognate university faculties and units; junior and senior faculty members; administrative staff; undergraduate and graduate students; and alumni.

## **FINDINGS AND RECOMMENDATIONS - OVERALL ASSESSMENT AND SPECIFIC ISSUES IDENTIFIED IN REVIEW REPORT**

The Faculty of Law is an outstanding law school. In the research excellence of its faculty members, and the academic excellence of its students, it is preeminent among Canadian law schools and is one of the best law schools in the world. The reviewers were highly impressed by the wealth of activity that goes on in the Faculty, as well as interdisciplinary work in legal studies across the University. Since the last external review, the Law School has become more interdisciplinary, more active in *pro bono* and clinical work and executive education, increasingly ambitious in recruitment of faculty members, and more responsive to the creative energy of its students.

### **1. Undergraduate Program**

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

- The JD is an excellent programme
- Admission standards are the highest in Canada, and comparable to some of the top-ten law schools in the U.S.
- The growth of the program in recent years is well justified both by the strength of the applicants and the teaching resources committed to the program.
- The faculty who teach in the JD program are outstanding.
- The program is enhanced not only by clinics and moots, but also by the role of centres, a substantial exchange programme, and a valuable *pro bono* programme; as a result, the JD “is a remarkable land of opportunity for outstanding law students.”
- The reformed first-year JD program provides a deeply sound, appropriately demanding core educational experience
- In the upper years, students have an incredible wealth of choice, with over 150 elective subjects.
- There is a very wide-ranging offering of interdisciplinary courses.
- “The whole University is to be congratulated” on the extensive range of joint degree programs.
- The commitment to high intellectual standards is evident in all the courses, including those taught by adjuncts.
- Students are engaged in a wide range of activities outside the university, such as robust clinical programs, like the Downtown Legal Services program, human rights internships, and outreach to high schools.

#### **The reviewers made the following recommendations:**

- Given the wide range of material covered in the LPPE course, the reviewers recommended that steps be taken to ensure that all students receive a relatively consistent introduction to the important topics in the course and that they are all learning the fundamental principles of the civil litigation process.

### **2. Graduate Programs**

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

- The LLM provides a rigorous education, and attracts excellent students from all over the world.
- The students share a sense of community.
- The SJD involves a commendable program of research training and support for the candidates. Its excellence depends chiefly on the role of leading professors as supervisors.
- The reviewers were impressed by the rigour of the planning for the new executive Global Professional LLM program.

#### **The reviewers made the following recommendations:**

- The reviewers endorsed the Law School’s plan to keep the LLM program at its current size (50-60) rather than grow – both to keep the academic standard high, and to keep the JD at the centre of the Faculty’s academic programs.
- The reviewers agreed with the inclination to keep the Doctoral program small in order to limit enrolment to really excellent students, noting the potential of the Law School to play a more influential role in training academics in the future.

- Given the high standards that the Law School has set itself, the reviewers recommended that the Faculty consider adding a dissertation component to the new GPLLM.

### **3. Faculty**

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

- The faculty's research activities remain exemplary. The historical strengths in legal theory and law and economics remain pillars of excellence, as do areas that examine various aspects of comparative law and globalization.
- Various data confirm that the Faculty produces work that informs scholarly debates across a wide range of fields.
- A shared ethos of the scholarly mission extends throughout the Faculty, and graduate students benefit greatly from such an active and diverse group of scholars.
- Faculty members are highly engaged outside the University, publishing in leading academic journals, consulting with the UN, governments, law reform groups, and NGOs, serving as members and leaders of important academic and professional organizations, leading research projects, advising important Commissions, litigating important cases, and so on.

### **4. Impact locally and nationally**

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

- The Faculty's research, public service and clinical programs have a very positive social impact locally, nationally and internationally.
- Faculty serve as members and leaders of important academic and professional organizations.
- Robust clinic programs, human rights internships and other programs help the benefits of the law school to be felt locally, nationally, and internationally.

### **5. Administrative and Other Issues**

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

- The relationships that the Faculty of Law has forged with cognate units across campus are a true source of strength.
- The Faculty's budget planning process appears deliberate and thoughtful.
- The Faculty has an appropriate and reasonably effective (though under-resourced) organizational and financial structure.
- The Faculty has developed a creative, realistic and comprehensive plan to marshal new resources to bolster the Faculty's financial base and to address long-standing and critical infrastructure constraints.

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

- Space: As noted in the previous external review, the physical facilities are "completely inadequate", and in a very real sense they have since gotten worse: some faculty members cannot apply for grants because they would not have the space to house the funded programs, and some students choose other law schools because of their facilities. Nevertheless, important steps have been taken to address the need for facility augmentation, and the reviewers were extremely impressed by the University's commitment to the Faculty.
- Fundraising to date has fallen short of what similarly prestigious institutions receive. Going forward this is the one area that can rightly be labelled "essential" to the future of the Faculty.
- The Faculty has increased the number of professional staff, yet it is still significantly under-staffed compared to similar law schools, particularly in areas serving faculty and faculty research.
- Faculty salaries at Toronto are markedly lower than those offered by peer American schools and are no longer significantly higher than the salaries at some other Canadian law schools.
- Tuition may appear high when compared to historical standards, but is quite low when compared to that charged by the elite public law schools in America.

#### **The reviewers made the following recommendations:**

- The Faculty should continue its efforts to develop specialized programs for specific groups as a potential source of revenue
- The Faculty needs to mobilize its increasingly responsive alumni to address its financial needs.

- Financial support in the next few years should focus on addressing the Faculty's long-standing infrastructure deficiencies. Completion of the proposed building project is vital to the Faculty's future.
- The Faculty must retain the ability to implement moderate tuition increases moving forward as it has over the past few years. The financial resources generated through tuition will not solve the Faculty's financial needs but any reduction in tuition flexibility would be devastating.
- The Faculty should continue and redouble its efforts on faculty recruitment and retention. It should consider whether and how to invest salary retention funds to ensure that outstanding faculty members will be recognized and to help avoid additional lateral recruitment of Toronto faculty members by other schools.

**ADMINISTRATIVE RESPONSE – Appended**



January 12, 2011

Professor Cheryl Regehr  
Vice-Provost, Academic Programs  
Office of the Vice-President & Provost  
University of Toronto

\*\*Via e-mail\*\*

Dear Professor Regehr:

Re: Administrative Response to the Faculty of Law External Review Report

This fall, the Faculty of Law underwent an External Review conducted by the distinguished international External Review Team of Mary Anne Bobinski, Dean, University of British Columbia Faculty of Law; Timothy Endicott, Dean of the Faculty of Law, Oxford University; and Robert K. Rasmussen, Dean, University of Southern California Gould School of Law.

We are most grateful to the External Review Team for undertaking the review, as well as for their very positive Report on the Faculty. The Report praises, amongst other items, the Faculty's outstanding faculty research excellence, its student academic excellence, and the wealth of diverse student and faculty activities at the Faculty. It also applauds the ties that the Faculty has built with government, other cognate disciplines, professional organizations and student groups. The Report, notably, also states that the Faculty is recognized as "preeminent among Canadian law school and one of the best law schools in the world."

In its Report, the External Review Team raised two issues about which it requested additional information, and I would like to take this opportunity to respond to those issues below.

1. Describe the distinctive nature of the GPLLM and differentiate its goals and hence curriculum from the LLM

The proposed Global Professional Master of Laws (GPLLM) program is a distinctive new graduate program at the Faculty of Law, and is quite unique across North America in terms of its synthesis of scholarly and professional objectives. The objective is to provide lawyers, business-people, and government professionals with an opportunity to develop knowledge and interpretive/ analytical skills relevant to their professional lives by providing a rich and challenging academic program. To meet the challenges of global

business law today, professionals must understand the underlying social, political and economic forces that are shaping the emergence of new legal and professional realities; only then can creative and imaginative solutions to problems be found. The GPLLM program will train students at a graduate level for these unique forces emerging from a global business and legal environment.

The GPLLM program is different from the existing LLM program offered by UofT in a few key ways. First, most existing LLM programs in Canada – including the LLM offered by UofT – are research-stream programs targeted towards full-time students. In contrast, the new GPLLM program is primarily designed for practicing lawyers who have substantial experience in legal practice and other professionals who will continue in their careers in law, business and the public sector. In addition, the GPLLM program proposes to include a small number of non-lawyers in each cohort. Leaders in business, government or related areas who have significant experience in dealing with global business affairs will enhance the in-class learning experience of all the students and make this program quite unique.

In addition, the GPLLM offers a novel curriculum that focuses on recent developments in the global economy and the changing environment of legal and business practice in Canada. While the course offerings available to the research-stream LLM students are quite broad and borrow directly from the existing J.D. program, all the courses in the GPLLM are focused on business law and globalization. In addition, the GPLLM course content does not include a thesis requirement because, as a professional master's program, the GPLLM does not focus upon individual student research. Instead, its unique and rigorous curriculum will be in a course-based format that allows students to learn through reading, problem-solving, case-based exercises, student collaboration, and class discussions, with assessment through a series of presentations, exercises, written assignments and papers. Finally, unlike the research-stream LLM program, the delivery model of the new program is designed to accommodate the schedules of working lawyers and professionals, similar to that of an Executive MBA program. As such, all courses will be offered in the evenings or in modules on the weekends.

2. Indicate plans for securing revenue in order to address critical infrastructure issues

The Faculty has a well-developed plan for securing the necessary funding to address our infrastructure needs. As the External Reviewers noted, the Faculty has “a creative, ambitious and yet fiscally responsible plan combining renovation of existing space and new construction.”

The private fundraising campaign is well underway. We have been working closely with senior staff at DUA to develop and execute a fundraising plan. We are also working with a group of senior volunteers who are all committed to the success of the project, and have started active solicitation of our key prospects. We anticipate that we will be in a position to commence construction in the spring of 2013.



I would like to take this opportunity to again thank the External Review team for their efforts in reviewing the Faculty, and for their glowing Report. I very much look forward to my second term as Dean of the Faculty, and to continuing to build on the Faculty's many strengths outlined in the Report.

Yours sincerely,

A handwritten signature in blue ink, appearing to read 'Mayo Moran', with a long horizontal flourish extending to the right.

Mayo Moran

## REVIEW SUMMARY

<b>DIVISION/UNIT:</b>	<b>Rotman School of Management</b>
<b>DATE:</b>	October 21-22, 2010
<b>COMMISSIONING OFFICER:</b>	Provost
<b>PROGRAMS OFFERED:</b>	
<b>Undergraduate</b>	Commerce Program (with Arts and Science)
<b>Graduate:</b>	Master of Business Administration, MBA Executive MBA, Master of Finance, MF Doctor of Philosophy, PhD Master of Financial Economics, MFE (joint with the Department of Economics)
<b>EXTERNAL REVIEWERS</b>	Prof. Colin Mayer, Dean, Saïd Business School, University of Oxford Prof. Peter Todd, Dean, Desautels Faculty of Management, McGill University
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<b>PREVIOUS REVIEW DATE:</b>	2005
<b>SUMMARY FINDINGS AND RECOMMENDATIONS OF PREVIOUS REVIEW:</b>	<ul style="list-style-type: none"><li>• The School has made “astonishing progress” over the past five years: despite ambitious expansion, the quality of the students and the program has risen; there have been impressive achievements in faculty recruitment; and a dramatic rise in global rankings.</li><li>• The School will need to consolidate and build on its achievements. In particular it will have to articulate its strategic distinctiveness, including its development as a centre for “integrative thinking.”</li><li>• The School should concentrate on strategically strengthening senior faculty ranks, and realigning the goals among the faculty and student body.</li><li>• In order to realize its vision of “Integrative Thinking,” the School will need to hire at least one more senior faculty member, invest in creating a new field of research, and develop its curriculum to provide teaching opportunities in Integrative Thinking.</li><li>• The School should control its “brand quality” and be the main focal point for all of the University’s professional business education related activities.</li><li>• The School should cooperate closely with the Faculty of Arts and Science on undergraduate programming, and with the Mathematics and Economics departments, among others, at the graduate level.</li><li>• The current tri-campus structures do not recognize the distinction between academic and professional graduate programs. The reviewers suggest that, within the context of the tri-campus framework, greater autonomy is the better option.</li><li>• The School will need additional space to accommodate expansion, as well as an executive education facility.</li><li>• The reviewers recommend that the School explore the option of introducing more global focus into the curriculum.</li></ul>
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<b>DOCUMENTATION PROVIDED TO REVIEWERS:</b>	Terms of Reference Rotman School of Management Self-Study, 2010 <i>Towards 2030</i> Framework Rotman School of Management External Review Report, 2004
<b>CONSULTATION PROCESS:</b>	The reviewer met with the Vice-President and Provost; Vice-Provost Academic Programs; Dean and senior administration, Rotman School of Management; Deans of cognate university faculties; junior and senior faculty

members; administrative staff; undergraduate and graduate students; and members of the external community.

