



FOR INFORMATION

PUBLIC

OPEN SESSION

TO: Academic Affairs Committee

SPONSOR: Kelly Hannah-Moffat, Interim Vice-Principal Academic and Dean
CONTACT INFO: 905-828-3719, vpdean.utm@utoronto.ca

PRESENTER: See above
CONTACT INFO:

DATE: December 17, 2015 for January 6, 2016

AGENDA ITEM: 3

ITEM IDENTIFICATION:

Reviews of Academic Programs and Units

JURISDICTIONAL INFORMATION:

Section 5.6 of our Terms of Reference states that the Academic Affairs Committee shall receive for information and discussion reviews of academic programs and/or units, consistent with the protocol outlined in the University of Toronto Quality Assurance Process.

GOVERNANCE PATH:

1. Academic Affairs Committee [For Information] (January 6, 2016)

PREVIOUS ACTION TAKEN:

These reviews were received by the Committee on Academic Policy and Programs (AP&P) as part of the Compendium of Reviews of Academic Programs and Units, April – September, 2015, for information and discussion on October 27, 2015. This item was also received for information by the Academic Board at its meeting held on November 19, 2015, as well as the Governing Council at its meeting held on December 15, 2015.

HIGHLIGHTS:

For both the external reviews of the Departments of Geography and English and Drama, the reviewers met with the Vice-Principal Academic and Dean; the Vice-Dean Undergraduate; the Chairs of the Departments, UTM; the Graduate Chair; junior and senior faculty members; graduate and undergraduate students; and administrative staff. The departments' strengths, areas of concern and recommendations of the review are outlined in the attached summary reports and in the administrative response documents. For the Master of Management Innovation (MMI)

program, the reviewers met with the Vice-Principal Academic and Dean; the Vice-Dean Graduate; the Director of IMI; the Program Director for MMI; the Acting Program Director for MMI; the Chair of the Department of Management; junior and senior faculty members; IMI librarians; graduate students; and administrative staff of the Program and Department of Management. For the Master of Science in Biomedical Communications (MScBMC) program, reviewers met with the Vice-Dean, Graduate and Life Sciences Education, Faculty of Medicine (Dean's Delegate) and the Vice-Principal, Academic and Dean, UTM; the Vice-Dean Graduate, UTM; the Associate Dean, Research, Faculty of Medicine; the Vice-Principal, Research, UTM; the Associate Chair, Research, Department of Biology, UTM; the MScBMC Program Director; faculty members from the Department of Biology and Faculty of Medicine (cross-appointed); MScBMC students and alumni; the Educational Developer and Instructional Designer, RGASC; MRP Consultants (Basic and Clinical Scientists) from the Departments of Immunology, Chemical Engineering and Applied Chemistry, and Surgery; and administrative staff from BMC, Department of Biology, UTM; and the UTM Biology liaison librarian. The programs' strengths, areas of concern and recommendations of the review are outlined in the attached summary reports and in the administrative response documents.

FINANCIAL IMPLICATIONS:

There are no net implications for the campus' operating budget.

RECOMMENDATION:

This item is presented for information.

DOCUMENTATION PROVIDED:

Presentation on External Reviews;
Review Summary and Administrative Response: Department of Geography;
Review Summary and Administrative Response: Department of English and Drama;
Review Summary and Administrative Response: Master of Science in Biomedical Communications Program (MScBMC);
Review Summary and Administrative Response: Master of Management of Innovation Program (MMI).

External Reviews of Departments and Programs 2014-15

Annual Report from Kelly Hannah-Moffat, Interim
Vice-Principal Academic & Dean to the Academic
Affairs Committee

January 6, 2016



UNIVERSITY OF
TORONTO
MISSISSAUGA

Quality Assurance Framework

- Quality Assurance Framework is now in its sixth year.
- External reviews, governed by this framework, occur at intervals of no more than 8 years.
- Supervised by the provincial Quality Council, which is responsible for auditing the process.

Role of External Reviewers

- External reviewers are chosen on the basis of administrative experience and wide-respect within their fields. We typically choose one Canadian and one U.S. reviewer.
- They assist in determining the quality of the program or department, make recommendations for improvement, and raise any significant areas of concern.
- Often external reviews coincide with a chair's end of term and help shape the mandate for the new chair.

External Review Process

- Preparation and submission of internal self-study by program director or departmental chair in context of widespread consultation with faculty, staff, cognate units and students.
- Templates and much of the data to be used in self-study provided centrally. Programs, research, teaching, governance and plans for the future to be discussed, along with measures of quality to assess the program or department against national and international peers.
- External reviewers (typically 2 for a department and 3 for a program) visit campus for two days and prepare their report for the Dean. Important that report provides detailed evaluation of programs and curriculum.

Response to the External Review

- Department chair or program director checks external review for any inaccuracies.
- The external review is forwarded to the provost's office. Provost provides summary and writes request for decanal response. Dean consults with program director/chair in preparing response.
- Review summary and decanal response are shared not only with Academic Affairs and Campus Council but also with the Committee on Academic Policy & Programs (AP&P), and Academic Board.