## **FINDINGS AND RECOMMENDATIONS - OVERALL ASSESSMENT AND SPECIFIC ISSUES IDENTIFIED IN REVIEW REPORT**

The reviewers conclude that the performance of the Rotman School has been remarkable. It is performing exceptionally well on all fronts and a great deal of the credit for that is given by the reviewers to the leadership and, in particular, the Dean of the School. The School's aspiration to be among the very best business schools in the world is clearly the right one for a business school situated in an important world financial center that is also part of one of the world's great research universities. It is clear that Rotman has set its sights high, and it has shown that it can and is making significant tangible progress toward that goal. Faculty and staff are involved in and engaged with the vision, mission and goal because they see significant progress toward it. Rotman had made astounding progress in a short period. That progress reflected itself most clearly in rankings that saw the School among the top 25 in the world. Investments in human capital have paid off in terms of enhanced research performance and rankings; investments in program innovation have strengthened the curriculum; the quality of students has been well managed in the context of growing enrolments; job placement has held up better than some leading US schools during the economic downturn; and the external impact and exposure in terms of media, public policy and corporate connection have all improved.

### **1. Undergraduate Program**

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

- The blended program between Rotman and Arts and Science is a good one that should ensure the development of a well rounded future business leader.
- The broadening of the curriculum from one that was accounting-centric to one that includes more finance and general management is consistent with the development of Rotman as a leading Management School.
- Given the recent changes to the program, it is probably too soon to measure the impact but the direction of the changes seems to be well aligned with the Faculty's overall orientation to management education.

#### **The reviewers made the following recommendations:**

- Support for student services may need to be enhanced further to make the program truly competitive and expanded physical space that integrates with Rotman will be important in the long run.

### **2. Graduate Programs**

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

- Rotman has done very well to elevate its MBA to a top, arguably pre-eminent, position in Canada.
- Students speak highly of the quality education that they receive.
- In terms of course content, the programs are rigorous, well monitored, carefully organized and efficiently delivered.
- Rotman has solid admissions standards across its academic programs. The overall applicant pool compares well with Canadian schools and many very good business schools (though it is not at the level of the best programs in the world).
- Rotman has done an exceptional job of setting out in the marketplace the distinctiveness of its program through its integrative thinking approach. The novelty of these curriculum elements are a distinctive strength of the program and an important attractor for applicants.
- Rotman has had a good record of placement through the past five years.
- Rotman has put significant effort into extending the learning experience and preparation of its MBA students beyond the formal classroom activities: the school has a very active speakers and events series, a wide array of student support services, and a strong emphasis placed on building relations with foreign institutions and allowing students to go on exchanges.
- The EMBA Program is well targeted at the School's mission. It benefits from a productive interchange between a group of well informed and highly motivated individuals and faculty who are attuned with the needs of the students.
- The doctoral program has been a considerable success:

- It has attracted a very good students;
- Students are well funded;
- Average completion times of just over five years are relatively good;
- Placements have been improving with some graduates going to very highly placed programs around the world;
- The doctoral students appreciate the close engagement of faculty and the ability to approach them for advice;
- The School has clearly benefited from the strength of its doctoral program in its ability to recruit leading international faculty.

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

- The focus on integrative thinking is readily understood and appreciated by EMBA students, but It has been less easy to implement in the MBA and there are divided views about its merit in relation to this program. There are some doubts about the wisdom of relying on a small number of core courses and electives to achieve the objectives of integrated thinking. Ideally, it would permeate the entire MBA program.
- Offer rates for the MBA and EMBA are high, and GMAT scores are somewhat below those of the best schools.
- There is a problem about the alignment of student aspirations regarding careers and what can be delivered.
- There was some concern expressed by students about whether the MBA sufficiently stretched them in terms of both quantity and intellectual demands of the program.
- Survey data from the School of Graduate Studies indicates that approximately 25% of students surveyed are unsure or would not repeat their educational experience. While comparable to the overall U of T averages, this would be a point of concern for the ability of the program to grow.
- There was a feeling that English language preparation for programs could be improved.

**The reviewers made the following recommendations:**

- Ways should be sought to encourage a steadily wider adoption of integrative thinking in the MBA program.
- In expanding the MBA, it will be important to maintain the quality of admissions into the programs by expanding the applicant pool and improve yields among the very best applicants. In this regard, the focus on international students as a source of growth represents a sensible strategy.
- Service and support expectations of students in high tuition professional programs are demanding and performance on this dimension as it relates to academic advising would bear investigation.
- Faculty in a variety of areas spoke of the need to review their elective course offerings with an eye to overall structure and integration. Given the growth of the program and the dramatic changes in the composition of the professoriate, it may indeed be time for a more complete review of the program structure, particularly in terms of the elective offerings.

## **2. Research**

**The reviewers observed the following strengths:**

- There is a very strong research culture in the School that is reflected in well functioning academic areas that, in some subjects, such as strategy, are probably the leaders in the world.
- There is a good level of research funding available which promotes a strong research ethos.
- The integrative thinking concept has given the School a distinctive presence in the business school market. It is a very popular initiative from the perspective of the external supporters and funders of the School.
- The School appears to have critical mass in all key areas where it pursues research.
- External rankings such as the FT place the School in the top 25 worldwide in terms of research and some areas are near or in the top 10.
- This performance is echoed in growth and increased success rates at SSHRC.
- The faculty has done a good job pushing its research content into main stream media.
- The quality of the research activity seems to be rooted in good hiring practices and a strong program of faculty support and development.
- The centers are well integrated into the life of the School.

### **3. Faculty**

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

- The reviewers were particularly struck by the success of the School in recruiting and retaining outstanding faculty. It has been competitive in attracting talent from top business schools around the world.

### **4. Administrative Issues**

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

- The administration of the School is excellent. There is strong support of the programs, of external relations, of careers and alumni.
- There is a well functioning and highly successful development office and a significant fund raising campaign that is well underway.
- There is a considerable measure of support and respect for the progress of Rotman and what it is seeking to achieve amongst the UTM and UTSC campuses.
- The School plays an extremely important and increasing role in the local community. It is clearly held in the highest repute and has helped to provide a link between Toronto and the University. The range of activities that is organized in the School is extremely impressive, and the Dean has done a tremendous job of building the School's image in the wider business community.
- There is a great deal of evidence of the impact of the School's work on Canadian business and policy making. The work of the centers on corporate governance and competitiveness is widely cited and highly influential. The success of the Canadian economy in this regard may, in no small measure, be due to the work that the Rotman School has done on these subjects.
- The School has made good progress in expanding its resource base and operating revenue over the past five years.

#### **The reviewers made the following recommendations:**

- The reviewers recommend a greater degree of communication between the different campuses and more inclusion of the UTM and UTSC campuses in some of the key issues. More integration, with more Rotman control over hiring, tenure and the like, could also provide an opportunity for Rotman to expand its resource base in selected areas.
- Apart from the Commerce program, there is little evidence of substantial institutional engagement of the School with other parts of the University. This could come in the form of truly interdisciplinary programs and joint research projects across the University where links with the rest of the University could strengthen its existing portfolio of programs.
- While the reviewers found a very capable and competent administrative team, it may need to be expanded to compete with the very best business programs in the world.

### **ADMINISTRATIVE RESPONSE - appended**

## **FINDINGS AND RECOMMENDATIONS - OVERALL ASSESSMENT AND SPECIFIC ISSUES IDENTIFIED IN REVIEW REPORT**

The reviewers conclude that the performance of the Rotman School has been remarkable. It is performing exceptionally well on all fronts and a great deal of the credit for that is given by the reviewers to the leadership and, in particular, the Dean of the School. The School's aspiration to be among the very best business schools in the world is clearly the right one for a business school situated in an important world financial center that is also part of one of the world's great research universities. It is clear that Rotman has set its sights high, and it has shown that it can and is making significant tangible progress toward that goal. Faculty and staff are involved in and engaged with the vision, mission and goal because they see significant progress toward it. Rotman had made astounding progress in a short period. That progress reflected itself most clearly in rankings that saw the School among the top 25 in the world. Investments in human capital have paid off in terms of enhanced research performance and rankings; investments in program innovation have strengthened the curriculum; the quality of students has been well managed in the context of growing enrolments; job placement has held up better than some leading US schools during the economic downturn; and the external impact and exposure in terms of media, public policy and corporate connection have all improved.

### **1. Undergraduate Program**

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- The blended program between Rotman and Arts and Science is a good one that should ensure the development of a well rounded future business leader.
- The broadening of the curriculum from one that was accounting-centric to one that includes more finance and general management is consistent with the development of Rotman as a leading Management School.
- Given the recent changes to the program, it is probably too soon to measure the impact but the direction of the changes seems to be well aligned with the Faculty's overall orientation to management education.

#### **The reviewers made the following recommendations:**

- Support for student services may need to be enhanced further to make the program truly competitive and expanded physical space that integrates with Rotman will be important in the long run.

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- Rotman has done an exceptional job of setting out in the marketplace the distinctiveness of its program through its integrative thinking approach. The novelty of these curriculum elements are a distinctive strength of the program and an important attractor for applicants.
- Rotman has had a good record of placement through the past five years.
- Rotman has put significant effort into extending the learning experience and preparation of its MBA students beyond the formal classroom activities: the school has a very active speakers and events series, a wide array of student support services, and a strong emphasis placed on building relations with foreign institutions and allowing students to go on exchanges.
- The EMBA Program is well targeted at the School's mission. It benefits from a productive interchange between a group of well informed and highly motivated individuals and faculty who are attuned with the needs of the students.
- The doctoral program has been a considerable success:
  - It has attracted a very good students;
  - Students are well funded;

- Average completion times of just over five years are relatively good;
- Placements have been improving with some graduates going to very highly placed programs around the world;
- The doctoral students appreciate the close engagement of faculty and the ability to approach them for advice;
- The School has clearly benefited from the strength of its doctoral program in its ability to recruit leading international faculty.

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

- The focus on integrative thinking is readily understood and appreciated by EMBA students, but It has been less easy to implement in the MBA and there are divided views about its merit in relation to this program. There are some doubts about the wisdom of relying on a small number of core courses and electives to achieve the objectives of integrated thinking. Ideally, it would permeate the entire MBA program.
- Offer rates for the MBA and EMBA are high, and GMAT scores are somewhat below those of the best schools.
- There is a problem about the alignment of student aspirations regarding careers and what can be delivered.
- There was some concern expressed by students about whether the MBA sufficiently stretched them in terms of both quantity and intellectual demands of the program.
- Survey data from the School of Graduate Studies indicates that approximately 25% of students surveyed are unsure or would not repeat their educational experience. While comparable to the overall U of T averages, this would be a point of concern for the ability of the program to grow.
- There was a feeling that English language preparation for programs could be improved.

**The reviewers made the following recommendations:**

- Ways should be sought to encourage a steadily wider adoption of integrative thinking in the MBA program.
- In expanding the MBA, it will be important to maintain the quality of admissions into the programs by expanding the applicant pool and improve yields among the very best applicants. In this regard, the focus on international students as a source of growth represents a sensible strategy.
- Service and support expectations of students in high tuition professional programs are demanding and performance on this dimension as it relates to academic advising would bear investigation.
- Faculty in a variety of areas spoke of the need to review their elective course offerings with an eye to overall structure and integration. Given the growth of the program and the dramatic changes in the composition of the professoriate, it may indeed be time for a more complete review of the program structure, particularly in terms of the elective offerings.

## **2. Research**

**The reviewers observed the following strengths:**

- There is a very strong research culture in the School that is reflected in well functioning academic areas that, in some subjects, such as strategy, are probably the leaders in the world.
- There is a good level of research funding available which promotes a strong research ethos.
- The integrative thinking concept has given the School a distinctive presence in the business school market. It is a very popular initiative from the perspective of the external supporters and funders of the School.
- The School appears to have critical mass in all key areas where it pursues research.
- External rankings such as the FT place the School in the top 25 worldwide in terms of research and some areas are near or in the top 10.
- This performance is echoed in growth and increased success rates at SSHRC.
- The faculty has done a good job pushing its research content into main stream media.
- The quality of the research activity seems to be rooted in good hiring practices and a strong program of faculty support and development.
- The centers are well integrated into the life of the School.

## **3. Faculty**

**The reviewers observed the following strengths:**

- The reviewers were particularly struck by the success of the School in recruiting and retaining outstanding faculty. It has been competitive in attracting talent from top business schools around the world.

**4. Administrative Issues**

**The reviewers observed the following strengths:**

- The administration of the School is excellent. There is strong support of the programs, of external relations, of careers and alumni.
- There is a well functioning and highly successful development office and a significant fund raising campaign that is well underway.
- There is a considerable measure of support and respect for the progress of Rotman and what it is seeking to achieve amongst the UTM and UTSC campuses.
- The School plays an extremely important and increasing role in the local community. It is clearly held in the highest repute and has helped to provide a link between Toronto and the University. The range of activities that is organized in the School is extremely impressive, and the Dean has done a tremendous job of building the School's image in the wider business community.
- There is a great deal of evidence of the impact of the School's work on Canadian business and policy making. The work of the centers on corporate governance and competitiveness is widely cited and highly influential. The success of the Canadian economy in this regard may, in no small measure, be due to the work that the Rotman School has done on these subjects.
- The School has made good progress in expanding its resource base and operating revenue over the past five years.

**The reviewers made the following recommendations:**

- The reviewers recommend a greater degree of communication between the different campuses and more inclusion of the UTM and UTSC campuses in some of the key issues. More integration, with more Rotman control over hiring, tenure and the like, could also provide an opportunity for Rotman to expand its resource base in selected areas.
- Apart from the Commerce program, there is little evidence of substantial institutional engagement of the School with other parts of the University. This could come in the form of truly interdisciplinary programs and joint research projects across the University where links with the rest of the University could strengthen its existing portfolio of programs.
- While the reviewers found a very capable and competent administrative team, it may need to be expanded to compete with the very best business programs in the world.

**ADMINISTRATIVE RESPONSE - appended**



**Rotman School of Management**  
Administrative Response to External Review  
January 2011

The Rotman School is gratified by the positive assessment contained in the review. The reviewers acknowledge the continued progress the School has made towards its ambitious long-run goal of being recognized as one of the world's leading business schools. They characterize the School's performance as "remarkable" and note that it is "... performing exceptionally well on all fronts". The School is being complimented on the quality of its faculty, the strength and international visibility of its research, and the breadth and quality of its degree and non-degree programs. The review endorses the School's strategic vision, and we feel encouraged to continue our pursuit of that vision in the coming years.

In their detailed assessment, the reviewers have focused on the Rotman School's flagship MBA programs, and the report elaborates in detail on concerns and recommendation in four areas, mostly related to the MBA programs. Our responses to these concerns are summarized below; each section is preceded (*in italics*) by a relevant excerpt from the University's request for an administrative response.

**Expansion of Programs**

*The School is committed to increasing enrolment in the MBA over the next few years as a key element in its long-term strategy. Although the quality of the students currently in the program is "good" it is in the view of the reviewers not "consistent with top tier programs admissions." The reviewers indicate that in expanding the MBA program, emphasis should be placed on developing strategies to strengthen the applicant pool and improving yields amongst the very best applicants.*

The reviewers are quite correct to point out that the Rotman School's expansion plans are ambitious and that they have to be conditional on a continued improvement of our MBA applicant pool. We have made great progress over the past decade - in which we have gone from being a second or third choice among Canadian business schools for Canadian applicants - to being the clear #1 choice in the nation, and from having a handful of international students per year (under 10 in 1998-99) to over 100 per year. But two challenges remain: we have to continue to improve our share of the pool of top Canadian students and reach into other international applicant pools.

The most important challenge is to become more attractive to potential American applicants. We are now beginning to attract outstanding American students, but we need more. We obviously do well in attracting Asian students; in fact, we do among the best in all of North America at attracting Indian students. Overall, our current incoming class includes students from more than 40 countries. But the intention is to do more. We would like to expand the number of Latin American and Middle Eastern students as we grow. In order to make this happen, we will be increasing our investment in admissions and recruiting personnel and budget.

Of equal importance, in particular for a professional school, is a similarly strong national and international placement record for our graduates. In that regard, we believe that we have to invest much more substantially in our placement capacity. We believe that a ramp up of investment is necessary to expand our international placement reach and to ensure that we encourage the leading Canadian companies to think in more global terms in the way they hire and compensate MBAs.

### **Integrative Thinking**

*The reviewers identify the School's commitment to integrative thinking as a critical element in differentiating Rotman from its competitors. This approach has been well implemented within the EMBA program, however, the reviewers emphasize that work remains to be done in integrating and institutionalizing this approach across the MBA curriculum and throughout the school. Further, they suggest that the division of the School into traditional academic disciplines raises challenges for integration across disciplines.*

The reviewers are correct that work still needs to be done to integrate and institutionalize the Integrative Thinking approach across the MBA program and throughout the school. This continues to be a work in progress and we are continuing to invest and enhance to role of Integrative Thinking at Rotman.

Its status is the following.

- 1) We have worked hard to make our core 1<sup>st</sup> year module "Foundations of Integrative Thinking" a success and believe we have accomplished that with the fall 2010 offering. It was highly ranked by students this year and it is a unique course that differentiates our first year required curriculum.
- 2) We continue to develop the other bookend for the 1<sup>st</sup> year, the "Integrative Thinking Practicum". It is not yet fully satisfactory, but we hope that another redesign this year will result in a successful offering in the spring of 2011.
- 3) We have a very successful array of 2<sup>nd</sup> year elective courses in Integrative Thinking, including some of the highest rated courses in 2<sup>nd</sup> year. Interested students can major in Integrative Thinking in the second year.
- 4) We have developed a network of researchers within the Rotman School as well as in other departments of the University of Toronto (and outside the University) who are funded by research grants by the Desautels Centre for Integrative Thinking (DCIT). There is currently a diverse range of projects funded by DCIT grants, involving more than a dozen researchers.

In terms of institutionalizing Integrative Thinking throughout the School, our view is that given academic traditions, realism must be maintained. It is unlikely that – at Rotman or any other business school in the world - there will be one unified view of business research and education that is shared by all of its faculty members. So, there will continue to be Rotman professors who are indifferent to (or even opposed to) Integrative Thinking and nothing can or should be done

about that. There is no desire to create Integrative Thinking hegemony at the Rotman School. We are quite comfortable that as increasing numbers of our scholars choose to expose themselves to the research and pedagogy of Integrative Thinking, they are coming to find it to be a valuable aspect of business school intellectual property. The work of providing opportunities for the professors needs to continue, and we are committed to doing that.

The reviewers also comment that “the division of the School into traditional academic disciplines raises challenges for integration across disciplines”. In fact, that is indeed a challenge for all business schools. Business school scholarship is inherently multi-disciplinary in that it draws on a wide range of constituent discipline bases. Yet, more importantly, we do not see that as a challenge to the notion of Integrative Thinking. In fact, “integration across disciplines” is not the focus of the Integrative Thinking agenda. Integrative Thinking teaches students the discipline of dealing productively with clashing models – instead of feeling as though they have no choice but to choose one model or the other, they learn the skills and techniques for forging a better model. Such model clashes can be between traditional business academic disciplines or within a single discipline or within the mind of a single individual. Other schools that have taken ‘Integrative Thinking’ to mean that the traditional academic disciplines must be torn down, melded together, or de-emphasized are – in our view – pursuing the wrong notion and avoiding the deeper integration based on the critical analysis of mental processes that is at the innovative core of the Rotman School’s curriculum.

Obviously, the transition of our curriculum remains a work-in-progress. We remain struck and compelled by the comment of reviewer Michael Jensen during the 2005 review. One of the world’s finest finance professors and an MBA curriculum innovator at the Simon School at Rochester University, Jensen cautioned us to have patience. By his estimate, what we are working toward at the Rotman School should take 15-20 years to accomplish. It looks to us as though Jensen is just about right: we are 3-7 years from fully realizing our Integrative Thinking goals.

### **The MBA Program**

*The reviewers characterize the MBA as a “very strong management program.” However, they emphasize the importance of developing and implementing a comprehensive strategy to advance the MBA to be amongst the top 20 business programs worldwide. The reviewers noted student concerns about the some elements of the curriculum. In particular they noted student concerns with respect to careers following completion of the program.*

These observations touch on two issues: first, the need for continued improvements in our programmatic offerings and our student services, and, second, the extent to which these improvements – together with the School’s overall scholarly reputation – are reflected in international rankings of MBA programs (or business schools). We have already addressed issues of program quality and student experience above, but it is important to re-emphasize our earlier assessment. We have indeed been following a comprehensive and well-researched strategy for the past twelve years and will continue to follow it. A bit of perspective is in order.

In 1998, we started our transformation as a school that trailed its local competition by a wide margin, had zero research visibility and was of inconsequential size. We have managed to trump the local competition, become a top-15 School in terms of research and have grown to a consequential size. All of that took hard work and effort and we take pride in our academic accomplishments to date. Even if international rankings of business schools were entirely based on criteria of academic quality – more on that below – it would be surprising if that growth in recognition would be anything but gradual. Reputation is a lagging indicator of actual performance, and it is more than gratifying to see that on a range of academic dimensions the scholarly quality is seen to be on par with the best schools in the world.

Yet it is also quite clear that the pursuit of that long-run strategy is financially challenging in our environment: specifically, if we had anything close to the resources per student of any of the top 20 business programs worldwide, the recognition of our advances would be much more straightforward. In addition, Canadian schools face another huge challenge because of their location in this economy. Canadian executive and professional salaries are dramatically below those of the US and other international homes of the leading business schools such as London, Paris, Hong Kong and even Shanghai – and salaries of graduates is a large component of the rankings. Our students by and large want to stay in Toronto – which is terrific for the Ontario economy – but that means salaries that are considerably lower than international salaries. If we can address this, we can reduce the Canadian discount that currently hampers our rating.

To make those concerns more explicit, it is interesting to compare Rotman to one of the reviewer's own schools, Oxford's Said School, which ranks a sterling 16<sup>th</sup> on the Financial Times (FT) global list, the most influential and respected global ranking of business schools. In the FT ranking, 40% of the ranking is based on graduate salaries. The remaining 60% is distributed across 18 categories that encompass items such as the career progress of graduates, the percentage of the class fully-employed within three months of graduation, female and international faculty and students, PhD program quality and research quality. Across those 18 categories, the Rotman School ranks a weighted two positions below 16<sup>th</sup> ranked Said. So essentially other than the salaries of our graduates, we are in pretty much of a dead heat with the Said School, a bone fide Top 20 School.

On salary, however, the disparity is huge with Said reporting a weighted salary of US\$136,467 three years after graduation and Rotman US\$96,436. One could argue that this is prima facie evidence that Said is simply a better school than Rotman, so its students do better. But another interpretation would be that Oxford is conveniently located near London, and in particular the City of London, and thanks to the high salaries in that market, its graduates do particularly well.

A way to test whether it is because Oxford/Said is outstanding or the London location is highly-remunerative would be to look at the salary figures for the London-proximate schools in the FT Rankings versus the Toronto-proximate schools. There are six schools either in London proper (LBS, Imperial and Cass) or within an hour's drive (Oxford, Cambridge and Cranfield). The average salary of the graduates of these schools is \$129,887 (or \$128,571 for the other five schools). So by and large, Said has high salaries more because it is a London-area school than because it is Said. Said's average salary is a mere 6% higher than the five other schools. (It should be noted that the ten UK schools in far-flung locales such as Glasgow, Edinburgh,

Lancaster or Bath don't benefit nearly as much from the London salary halo, averaging a much lower \$102,248.)