2014-15 Reviews

Departments

Department of Geography

Department of English and Drama

Programs

MSc Biomedical Communications (BMC)

Master of Management Innovation (MMI)

Geography

- Visit January 7-8, 2015
- Review Team
 - Professor Sara McLafferty, University of Illinois at Urbana-Champaign
 - Professor Martin Sharp, University of Alberta
- Chair in 2014-15: Professor Kathi Wilson

Major Findings- Positive Elements

- Diverse programs closely aligned with University's mission, with well-designed curricula and exceptional commitment to excellence in teaching and pedagogical innovation, notably outstanding experiential learning
- Extremely positive student experiences
- Faculty are active researchers and make strong contributions to their field and are leaders in publications on pedagogy and assessment
- “Positive and effective internal and external relationships” one of the most impressive strengths

Opportunities for enhancement

- Strengthen GIS component with clearer course sequence, industry-standard software and improved IT
- Improve lab space to continue efforts to develop physical geography as an area of excellence
- Address strain on departmental and faculty resources, resulting from growing student body, in terms of experiential learning support, writing skill development and advising

Response to review

- Updates to GIS curriculum with a foundation course and senior statistics course, both using industry-standard software
- New hires have strengthened physical geography and possible wet and dry lab spaces being explored
- Discipline-specific projects to improve writing and numeracy skills will continue to be funded
- Reassess administrative staff duties at peak times and monitor staffing levels to ensure needs are met
- Department identified strategic areas for new hires

English and Drama

- Visit March 5-6, 2015
- Review Team
 - Professor Christopher Innes, York University
 - Professor Cynthia Wall, University of Virginia
- Chair in 2014-15: Professor Holger Syme

Major Findings – Positive Elements

- Excellent curriculum balances traditional literature and innovative teaching and research
- Impressive student quality (notably in English and TDS specialist programs), and significant proportion of Specialist students and high completion rates
- Highly productive faculty researchers who are leaders in their field and consistently awarded significant external research grants
- Strong relationship between English and TDS

Opportunities for Enhancement

- Deliver greater variety of courses, providing more coverage in Canadian and aboriginal literature in English and directing and playwriting in TDS
- Address incidences of student sexist behaviour in classrooms and perception of gender inequality among faculty
- Increase transparency, collaboration and respect with regard to departmental decisions and curriculum planning across faculty ranks
- Strengthen and increase TDS faculty complement and support staff resources
- Work towards a stronger sense of community at UTM

Response – Inequality and Diversity

- The incidences of student sexist behaviour have been actively addressed and the UTM Equity and Diversity Officer is working with the department to properly train faculty members in creating safe spaces, while communication lines with students have been opened to ensure reporting of future incidences
- Some comments on gender equality were not specific to UTM, where eligible female faculty members have all been promoted or are under promotional review and most new hires are women
- Proactive recruitment to diversify the faculty complement will continue to be a priority

Response - General

- Canadian literature is well addressed in the course offerings and faculty complement for a department of this size
- The Chair has initiated more UTM-based co-curricular events to build a stronger community and faculty members have begun using the Deerfield Bistro as a weekly gathering place
- Through more transparency and collaboration, the Chair will address the reviewer's suggestion of a more UTM-centric curriculum, taking into consideration differing opinions from faculty members

Biomedical Communications (MScBMC)

- **Visit February 25-26, 2015**
- **Review Team**
 - **Professor Steven Harrison, Georgia Regents University**
 - **Professor Bonnie Sadler Takach, University of Alberta**
 - **Professor Nadine Wathen, Western University**
- **Director in 2014-15: Professor Nick Woolridge**

Major Findings - Positive Elements

- Longstanding and excellent interdisciplinary program fills key niche and has significant impact in terms of “high-functioning and highly employable” graduates and strong, collaborative faculty research
- Demanding, intensive and innovative program that attracts strong applicants and has excellent student completion rates
- Supportive learning environment in high quality facilities at UTM

Opportunities for enhancement

- Explore ways to admit more students with visual arts backgrounds
- Examine expansion to possible doctoral or undergraduate programs
- Address quality and amount of physical space at Fitzgerald Building
- Enhance internal and external outreach to share research and develop advancement opportunities

Response to review

- The MScBMC website will soon clearly indicate admission path for visual arts students
- The program will discuss the feasibility of a professional doctorate and also to explore ways of increasing research supervision capacity
- A new undergraduate program will be developed over the next 1-2 years
- BMC moved to a newly renovated space at 263 McCaul St in fall 2015, leaving the substandard Fitzgerald space

Master of Management Innovation (MMI)

- Visit December 8-9, 2014
- Review Team
 - Professor Peter Thompson, Scheller College of Business, Georgia Institute of Technology
 - Professor Barton H. Hamilton, Olin Business School, Washington University in St. Louis
 - Professor Thomas Ross, Sauder School of Business, University of British Columbia
- Director in 2014-15: Professor Alberto Galasso