There are three Toronto-proximate schools in the FT Rankings – Rotman, Schulich and Ivey. Ivey wouldn't necessarily be considered proximate in a European context but it has always related closely to Toronto and has a campus presence in downtown Toronto. The average salary for the three Toronto schools is \$94,941 (or \$94,193 for the other two) meaning that Rotman is 2% over the average of the other Toronto-proximate schools.

So it can be argued that on salaries, Rotman does about as well relative to its city location as Oxford does relative to its location – Said outperforms its peers by 6%, Rotman does by 2%; again a rounding error. In fact, Rotman is barely behind 16<sup>th</sup> ranked Said across the vast majority of the dimensions of a great business school and has a considerably lower global ranking solely because of the low Canadian salaries. The salary challenge should not be underestimated. Six Canadian schools rank in the FT Top 100. On the important variable of weighted salary, four of the six rank 97<sup>th</sup> through 100<sup>th</sup> on salary (Schulich, Sauder, Desautels and Alberta, respectively) with an average salary of a mere \$82,969.

So, while the reviewers lament that the Rotman School is not at the present time ranked in the FT top 20, we maintain that these rankings are not reflective of the School's scholarly standing, but heavily influenced by the Canadian salary structure. Even more important, however, is that the ratings, while a highly visible marker for the external community, are not our touchstone. Ratings objectives have never influenced strategic decisions in support of our academic mission, and they never will. Our goal is to produce a business school that is Canada's contribution to business education - to have Rotman recognized as a business school that contributes meaningfully to intellectual property in business education globally and is recognized around the world as one of the finest business schools on the planet. Our goal in addition is to contribute meaningfully to the competitiveness and prosperity of Ontario and Canada. While there will be a correlation between those goals and our rankings, the correlation will always be less than perfect.

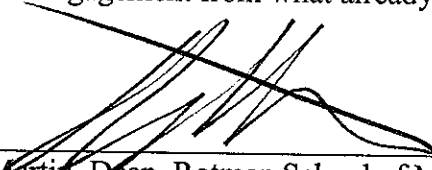
### **Relationships between the Rotman School and other UofT divisions**

*While the reviewers identified relationships between Rotman and others through joint programs (such as the JD/MBA) and the Commerce program, they note that there is little evidence of substantial institutional engagement with other parts of the University. The reviewers suggest consideration of links where they would strengthen the existing portfolio of programs and research.*

On this front, we think that the review team simply wasn't around long enough and didn't pursue this line of questioning deep enough to appreciate completely the full depth of our relations with other divisions at the University. We have extensive institutional engagement with the rest of the University and do not at the present time see a need to deepen, broaden or strengthen it beyond what is currently in place or in development.

To be more specific, the Rotman Commerce joint-venture with the Faculty of Arts & Sciences is one of the largest degree programs at UofT and it involves extensive collaboration with A&S. In addition we have joint programs with the Faculties of Law (JD/MBA) and Engineering (Skoll), the Munk School for Global Studies, Woodsworth College, and the Departments of Economics, Mathematics and Statistics. In addition, we will soon have additional joint programs with Pharmacy, Medicine and Engineering (at the undergraduate level). The Rotman School supplies the Director to the School for Public Policy and its faculty teaches in the School's program, as well as in other public policy programs at the Munk School. Rotman faculty members are cross-appointed to - and engaged in research projects in - the Departments of Economics, Psychology, Sociology, and Law, as well as the Faculties of Medicine and Engineering, the Munk School, and the Centres for Industrial Relations, Ethics, and the Environment. In addition, the Rotman School provides the graduate home for faculty members in the Departments of Management at UTM and UTSC.

We are open to some comparative data that would suggest that a higher level of engagement would be warranted. Absent any further evidence, we would be disinclined to ramp up inter-divisional engagement from what already feels to be a very high level.

  
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Roger Martin, Dean, Rotman School of Management, University of Toronto

January 21, 2011

Dated

## REVIEW SUMMARY

<b>DIVISION/UNIT:</b>	<b>Faculty of Medicine</b>
<b>DATE:</b>	October 20-22, 2010
<b>COMMISSIONING OFFICER:</b>	Provost
<b>PROGRAMS OFFERED:</b>	
<b>Undergraduate</b>	Doctor of Medicine, MD
<b>Graduate:</b>	n/a (reviewed with departments)
<b>EXTERNAL REVIEWERS</b>	Prof. Alastair Buchan, Head, Medical Sciences Division, Oxford University Prof. Richard Levin, Dean, Faculty of Medicine, McGill University Prof. Joseph Martin, Dean Emeritus, Harvard Medical School

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**PREVIOUS REVIEW DATE:** 2005

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

The reviewers concluded in 2005 that the previous six years had been a period of remarkable success for the Faculty of Medicine. They described it as an impressive organization characterized by phenomenal growth, outstanding quality and high morale amongst student, staff and faculty. They emphasized the cohesion and collaboration between the university and the hospitals in support of all mission areas.

**Education:**

- Students commented on the friendly and supportive environment.
- The programs are of high quality and students are pleased with them.

MD program

- The high cost of tuition was felt to have negative effect on the quality of student life. However 30% of all tuition increases have been returned to the Faculty and are used to provide help to students in need.

Graduate program

- Those who worked at hospital sites felt there was limited opportunity to gain teaching experience and that they missed out on the atmosphere of a University department.
- Graduate students who are doing translational research would like to know more about medicine.

Residency program

- Some residents felt pushed to do a research year when their objective was to complete the program and enter practice.

**Research:**

- By objective measures of publications and research dollars, the Faculty is among the top three to four universities in North America.

**Relationship with cognate academic departments and units at the University:**

Relationships are good and there are extensive collaborations with other universities.

**Relationship with hospital and community health sectors:**

- The relationship with these sectors is extremely good and probably better than it ever has been. The 9 teaching hospital CEOs indicated what a key role the Dean plays in this relationship and observed that combining the roles of Vice Provost and Dean has been very effective.
- A key challenge for the next Dean is implementation of the Alternative Funding Plan. Both the Chairs and the CEOs agree that the major role of the AFP is to compensate for teaching and research (that are otherwise

**The appropriateness and effectiveness of the Faculty’s organizational and financial structure:**

- All agreed that the next dean would have to make fund raising a major initiative.

**Long-range planning and consistency with the University’s academic plan:**

- Recruitment was consistently noted as a challenge.

**Assessment of the Faculty and Programs relative to the best of their kind offered in Canada/North America and internationally:**

- The Faculty is perhaps the dominant force in Canadian medicine and compares very favorably to the top echelon of USA medical schools. However, it faces a number of challenges in staking out this reputation in the North American arena:
    1. The dominance of private US institutions such as Yale, Harvard, Stanford, Johns Hopkins, etc.
    2. The primary reliance on NIH dollars obtained to rank US medical schools
    3. The limited movement of distinguished faculty between U of T and US schools which is very common between US schools.
    4. The reliance on the AAMC by US medical schools as a forum for communication, data and benchmarking, development of policy and continuing education.
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## **CURRENT REVIEW**

**DOCUMENTATION PROVIDED TO REVIEWERS:**

Terms of Reference  
Faculty of Medicine Self-Study, 2010  
*Towards 2030* Framework  
Faculty of Medicine External Review Report, 2005

**CONSULTATION PROCESS:**

The reviewers met with the Vice-President and Provost; Vice-Provost, Academic Programs; Dean and senior administration of the Faculty of Medicine; Deans of cognate University faculties; leaders of associated Research institutes; Hospital CEOs; junior and senior faculty; administrative staff; undergraduate and graduate students; and members of the external community.

## **FINDINGS AND RECOMMENDATIONS - OVERALL ASSESSMENT AND SPECIFIC ISSUES IDENTIFIED IN REVIEW REPORT**

The reviewers stated explicitly in their report that they did not respond specifically to the questions posed in the terms of reference.

The reviewers framed their review by summarizing that they were very impressed with the Faculty of Medicine and its Dean. They concluded that it is one of the preeminent Faculties of Medicine and one of North America’s and indeed the world’s largest and most prestigious Academic Health Science Centres.

### **1. Undergraduate Program (MD)**

**The reviewers observed the following strengths:**

- They concurred with other independent external assessments that the MD program ranks amongst the highest in the world.
- The reviewers were particularly impressed by:



- the Academies which have evolved in the major teaching hospitals in support of the medical students clerkships. In particular, the opportunity these Academies provide to create an intimacy for the clinical experience that should enhance fundraising from Alumni.
- the extent of the clinical educational offerings, and the excellence of their outcomes;
- the focus on meeting external requirements of accrediting bodies and at the same time constructing genuine Toronto curricula;
- Despite an approximately 30% increase in class size over nine years, the quality of the education has remained very high.
- The opportunity students have to become involved in the Faculty's high profile research.
- A well-developed and well-staffed Wilson Centre for Research in Medical Education with an international reputation for research in medical education and application of its findings to the pedagogy in the educational program for the MD degree.
- Excellent faculty development

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

- Lack of awareness of the excellence of the University as a global resource, in part due to fuzzy branding of the many components of the U of T academic medical centre and in part due to a failure to engage with the global community.
- Some of the Extra-departmental Units (EDUs), even those focused on educational mandates, are housed at individual hospitals where they are less than fully accessible by the Faculty and those constituencies embedded in other hospitals.

**The reviewers made the following recommendations:**

- That the Dean continue to engage with the global community and enhance awareness of the Faculty's strengths
- That the EDUs focused primarily on education be embedded centrally, creating a critical mass of pedagogical investigators which would support the sustainability of these EDUs, and make their work available to the entire Faculty.

## 2. Research

**The reviewers observed the following strengths:**

- Toronto ranks among the top biomedical research institutions in the world, one of the three largest producers with Harvard and Beijing.
- Attracts strong international participation (postdocs and senior academic trainees).
- Overall excellence with clear indicators for success
- Many areas of significant research strength including stem cell biology, molecular biology, proteomics and genomics, and overall capacity and excellence in imaging, make Toronto very strong on the world stage.

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

- Its research activity does not match the performance of its educational programming
- Absence of a clear, common set of research priorities / vision within the Faculty and its affiliated healthcare institutions
- Absence of a clear mechanism to establish a research strategy / research priorities and to establish the infrastructure necessary to support them.
- The hospitals are benefitting from the infrastructure in the University without necessarily putting enough back into the Faculty to make the whole of Toronto medicine sustainable at the highest level in terms of recruitment, retention, and to provide the very latest and most up to date infrastructure that all partners require.
- Traditional department structure risks duplication, competition, and poaching.
- The opportunity to bring certain departments into strong collaboration with programmes in research institutes and lead to a redefinition of departments with, for example, vertical integration around cardiac, cancer, neuroscience, and developmental biology etc.
- The allocation of resources for Department Chairs is threatened by lack of research income, the almost total absence of research overheads, and the fact that the Vice Presidents of the research institutions control the allocated space.

**The reviewers made the following recommendations:**

- The University together with its affiliated healthcare institutions should reach an agreement on research priorities and a framework for development, major funding application, recruitment, and also retention is critical.
- The Research Deans should work with the Vice Presidents of Research and frame an overall strategic plan which might be granulated to specific areas such as Diabetes, Stroke, Dementia, Imaging, Brain Science, or Cancer by creating Oversight Committees for areas of strategic importance.
- The establishment of a Toronto BioBank as a clear priority.
- The resizing, reshaping, and potential redesigning of Departments to provide effective leadership for the Faculty and healthcare institutions in a contemporary way – with current departments breaking up to create multiple new departments organized around topic-specific themes.
- The creation of a new, as earned, budget model to encourage and support the new departmental structure charging real economic costs.
- Create research academies with the faculty in the research institutes and house the extra-departmental units in such an oversight structure. These structures should be strategic such as Cardiac, Cancer, Neuroscience, etc.

**3. Clinical Services****The reviewers observed the following strengths:**

- The creation of the new Academy in Mississauga, opening next year, provides a number of opportunities including: outreach to community-based MDs and allied health professions; helping to fulfil a mandate of increasing the number of Toronto graduates going into community-based practice; expanded fundraising and philanthropic support.
- There is an enormous opportunity to increase the importance of the Council of Health Sciences and build its relationship with the Toronto Academic Health Science Network (TAHSN).
- The Alternative Funding Plan (AFP) has provided clinical academics with compensation equal to those in full time practice.

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

- The reviewers were concerned about the lack of engagement with Primary Health Care and Public Health and felt that the Faculty could take a lead role given the number of academics who are attached to the Department of Family Practice. They argued that a vibrant Primary Health Care Department integrated with each of the hospitals and possibly with Primary Health Care Academies could be a way to improve access and provision in the greater Toronto area.
- The AFP has created a third element in governance (beyond the hospital and the university). As a result, the person in charge of the practice plan holds enormous control over the job plans of clinical academics. This creates a model with checks and balances but also inhibits the ability of a Department Chair to make effective clinical and basic science recruitments and for a Chief of a Clinical Service to set an overall agenda.

**The reviewers made the following recommendations:**

- They suggested that the relationship between the Council of Health Sciences and the TAHSN should be clarified.

**4. Administrative Issues****The reviewers observed the following strengths:**

- Structures and function are very strong in support of educational programs. Dean Whiteside has made considerable progress in creating a more unified network of the University and the hospitals.

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

- Little evidence of a capital plan to redevelop the medical sciences building.
- The Department Headships are less attractive because there is relatively little strategic funding for recruitment or resources for making Department Chairs co-equal leaders, and the risk is that both the Research Deans and the Department Chairs become managers of their on-campus faculty while

- Despite progress, the hospitals and the Faculty remain in a loose configuration

**The reviewers made the following recommendations:**

- The Dean and Vice Provost for Relations with Healthcare Institutions should be given a stronger role in relation to the Council of Health Sciences. Consideration should be given to creating a formal Vice President role for Health Science. This would provide the Dean the status required in relations with healthcare institutions.
- The role of Department heads should be strengthened relative to that of the leadership of Hospital Research Institutes.
- Work should continue at TAHSN on future structure and function that would benefit the entire network.
- TASHN might create a tight executive that supports specific research themes.
- A number of EDUs might evolve into Departments and support collaboration across the network.
- There needs to be improved communication and a sense of common purpose between the Faculty and the hospitals so that a single, Faculty brand becomes the dominant partner in what currently is a series of many, albeit excellent, distinct brands.
- The Faculty could focus on strengthening partnerships with other institutions while in no way diminishing the impact of the university hospitals.

**ADMINISTRATIVE RESPONSE - appended**



UNIVERSITY OF TORONTO  
FACULTY OF MEDICINE

Catharine Whiteside, MD PhD

*Dean*

*Vice Provost, Relations with Health Care Institutions*

February 11, 2010

Professor Cheryl Regehr  
Vice-Provost, Academic Programs  
University of Toronto  
Simcoe Hall, Room 225  
27 King's College Circle  
Toronto, Ontario, Canada M5S 1A1

Dear Cheryl,

Following the external review of the Faculty of Medicine I am pleased to provide you with my response to the reviewers' report.

The Faculty of Medicine is most grateful to the External Reviewers for their insightful analysis of our education and research endeavours. The leadership of our Faculty is extremely proud of the accomplishments of our outstanding faculty, students and staff. The Reviewers' comment about the standing of our MD degree program at the University of Toronto being "among the highest in the world" is indeed a very significant accolade. Concern may arise that there was a decision to not follow the terms of reference that were widely disseminated for the review. The decanal team is pleased that the detailed self-study of the Faculty was useful and provided sufficient information, particularly about our education programs, to assist the external review process.<sup>1</sup>

The External Reviewers raise important issues for the Faculty of Medicine, the University of Toronto and the leadership of our affiliated institutions. Many of these issues have been recognized and are being incrementally addressed through implementation of new directions. We recognize that more is needed. Academic medicine faces major challenges and the external review identifies opportunities that our Faculty of Medicine may seize to advance our mission and vision in collaboration with the affiliated hospitals/research institutes. Integration across disciplines and institutions, innovation in applying new knowledge, and measuring impact must emerge as key priorities within our new thinking and alliances. The leadership of the Faculty is now engaged in a comprehensive strategic planning process that is underway and will be completed by September 2011. We will

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<sup>1</sup> A copy of the Self Study is available on the Faculty's website at:

[http://www.facmed.utoronto.ca/about/dean/Faculty\\_Review\\_2010/Self\\_Study\\_and\\_Appendices.htm](http://www.facmed.utoronto.ca/about/dean/Faculty_Review_2010/Self_Study_and_Appendices.htm)

build on the many foci of excellence in the Faculty of Medicine and engage our affiliated partners to invest more effectively together to achieve clearly articulated goals for improving health and the economy - the metrics for return on investment.

You have requested our administrative response to the external review report and the projected timeline for implementing recommendations. Specifically, you asked for comments on the issues raised by the reviewers about **research strategy, clinical services, organizational structure** and **medical education**. Accordingly, our response is organized under these topics and, in addition, provides further response to other recommendations in the report. The report was circulated to the members of the Dean's Executive, the Department Chairs and senior leadership of the undergraduate and postgraduate medical education programs for their comments that are incorporated in this response.

### ***Research Strategy***

We find it curious that the reviewers identify the Faculty of Medicine as one of the top three academic networks in health research — with Harvard and Beijing (Universities) — while at the same time identifying the lack of an integrated research strategy across TAHSN as a potential threat. The Faculty and TAHSN CEOs agree with the need for integrated planning and we are already engaged in addressing many of the reviewers' recommendations. Articulating a clearly formulated research strategy is the highest priority of a Faculty-TAHSN wide planning process that is being launched under the leadership of our new Vice Dean Research and International Relations, Professor Alison Buchan (who joined the Faculty in January 2011). Professor Buchan is working closely with the Vice Presidents Research at our fully-affiliated hospitals. The convergence of the recommendations of the External Reviewers and the TAHSN Hospital CEOs will enable the Faculty of Medicine to facilitate alignment of major research goals among the University and our affiliated partners. The strategic planning process will also involve all the Health Science Faculties at UofT and the Faculties of Applied Science & Engineering and Arts & Science. The Faculty of Medicine and TAHSN partners recognize that opportunities abound to enhance and publicize current inter-disciplinary innovations and discoveries, demonstrating the partnership's impact on local, national and international economic and community health.

The Faculty of Medicine is composed of Departments and Centres/Institutes whose faculty members engage in research in a collaborative matrix of programs. These programs are increasingly inter-disciplinary and inter-professional; connected across TAHSN and into our community partner sites. The research capacity of our faculty depends on both core and individual institutional infrastructure and operational support. Considering the complex distribution of faculty and resources the External Reviewers recommend re-organization of our departmental and budget structure. The reviewers have identified a challenge facing Chairs of Departments whose faculty are located primarily in the TAHSN hospitals/research institutes where the Vice Presidents Research oversee the provision of local research infrastructure and resources. While this can be seen as a challenge it is also a strength of TAHSN that facilitates true translational "bench to bedside" research. Led by our outstanding Department Chairs, we have established our record of achievements with international recognition. Examples of innovative, inter-faculty, inter-departmental TAHSN

based initiatives include the Stem Cell Network, the Institute for Biomaterials & Biomedical Engineering and the Donnelly Centre for Cellular & Biomolecular Research. It is not the intent of the Faculty of Medicine to disassemble University Departments. It is expected that all Departments will carefully examine the priority research goals of the affiliated hospitals/research institutes and plan strategically to build working relationships with the hospital Vice Presidents Research and other Department Chairs.

The Faculty/TAHSN members have had success at working together to co-invest in research, e.g., Canada Foundation for Innovation projects. The funding has been utilized to develop and expand infrastructure platforms including: genomics/proteomics, stem cell biology, pharmacogenomics, and health informatics. The platforms intersect with, and apply to, discovery and applied research in multiple organ- and disease- focused areas. The Faculty of Medicine aspires to empower its leadership (Department Chairs, Vice Chairs, Directors) to collaborate effectively and to share revenues with each other and with the Hospital Vice Presidents Research for mutual advantage.

A goal of our new strategic plan will be to identify overarching areas of collaborative excellence, focused on international leadership in personalized health care. Implementation of the plan will involve sustaining and building new programs. The new research plan of the UofT McLaughlin Centre (of Molecular Medicine) requiring matched funding for pilot projects is a great example of innovative collaboration between the Faculty of Medicine and our affiliated hospitals. Successful implementation of the strategic plan requires the Faculty/TAHSN to develop common indicators that track not only quantity of research output but also its impact. Effective application of knowledge into practice to improve health will be the future measure of our success in health and biomedical research.

The External Reviewers stated concern that, during their interviews with our distributed Faculty leaders in the TAHSN group, our collective research goals and objectives could not be articulated with clarity. An enterprise as large as ours (Faculty of Medicine and ten fully affiliated hospitals and research institutes) resists encapsulation in simple statements reflecting singular goals. It is the case that every individual Department Chair, Vice President Research or Hospital CEO can communicate very clearly their own departmental or institutional strategic research goals. Just as the leadership of the Faculty of Medicine has enabled integration of MD education among our Departments and affiliated hospitals, we must now turn our attention to facilitating the emergence of the collective research vision that includes all the Health Science Faculties at the University of Toronto with our ten fully affiliated hospitals/research institutes. This will be a value-add proposition among our collaborating partners to create recognition. Collective vision about the development of common infrastructure for human subject research, bio-banking, health informatics, private sector relations and commercialization are now underway, but much more must be accomplished over the next five years.

## ***Clinical Services***

The External Reviewers recommend increased engagement of our Clinical Departments with public health and primary health care, to lead the transformation of health care that must be patient- and family-centered, focused on disease prevention and health promotion. We agree entirely with this recommendation. The distinction between the mandates of public health and primary care differ in Canada compared to the UK or USA. However, there are multiple ways in which the Dalla Lana School of Public Health (DLSPH) and the Department of Family and Community Medicine (DFCM) interdigitate. These include, but are not limited to, the shared oversight of the Community Medicine Residency program and multiple cross appointments especially that of Professor James Orbinski, a member of the DFCM, who is now the inaugural Chair in Global Health in the DLSPH.

The Faculty of Medicine has the largest University DFCM in Canada. Its contributions to innovation in education and research are accelerating with the outstanding leadership in this Department. The central importance of primary care in enabling transformation of health care cannot be over emphasized. Our affiliated hospitals increasingly recognize the value of health care teams led by primary care physicians and other health professionals to deliver patient- and family-centred care. Management of chronic complex disease is another challenge of particular importance to our fully affiliated hospital partners. The Faculty agrees that our University Clinical Departments must assume leadership and accountability for improving health care and health systems. The recent strategic plans of the Department of Medicine and the DFCM exemplify these goals that are in implementation phase working closely with the TAHSN hospital partners.

## ***Organizational Structure***

The organizational structure that has evolved between the Faculty of Medicine and our affiliated hospitals/research institutes represents an integrated matrix model. Our view is that the current University Department structure will continue to provide a robust administrative and policy framework, recognizing that some new inter-disciplinary academic units may emerge. Although the Faculty has made remarkable progress since 2005, we agree that it is fundamental to explore new models in collaboration with our TAHSN partners that bring added value, including competitive advantage, to all stakeholders. Establishing a more effective accountability framework and oversight for academic deliverables is a major priority.

The External Reviewers discussed several options for the evolution of University Departments and governance of the Faculty of Medicine in the broader context of the Health Sciences. Undoubtedly, options for some departmental structural change will arise over the next few years. Through purposeful strategic planning, some departments including Health Policy Management & Evaluation, Nutritional Science, and Pharmacology & Toxicology may emerge in the near future as inter-disciplinary units that will facilitate integrated research across affiliated hospitals/research institutes and Faculties. Major strategic directions in disciplines such as cancer, neurosciences, cardiovascular sciences, musculoskeletal sciences can evolve in our environment without disruption of University

Departments. This will require the efforts of a creative coalition among academic leaders facilitated by the Faculty of Medicine Deans, Chairs and Directors.

In the Clinical Departments, academic practice plans supported in part by hospital-based alternate practice plans, provide remuneration for our many full-time clinical faculty. The Faculty of Medicine must work cooperatively and collaboratively with all stakeholders who share responsibility for the academic mission to ensure that new models emerge as stronger entities in support of the academic careers of individual faculty members.

Finally, the Faculty agrees that improved efficacy of communication would improve the international recognition of our academic achievements. To sustain our international rank and competitiveness the impact of our health and biomedical research and education at the University of Toronto must achieve a higher profile. As a top strategic priority, we will enhance the effectiveness of our communication in collaboration with our major academic partners within TAHSN and our Health Science partners on campus. The content of our communication must include outcomes and impact of our achievements. Measuring performance is recognized as a top priority within the Faculty of Medicine and TAHSN. Internal initiatives such as the Web CV project and external initiatives that link our partners through the *Task Force on Valuing Academic Performance* are already facilitating the improvement of our interlinked key performance indicators.

### ***Medical Education***

The Faculty of Medicine is deeply engaged in integrating MD education, at both the undergraduate and postgraduate levels, across our community-affiliated sites. This is not only a requirement set out by the Ministry of Health and Long Term Care in Ontario and required to meet accreditation standards, it is in the best interest of our medical students and trainees who will emerge with knowledge and skills to practice effectively in a community setting. The establishment of the Mississauga Academy of Medicine is an unprecedented opportunity to advance primary and generalist care teaching and learning. Further, our community-affiliated hospital partners have indicated intense interest in promoting inter-professional learning for all of our health professional students. The Faculty of Medicine strongly supports the mandate for core curriculum in inter-professionalism established among the Health Sciences at the University of Toronto. This initiative now led by the Centre for Inter-Professional Education, funded in part by the Provost's Academic Incentive Fund and strongly supported by the lead TAHSN Hospitals (University Health Network and Toronto Rehab Institute), is a national leader in this field of health professions education.

The many Extra-Departmental Units (EDUs) with the Faculty of Medicine as the lead Division, have provided significant value-added to our education and continuing education professional development environment over the last five to ten years. The affiliated hospitals have made major contributions, both to revenue and infrastructure, to enable these innovative initiatives. The External Reviewers identified these important contributions but raised concern about sustainability and access. They reasonably questioned whether a more cohesive governance and collectivity would create a larger



critical mass and further integration with hospital-based units such as the Li-Ka Shing Institute at St. Michael's; the leadership of the Faculty of Medicine and TAHSN has raised similar questions. We look forward to the evolution of governance among the EDUs and our education programs that is responsive to change and opportunity. TAHSN has now launched an Education Committee co-chaired by the Associate Vice Provost Health Professions Education, Professor Sarita Verma. The membership is composed of the Vice Presidents Education from the TAHSN Hospitals and representative Education Deans from the Health Science Faculties. Optimizing and evolving the role of the EDUs and other education resources among the TAHSN partners and the Health Sciences will be central to the goals and objectives of this Committee. The Faculty of Medicine welcomes the consideration of new models of academic governance that would improve accessibility to these resources and utilization by all faculty members across our constituencies.

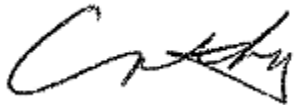
### ***Education and Internationalization***

The reviewers state that *"...Without a doubt, the leading academic medical centre in the country with strong educational programs at every level attracting international students but not necessarily providing scholarship to create the next generation of leaders in terms of MD-PhD, research scientist graduates and there is a worry that for a global centre there is less than optimal internationalization in the student body, the trainees, or for that matter, the faculty"*. This multi-faceted comment raises several issues. If the reviewers mean that we do not market our undergraduate MD program to international students, this is correct. In view of the number of Canadian students who are eligible to enter our medical school, we have not deliberately advertised our program outside of Canada. On the other hand, we attract more international postgraduate clinical fellows into our specialty programs than any other medical school in Canada. This is by far the largest program in Canada and one of the largest in the world. It is true that we do not market our doctoral graduate program internationally because we simply cannot afford to do so in the absence of provincial funding for these students. By contrast, among our provincial medical schools, our Faculty of Medicine has taken the largest number of International Medical Graduates into our postgraduate MD clinical training programs in response to the request from the Ontario Ministry of Health and Long Term Care. With respect to the MD-PhD program, the University of Toronto was the first to establish this program in Canada and despite the fact that we have the largest program among Canadian medical schools, we are expanding enrolment with the intent to double this enrolment in the next five years. Our Faculty of Medicine trains the largest number of MD-Scientists in Canada and over the past two decades has populated leadership positions in all the clinical specialties nationally. This evidence was presented in the self-study report. To address the question of diversity among our student body and faculty, we are undertaking an analysis of ethnic and cultural background beginning with our medical students. This is an important issue that requires constant surveillance.

## Summary

The Faculty of Medicine has begun a new strategic planning process to be completed in September 2011. We will build on our strengths, identify those fields of research in which we are globally competitive, and enhance our collaborations within the University and with our TAHSN partners. We will advance our leadership in research, education and clinical services. Importantly, we will work closely with the University to maximize integration of education and research, launch a new Academy in Mississauga and establish a major trajectory that accurately measures our research endeavours across our partnerships. To this end, a renewal of infrastructure and major fundraising are critical. It is the view of the Faculty of Medicine that we have achieved our *Vision* over the last decade – “international leadership in health research and education.” Our *Vision* and *Mission* will now focus more specifically on clearly articulated goals to achieve impact on improving health of individuals and populations.

Sincerely,

A handwritten signature in black ink, appearing to read 'C. Whiteside', written in a cursive style.

Catharine Whiteside, MD, PhD  
Dean, Faculty of Medicine

## REVIEW SUMMARY

<b>DIVISION/UNIT:</b>	<b>Department of Political Science, UTM</b>
<b>DATE:</b>	December 13-14, 2010
<b>COMMISSIONING OFFICER:</b>	Vice-Principal Academic and Dean, UTM
<b>PROGRAMS OFFERED:</b>	
<b>Undergraduate</b>	Economics and Political Science, BA: Specialist History and Political Science, BA: Specialist Political Science, BA: Specialist, Major
<b>Graduate:</b>	n/a
<b>EXTERNAL REVIEWERS</b>	
<b>International</b>	Professor Eric Davis Department of Political Science & Graduate Vice-Chair, Rutgers University Professor Caroline Andrew Director of the Centre on Governance, School of Political Studies, University of Ottawa

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**PREVIOUS REVIEW DATE:** 2005

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

**Undergraduate programs:**

- The Department has adapted and strengthened the curriculum in recent years.
- There are problems of availability of advanced classes, especially at the fourth-year level.
- Course evaluations tend to be done close to the last day of class when attendance is low, and results are not shared with past and prospective students.
- After hearing from some students that entry into the major and specialist programs was too non-selective, the reviewers suggested that this matter be reviewed.
- More should be done to explain the rules and procedures to students that exclude them from senior undergraduate classes downtown.
- A course in methodology should become a requirement for specialist students.
- The Department should explore the option of turning some 200 and 300 level classes into half-credit courses to give further flexibility for the students.
- As opportunities arise, the Department could investigate collaborative ventures with cognate departments and programs.
- More extra-curricular events could be held for students, such as talks by visiting speakers, UTM professors, and graduate students.
- To overcome difficulties involved in securing TAs for UTM classes, the reviewers suggested incentives to facilitate TA recruitment.
- In order to assist with the current "excellent advising team", a faculty advisor could be appointed.

**Research Profile and Graduate Teaching**

- UTM faculty are recognized nationally and internationally in political theory, Canadian government and politics, international relations, and comparative politics.
- The reviewers complement the department on the practical measures taken to promote scholarly productivity, such as generous start-up grants, relief from teaching obligations in the first several years, and book-publication workshops for junior faculty.
- All graduate teaching and supervision by UTM faculty is done at St. George. While there are benefits to this arrangement, there are also concerns: UTM faculty have ongoing issues concerning office space and

### **Vision and Planning**

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

- a) **Renewal and expansion** - the IR area seems to be the most urgent area of expansion. There is a strong case for sessional appointments as well as for an additional teaching-stream appointment. Comparative politics will need to be strengthened in the future, possibly through an appointment in South Asian politics. Middle East and Islamic politics are two further possibilities of expertise.
- b) **Possibility of an MA at UTM** - Although a graduate program at UTM might have sufficient student demand, and might assist UTM in recruiting TAs for the undergraduate program, there is almost no support in the department for an MA program. The chief reason would be the disruption in relations with the St. George department.
- c) **Gender balance** – There is a longstanding gender imbalance in the department, with only two female professors.
- d) **Physical space** – There are a number of concerns: difficulties accommodating faculty members who are on research leave, no meeting space for faculty and committee meetings, a shortage of seats and table space in seminar rooms, and no common lounge for students, TAs and faculty
- e) **The Mississauga Community** - The Department may be able to tap into support from the community by finding sponsors for a named lecture series or arranging internship opportunities. There may also be a possibility of raising an endowment of a named chair.
- f) **Identity issues** – The reviewers commented on the new relationship between UTM and the St. George campus since the tri-campus agreement took effect, and the dual identity faculty members have. They suggest that the Department and/or UTM and the university should make new appointees more aware of the complexities of the working relationships of the workplace, and a handbook and mentor relationships should be created for new hires. The reviewers note also the lack of community feeling on campus. Department meetings rarely occur, and most UTM faculty members spend only two days a week on campus. A greater sense of identity and community can be created by holding regular colloquia and more disciplinary meetings within the UTM group.

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### **CURRENT REVIEW**

#### **DOCUMENTATION PROVIDED TO REVIEWERS:**

Terms of Reference  
Department of Political Science Self-Study, 2010  
External Reviewer Report, 2005  
Administrative Responses (Chair + Dean), 2005  
UTM Degree Level Expectations Guidelines  
Tri-Campus Framework  
Office of the Registrar Enrolment Report, 2010  
NSSE, 2008  
Facts & Figures, 2009  
Departmental Summary of Research Performance Indicators, 2009-2010  
University of Toronto Mississauga Viewbook, 2010  
University of Toronto Mississauga Academic Calendar, 2010-2011  
University of Toronto Domestic Viewbook, 2011-2012

#### **CONSULTATION PROCESS:**

The reviewers met with the Interim Vice-Principal and Dean, Academic,

UTM; the Vice-Dean Undergraduate, Teaching and Learning, UTM; the Chair of Political Science; junior and senior faculty members; administrative staff; and undergraduate students.

## **FINDINGS AND RECOMMENDATIONS - OVERALL ASSESSMENT AND SPECIFIC ISSUES IDENTIFIED IN REVIEW REPORT**

The reviewers were very impressed by the Department's accomplishments since the last review and, on its current trajectory, envision steady improvement in the quality of undergraduate instruction and faculty development.

### **1. Undergraduate Program**

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

- In the face of large demand and limited faculty complement, the Department has structured teaching assignments positively so that students have access to full-time faculty at least in 1<sup>st</sup> and fourth year.
- Student evaluations have been very positive.
- The students the reviewers met with were very engaged in the life of the University and in the study of Political Science.
- Effective use is made of graduate students in undergraduate teaching.

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

- Continued reliance on part-time faculty in response to increasing student demand is ill advised.
- One challenge will be to ensure that UTM students receive the same quality of education as those at St. George in terms of access to a wide variety of courses.
- There is a relatively large student to faculty ratio.
- Students complained that it is difficult to enroll in 4<sup>th</sup> year courses on the St. George campus. There is a lack of accurate and consistent information on this matter.

#### **The reviewers made the following recommendations:**

- The Department should consider offering more third-year courses on a semester basis to increase the range of course choice for students.
- An academic counseling office staffed by graduate students should be established, which would ensure student access to academic advice on an on-going basis in the face of limited faculty presence on campus. This would have the added benefit of creating a stronger bond between the Department and undergraduate students and providing professional training for graduate students.
- The reviewers recommend a training session for graduate students working in the Department.

### **2. Faculty**

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

- The faculty is of very high quality.
- Research interests of the faculty are diverse
- There is mutual respect for different methodological and conceptual perspectives.
- The Department has made some excellent new hires, and the plans for future hires are well conceived.
- The reviewers were impressed by the desire of the faculty to link teaching and scholarship in a way that would be meaningful for the students.

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

- The Department still lacks sufficient faculty resources in the areas of Canadian politics, political theory, women and politics, comparative politics, and public policy.
- The number of female faculty is small.

#### **The reviewers made the following recommendations:**

- The Department cannot rely on part-time faculty to respond to increased student numbers.

- The reviewers suggest that the Department will need 3.5 new positions in order to sustain its positive trajectory.
- The reviewers endorsed the efforts of the Principal to raise funds from the Mississauga community to support of endowed chairs.
- Every effort should be made to achieve greater gender equality among the full-time faculty. This could be addressed by hiring a recognized scholar in feminist theory or in women and politics.
- The Department is encouraged to pursue interdisciplinary links to geography and other relevant areas.
- The reviewers encouraged the idea of “trading” faculty so that graduate teaching by UTM faculty on the St. George campus might be offset by undergraduate teaching by St. George faculty on the UTM campus.

### **3. Administrative Issues**

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

- The Principal is actively working to build partnerships with the city of Mississauga and the local community in the area of multicultural programming and include communities.

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

- The physical separation between UTM and the ST George campus

#### **The reviewers made the following recommendations:**

- The reviewers encouraged the Department to actively support the Principal’s fundraising initiatives.
- The Department should work together with the UTM administration to develop programs that reflect the increasing ethnic and religious diversity of the UTM campus.

### **ADMINISTRATIVE RESPONSE - Appended**



February 9, 2011

OFFICE OF THE DEAN

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

Dear Cheryl,

**Administrative Response to the Review of the Department of Political Science, UTM**

I am writing in response to the Review of the Department of Political Science, UTM. I will direct this response in the first instance to the questions raised in your memorandum, focusing on the key issues raised in the review. On a general note, I am very pleased with the positive observations made by reviewers: the quality of the department's faculty, the quality of its undergraduate teaching, and the cohesion of the department, despite the diversity of research interests it encompasses. Though this is one of UTM's smaller departments, the quality of its faculty and their commitment in turn to the undergraduate experience are well known on the campus. I am particularly impressed by the observations regarding the level of collegiality in the department and by the positive response to the department's programs and teaching among the students the reviewers met.

**1. Faculty Complement**

The reviewers are correct in identifying the need for an investment in the faculty complement. Due to a combination of factors, including the loss of 3 junior faculty in the past 5 years due to resignation and other factors, the department's faculty complement has not kept pace with enrolment growth. (Indeed in virtually all UTM departments faculty complement has not kept pace with enrolment growth). But this department's growth has been substantial: enrolment increases of 73% between 2003 and 2010, compared with 37% for the campus as a whole.

Both the department chair and I agree with most of the reviewers' proposals for complement growth. Because of its size, the department cannot cover all areas of political science in its complement. Expanding its strength in some subfields in which it already has strong faculty, such as political theory or Canadian politics, seems advisable (and in fact was recommended in the last review as well), enabling coverage of key areas in the field but not all. One recommendation – to recruit in feminist theory rather than political theory more generally – while attractive because it may increase the number of female faculty in the department raised some concerns because of the specificity of the defined area.

With the arrival of a new chair and the likelihood of a full-scale campus-wide planning process next year, it is possible that other areas of growth might supercede those articulated in the report. With that *proviso*, we believe that their recommendations are good ones. In particular, the department and I strongly support the reviewers' recommendations to increase the number of female faculty, an aspiration that has been an ongoing priority for the current chair. The department will redouble its efforts in upcoming recruitment campaigns.

## **2. Interactions between Graduate and Undergraduate Students**

The reviewers suggest mechanisms for increasing the role of graduate students in academic counseling of undergraduates, with the hope that their stronger presence on campus will help to develop a stronger sense of community for undergraduate students in the department's programs. While the idea of graduate students having a mentoring role for our students, particularly upper year ones, is appealing and will be explored, there are some concerns about the proposal. The quality of counseling provided might not be as accurate as that provided by the current undergraduate counselor, who knows the programs extraordinarily well. As well, the department would prefer to build community by stimulating engagement between its students and its continuing faculty rather than asking graduate students to perform leadership and liaison functions that would normally be assigned to faculty members and administrative staff.

## **3. Programs in the Areas of Inclusive Communities**

In consultation with the Vice-President and Principal of UTM, Deep Saini, the department wishes to pursue an initiative that would establish a cluster of excellence in a number of units at UTM to focus on policies that could contribute to building truly inclusive communities in Canada. In order to make this goal a success, we will be pursuing fundraising possibilities. Without the infusion of additional funds, the first priorities for the department and my office remain investment in areas of current programmatic and faculty need.

## **4. Other Issues**

### **a) Undergraduate Access to St. George Courses**

The reviewers identified a number of other issues, some of them based on a misunderstanding of current enrolment practices. Contrary to their understanding, students at UTM have equal access to fourth year courses on St. George as do students in the Faculty of Arts and Science. They do not have priority access to 300-level courses on that campus. The department will work hard to ensure that students understand the access rules, particularly as they impact fourth year courses, which are quite limited at UTM.

### **b) St. George-UTM Faculty Exchanges:**

The reviewers propose a faculty exchange system that harkens back to an earlier model of exchange between UTM and St. George faculty. Although such a scheme would enable us to draw on expertise that exists on other campuses, it would have the unwanted effect of reducing the presence of UTM faculty on our campus. Attenuating their UTM presence seems too high a price to pay for the possible benefits discussed by the reviewers.

Sincerely,



Amy Mullin  
Interim Vice-Principal, Academic and Dean



## REVIEW SUMMARY

<b>DIVISION/UNIT:</b>	<b>Department of Management, UTSC</b>
<b>DATE:</b>	November 29-30, 2010
<b>COMMISSIONING OFFICER:</b>	Dean and Vice-Principal (Academic), UTSC
<b>PROGRAMS OFFERED:</b>	
<b>Undergraduate</b>	Economics for Management Studies, BBA: Spec, Co-op; BA: Maj; BA: Min Management, BBA: Spec and Co-op Management and Accounting, BBA: Spec and Co-op Management and Finance, BBA: Spec and Co-op Management and Human Resources, BBA: Spec and Co-op Management and Information Technology, BBA: Spec and Co-op Management and Marketing, BBA: Spec and Co-op Strategic Management, BBA: Spec and Co-op Political Science & Economics for Management Studies, BA: Spec Management and Language, BBA: Co-op
<b>Graduate:</b>	n/a
<b>EXTERNAL REVIEWERS</b>	
<b>International</b>	Peggy Cunningham, Dean, Faculty of Management, R.A. Jodrey Chair in Commerce, Dalhousie University John Ries, HSBC Professor of Asian Business, Sauder School of Business University of British Columbia Richard Vietor, Cherington Professor of Business Administration, Senior Associate Dean for Asian Initiative, Harvard Business School
<b>PREVIOUS REVIEW DATE:</b>	2006
<b>SUMMARY FINDINGS AND RECOMMENDATIONS OF PREVIOUS REVIEW:</b>	<p>The quality of the undergraduate program offered is sound and the co-op program contributes largely to UTSC's brand in management education. The quality of teaching is uniformly good, and the quality of research is impressive. The Department appears to be well managed, morale is good, and there appears to be a good working relationship between the department and the leadership at UTSC.</p> <p><u>Recommendations:</u></p> <ul style="list-style-type: none"><li>• More information about the value of the co-op program to actual and potential employers is needed.</li><li>• A joint student-faculty task force, as well as an annual survey of the students, alumni and the employers, should be implemented.</li><li>• A range of business software should be made available to students so that they are familiar with packages currently in use in their co-op placements.</li><li>• Pre-tenure UTSC faculty have cross-appointments at Rotman, but this arrangement appears to be fragile. There should be greater clarity in communicating the parameters of this arrangement.</li><li>• UTSC faculty should have more access to graduate teaching at Rotman.</li><li>• It is important for the department to demonstrate its strategic value and its capability to contribute significantly toward the institutional mission.</li><li>• The department should establish and maintain ongoing relationships with the professional organizations that are relevant to its mission.</li><li>• There is some discontent among the faculty and the leadership of the department pertaining to inequities in resource allocation in such areas as student:faculty ratios and allocation of tuition dollars. It is important to remove the opacity that surround funding formulae.</li></ul>

- The mission statement of the department is comprehensive and doable; however, there should be tangible evidence (comparative metrics) of the progress that has been made.
- An advisory committee should be created in order to establish a closer relationship with the alumni and the business community.

Special challenges:

- A major source of discontent among the faculty is the wide disparity in compensation between UTSC and Rotman faculty. Explanations for these discrepancies have not been communicated to the satisfaction of the people at the department.
- Long range planning: The department should revisit the Planning document of 2004, identify strategic priorities, and put forward an action plan and implantation scheme.
- While there is general consistency between the University's Academic Plan and department's planning document, the reviewers did not see any serious attempt to develop operational measures that would demonstrate the effectiveness of the program.

**CURRENT REVIEW**

**DOCUMENTATION PROVIDED TO REVIEWERS:**

Terms of Reference  
 Department of Management's *Report for External Review, Curriculum Review, and Self Study, 2010*  
 Faculty CVs and Activity Reports  
 Schedule of Review Visit  
 Department of Management's *Academic Plan* (December 2008)  
 Report from previous review (2006), including *Departmental Self Study, External Review Report, Review Summary and Administrative Response*  
 Program Descriptions from the UTSC Calendar, 2010-11  
*Towards 2030, A Long-term Planning Framework for the University of Toronto*  
*The University's Strategic Plan for 2008*  
*Moving Ahead*, University of Toronto Scarborough Annual Review, 2009  
*UTSC Viewbook, 2011-12*

**CONSULTATION**

The reviewer met with the Vice-Provost, Academic Programs; Vice-President and Principal, UTSC; Dean and Vice-Principal (Academic), UTSC; Vice-Principal, Research, UTSC; Vice-Provost, Graduate Education and Dean of Graduate Studies; Vice-Dean, Undergraduate, UTSC; Vice-Dean, Graduate Education and Program Development, UTSC; Associate Dean, UTSC; Assistant Dean, UTSC; Chair, Department of Management; Vice-Dean, Research and Academic Resources, Rotman School of Management and Acting Director, Centre for Industrial Relations and Human Resources; junior and senior faculty members; Co-op staff; administrative staff; students.

**FINDINGS AND RECOMMENDATIONS - OVERALL ASSESSMENT AND SPECIFIC ISSUES IDENTIFIED IN REVIEW REPORT**

**1. Undergraduate Program**

**The reviewers observed the following strengths:**

- Program demand remains high, particularly for the Co-op option.
- The Co-op option has been very successful in training students for the job market.
- The students in the BBA program are of high quality, competitive with students in other Commerce programs in Canada, and ethnically diverse.

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

- The inability to achieve admission into the Co-op option is causing some dissention among students in the BBA program and especially in the Pre-Management program. A large number of Pre-program students are admitted but a small fraction are successful in gaining admission into

the BBA. This appears to result in a high dropout rate amongst pre-program students and could negatively affect UTSC's brand and reputation.

- There seems to be a significant tension between the non Co-op and Co-op students who, through their interactions with the Co-op staff, are seen as privileged and favoured.
- UTSC is experiencing increased competition for high quality students, as well as co-op placements, from the Rotman School but also from other leading schools in Ontario which it has tended to underestimate.
- The program has a heavy concentration on quantitative skills (calculus and statistics) and economics.
- Unlike most business programs, UTSC requires only one course in some core areas with the result that students make their selection of a major before being fully exposed to all the core areas of business.
- Only a few courses are offered in the topics noted in the description of the program on the UTSC web-site (Entrepreneurship, International Strategy or International Marketing) and there appear to be few courses on topics like management of information systems or sustainability.
- The program and course did not appear to be structured around a clearly articulated set of learning goals for students. The reviewers find it unusual that students may earn the same degree (the BBA or BCom), but may fulfill very different requirements depending on which U of T campus it is offered.
- Many of the Green Path students have problems with written and spoken English communication and to some extent they comprise a segregated group, even in the classroom.

#### **The reviewers made the following recommendations:**

- Reduced pre-program admissions: The reviewers emphasized that the low rate of successful entry for these students into management should be redressed. They suggested the program increase the number of admissions into the BBA which would have the added benefit of increasing revenues through the differential tuition.
- Management-Specific career and alumni services: The reviewers endorsed the Department's plan to offer these services arguing they would benefit students. In addition, the provision of some fee-based career services to non Co-op students could reduce perceived inequities between Co-op and non Co-op students.
- Additional Co-op placements: The reviewers recommended that the number of Co-op placements should be expanded as this is the centerpiece of the degree and there is clear student demand.
- As part of its long-term plan, the reviewers endorsed the Department's intention to develop a specialization in international business—possibly leading to an IBBA.
- Learning Outcomes: The reviewers recommended that the Department develop three to four major learning goals for the programs and assess student learning with regard to these goals (as per the requirements of AACSB). Related to this, they recommended that the Department work to familiarize the faculty and administration with the AACSB accreditation requirements.
- The reviewers recommended that the inconsistencies across University campuses with regards to the requirements to earn the BBA or BCom degrees should be addressed.
- The reviewers recommended that additional efforts should be made to integrate the Green Path students into the student body through additional support for the development of their communication skills, and to help them to establish social relationships.
- The reviewers questioned whether the curriculum was economics heavy, suggesting that decreasing the focus on economics could create room to add more depth in functional areas like marketing and management information systems, and would enable the addition of a mandatory Ethics or Business and Society course. The offerings in Entrepreneurship might also be increased.

## **2. Graduate Teaching**

#### **The reviewers made the following observations:**

- The Department does not offer a master's or Ph.D. program and there is currently little graduate supervision by research faculty.
- Research faculty would welcome the opportunity to teach and supervise graduate students.

#### **The reviewers made the following recommendations**

- The reviewers recommended two alternatives for increasing graduate supervision of which the 2<sup>nd</sup> was suggested as the most workable:
  1. Establishment of new programs – This would be consistent with UTSC's mission; however, there may be insufficient demand or faculty expertise, and replication of programs that exist at Rotman would be undesirable.
  2. Participation in and enlargement of existing programs
    - Programs such as environmental studies or health care programs would be enhanced by adding management dimensions to them; however, the lack of expertise in these areas amongst Management faculty makes such participation unrealistic.
    - The easiest route is greater PhD supervision of students in Rotman and the Centre for Industrial Relations and Human Resources (CIRHR), possibly by increasing the number of students.

### 3. Faculty

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

- The Department has an excellent teaching culture. Both teaching stream and research faculty take their teaching responsibilities seriously and pursue excellence.
- Teaching loads of research faculty are light and service commitments limited, leaving considerable time for research.
- Teaching faculty often bring significant practical experience to the classroom. Many also engage in research and consulting with the result that they are also successful in translating material derived through research into best practices taught in the classroom.
- Teaching stream faculty feel that they are the “face” of the undergraduate program.
- Comments from students are very positive. They report faculty are very interested in student performance and well being.
- Faculty have a strong commitment to research and have a strong record of publication and successful grant applications. Research faculty aspire to conduct cutting edge research and publish in the best journals.

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

- The reviewers observed a degree of tension between teaching versus research stream faculty. Teaching faculty perceive that they do the heavy lifting and teach all of the larger introductory sections.
- The faculty profile is less ethnically diverse than that of the students.
- The general absence of the research faculty at UTSC is concerning but may be unavoidable.
- The ratio of students to faculty is seen by faculty as high.
- There is concern by some teaching faculty over growing pay gaps.

#### **The reviewers made the following recommendations**

- The reviewers recommended that additional faculty be hired over the next few years to fill existing gaps.
- The reviewers commented that the quality of teaching is high, and suggested that faculty might benefit from more in-class peer observation and assessment to support best practice.

### 4. Administrative Issues

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

- The close relationship with the Rotman School and the CIRHR is an integral component of the research environment.
- The internal governance structure is effective.
- The morale of faculty, staff and students is strong.
- The reviewers were impressed by the staff.

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

- The Department seems to be isolated from other departments within UTSC. Attempts to offer joint programs have been cancelled due to lack of support by the two partnering departments and lack of enrolment.

- The *external* governance of the Department is a serious source of contention.
- Some faculty complained about inadequate office space at Rotman.

**The reviewers made the following recommendations:**

- The reviewers recommended that the Department should be given more autonomy and recommended that it be established as a Faculty of Management.
- The reviewers recommended that the Department be allowed to capture a larger share of additional revenues generated by new initiatives, such as new programs and increasing the size of the student body on the grounds that this could create incentives to generate new revenues.
- The reviewers suggested that the responsibility for career placement and alumni should be transferred to the Department, requiring some expansion of administrative staff.
- To facilitate greater interaction of UTSC faculty with Rotman and CIRHR faculty, the reviewers proposed a regular, high-level seminar series in collaboration with researchers at Rotman, the CIRHR, and the Mississauga campus.

**ADMINISTRATIVE RESPONSE - appended**



14 February 2011

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

Dear Cheryl,

**Administrative Response, External Review of the Department of Management**

Thank you for your letter of 4 February 2011 requesting my administrative response to the external review of the Department of Management. I am very grateful to the reviewers for their careful consideration of the department and their recognition of its many strengths. I am also grateful for their candid assessment of the challenges facing the department at the present time. I am taking their recommendations seriously and have begun to act upon them. Immediately following receipt of the external review, I consulted with the University of Toronto Scarborough Senior Executive, the Provost's Office, and my team in the Dean's Office. Also, the external review was sent to all members of the Department of Management. On 4 February 2011, I met with faculty and staff of the department to initiate a discussion about the external review and the search for a new Chair. This meeting was well attended; I was pleased with the discussion that took place, particularly on ways to move forward on providing increased autonomy for the department within our distinctive campus context.

Before I respond specifically to the points that you raise in your letter, I would like to address the question of autonomy, because this is the area of greatest concern for members of the department. At our meeting on 4 February, as well as at an earlier meeting held on 15 September 2010 and attended by the Principal, we encouraged the department to develop a detailed roadmap by which it could move towards its goal of gaining greater autonomy and ultimately in time becoming a separate faculty. We stressed the importance of ensuring that this goal be supported by a clear academic rationale and founded on a solid academic plan that fully engages with the potential and challenges of its academic programs and research specializations. UTSC is currently engaged in an academic planning exercise that is nearing completion. The Department of Management's plan has been slow in developing as the department has been distracted by the External Review and the discourse around the question of autonomy. Now that the review has been received, the department will begin to focus its energies on finalizing its academic plan. I have strongly encouraged all members of the department to be fully engaged in this process and am pleased to report that they are doing so with enthusiasm. I and other members of the UTSC executive are committed to working closely with the Department of Management to develop structures and protocols that will allow the colleagues there a greater degree of autonomy. The academic plan now being drafted is a crucial and necessary first step.

Let me now turn to address the points you raise in your letter of 4 February.

#### *Pre-Program Students*

UTSC has historically admitted a larger proportion of first year students into the pre-program than can realistically enter the BBA in the second year. This has been an area of concern for many years and we have already begun to address it. UTSC has developed a plan for strategic enrolment management that has resulted in, among other things, a reduction of more than 50 per cent in admission spaces allocated to the pre-program. Our plan is to continue reducing this number until we reach the point where we have only direct admission into the Management program in the first year and, in the second year, the number of new admissions is calibrated with the number of spaces that become open following the natural movement of some students out of the program. We also have begun to develop alternative academic pathways for these pre-program students and will ensure that they receive appropriate counseling about trajectories that will position them well for future studies in business, e.g. the MBA.

The reviewers' perception that there is a high drop-out rate among students admitted into the pre-program is not borne out by enrolment data. An analysis of the 2003 entering class of pre-program students indicates that 75 per cent graduated within six years, half of whom received a BBA. This graduate rate is 4 per cent higher than the six-year graduate rate for all UTSC students admitted in 2003.

#### *Competition from other Programs*

While we are aware of increased competition from programs, such as Rotman Commerce, there is no evidence of declining interest or declining quality of students in our BBA. Our applicant pool is large and strong enough to assure very high standards. Since 2005, admission averages have remained high. The non-co-op program admission average was 84.5 per cent in 2005 and rose to 87.4 per cent by 2010. The co-op admission average was 87.5 per cent in 2005 and has been at 89 per cent since 2008. We believe that efforts arising from our strategic enrolment management regime, including targeted and pro-active recruitment strategies, will ensure that we are able to maintain the strength of students admitted into the Management programs. This will be further assisted by the addition of the new International Business specialist program, which we expect will be highly attractive to students.

#### *Undergraduate Curriculum*

We take very seriously the comments made by the reviewers about the undergraduate curriculum, particularly the absence of a clearly articulated set of learning goals for students, the heavy concentration on quantitative skills and on courses in economics, the lack of depth in some core areas, and the lack of options in some topics, such as Entrepreneurship, International Strategy and International Marketing. We also concur with the Reviewers' recommendation that "at least one ethics course or a course in corporate social responsibility could be made mandatory." We acknowledge the need for further work on the undergraduate curriculum. The Vice-Dean Undergraduate, who is responsible for overseeing curriculum matters, will begin immediately to work with the department's curriculum committee to address these concerns. I anticipate that work will continue through the 2011-12 academic year and revisions to the programs will be brought forward in the next curriculum cycle, beginning in February 2012. We continue to move forward on the introduction of a new specialist program in International Business and are optimistic that this program will be in place by September 2012.

#### *Tenure-stream Faculty Contact with Students*

We were pleased by the reviewers' affirmation of the strong morale among faculty. They found that

faculty presented themselves as a cohesive group who valued each other's contributions.

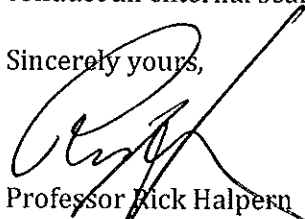
The teaching loads of both tenure and teaching stream faculty in the Department will be reviewed within the context of the new University of Toronto Workload Policy and Procedures for Faculty and Librarians. We have already begun to address the issue of overload teaching and are in the process of drafting campus guidelines for overload teaching in conjunction with the arts and science deans at both UTM and UT St George.

*Support for International Students*

Over the past few years, UTSC has developed academic and co-curricular programming that addresses the needs of international students and first generation Canadians. Increased resources have been provided to several of our support units, including the International Students Centre, Student Life, Centre for Teaching and Learning, Academic Advising and Career Services, and the Registrar's Office. In the coming months we will work with the Chair and members of the Department of Management to connect the department more firmly to these support units and to inform front line faculty and staff more fully of the services available to Management students. Internationalism is one of the strategic goals of our campus and, as part of our strategic enrolment management plan, we intend to slowly increase the proportion of international students enrolled at the University of Toronto Scarborough. It is essential that our international students receive strong support to ensure their academic success and I am committed to seeing that this happens.

By way of conclusion, the Department of Management has already begun working on its academic plan and I expect to receive it within the next month. The department also plans to establish a working group that will address issues related to its desire for greater autonomy. The UTSC Executive and members of my Office are committed to working collaboratively with them to develop a staged roadmap towards achieving this goal. Over the coming year we also will work closely with the department to revise its undergraduate curriculum to address the deficiencies noted by the external reviewers. I have initiated the search for a new Chair of the department and am willing to conduct an external search for this key leadership position, should the need arise.

Sincerely yours,



Professor Rick Halpern  
Dean and Vice-Principal (Academic)



## APPENDIX 1

### Externally commissioned reviews of academic programs completed September 2010 – February 2011

Additional reviews of programs are conducted by organizations external to the University most commonly for accreditation purposes. These reviews form part of collegial self-regulatory systems to ensure that mutually agreed-upon threshold standards of quality are maintained in new and existing programs. Such reviews may serve different purposes than those commissioned by the University. A summary listing of these reviews is presented below.<sup>1</sup>

Traditionally, these reviews have been reported annually to AP&P each March as an appendix to the compendium of external reviews. Now that external reviews will be presented biannually rather than annually to AP&P, this report will be presented in two parts: in March and September.

<b>Faculty of Medicine</b>		
Master of Science in Physical Therapy	Accreditation Council for Canadian Physiotherapy Academic Programs (ACCPAP)	Accredited (next review 2016)

<b>School of Graduate Studies – OCGS Appraisals</b>		
Global Professional Master of Laws, GPLLM	Faculty of Law	Approved to Commence

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<sup>1</sup> <http://www.utoronto.ca/about-uoft/measuring-our-performance.htm>