Major Findings - Positive Elements

- Strong, modern curriculum balanced between sound fundamentals and practical applications in a 12-month program that allows for customization and results in impressively high completion rates and high rates of appropriate graduate employment or post-graduate studies shortly after completion
- Cross-appointed faculty members committed to the program and carrying out high-quality research relevant to the “innovation” mandate

Opportunities for enhancement

- Program structure does not include sufficient preparatory sessions or allow for integration of learning at end of program, and curriculum missing Business Ethics and Creativity in Decision Making
- Could address low international student enrolment and increase high quality applicant pool with more recruitment support, and more student support services required in general
- Program would benefit from faculty member who can liaise with industry

Response to review

- Consultations with students, instructors and alumni undertaken and new internship course developed and received governance approval
- MMI has hired a new staff member to focus on recruitment and career development, and recruitment will build cohort gradually to ensure quality applicants
- Associate Director appointed to assist with recruitment and new student preparation
- In the shorter term, an industry advisory board will be created and a longer term plan for a dedicated faculty member for industry relationships is being considered

Review Summary

Program(s) Reviewed:	Geography, B.A., Hons.: Specialist, Major, Minor Geography, B.Sc., Hons.: Specialist, Major, Minor Geographical Information Systems, B.Sc., Hons.: Major, Minor Environmental Management, B.A., Hons.: Specialist, Major, Minor Environmental Science, B.Sc., Hons.: Specialist, Major, Minor <i>[Note: Geocomputational Science, B.Sc., Hons.: Specialist - admissions to this program was suspended as of August 31, 2013]</i>
Division/Unit Reviewed:	Department of Geography, University of Toronto Mississauga (UTM)
Commissioning Officer:	Professor Amy Mullin, Vice-Principal Academic and Dean, UTM
Reviewers (Name, Affiliation):	1. Professor Sara McLafferty Department Head, Geography and GIScience University of Illinois at Urbana-Champaign 2. Professor Martin Sharp Chair, Department of Earth and Atmospheric Sciences, University of Alberta
Date of review visit:	January 7-8, 2015

Previous Review

Date: December 8-9, 2008

Summary of Findings and Recommendations:

1. Undergraduate Programs: Geography, B.A., Hons.: Specialist, Major; Geography, B.Sc., Hons.: Specialist, Major; Geographical Information Systems (GIS), B.Sc., Hons.: Major; Geocomputational Science, B.Sc., Hons.: Specialist; Environmental Management, B.A., Hons.: Specialist, Major, Minor; Environmental Science, B.Sc., Hons.: Specialist, Major, Minor

The reviewers observed the following strengths:

UTM Department of Geography and its programs, Summary of 2014-15 UTQAP Review

- Strong teaching and administrative staff demonstrate remarkable engagement with and dedication to students
- Balanced and coherent programs delivered through excellent teaching
- Thoughtful curriculum design

The reviewers identified the following areas of concern:

- GIS program has suffered due to loss of faculty member
- Strengthened math requirements needed for physical geography and GIS programs

The reviewers made the following recommendations:

- Re-examine math requirements
- Consider increasing number of summer and field courses offered as well as more lab-based courses

2. Graduate Programs: n/a

3. Faculty/Research

The reviewers observed the following strengths:

- Faculty research productivity and reputation
- Faculty work together collegially with respect to research infrastructure

The reviewers identified the following areas of concern:

- Distribution of faculty complement given number of junior faculty and those approaching retirement

The reviewers made the following recommendations:

- Fill vacant positions
- Hire remote sensing specialist to significantly strengthen GIS program

4. Administration

The reviewers observed the following strengths:

- Admirable department culture; strong sense of identity
- Unusual strength in community-based research and community building
- Appropriate distribution of resources

The reviewers made the following recommendations:

- Develop new academic plan

Last OCGS Review(s) Date(s):n/a

Current Review: Documentation & Consultation

Documentation Provided to Reviewers:

Terms of Reference

UTM Department of Geography and its programs, Summary of 2014-15 UTQAP Review

Department of Geography Self Study, 2015
Previous Review Report and Administrative Responses
UTM Degree Level Expectation Guidelines
UofT Facts & Figures, 2013
UTM Divisional Academic Plan
UTM Academic Calendar, 2014-2015
UTM Viewbook, 2015-2016
UofT Domestic Viewbook, 2015-2016
Tri-Campus Framework

Consultation Process:

The reviewers met with the Vice-Principal Academic and Dean; the Vice-Dean Undergraduate; the Chair of the Department of Geography, UTM; junior and senior faculty members; graduate and undergraduate students; and administrative staff.

Current Review: Findings & Recommendations

1 Undergraduate Program

Geography, B.A., Hons.: Specialist, Major, Minor; Geography, B.Sc., Hons.: Specialist, Major, Minor; Geographical Information Systems, B.Sc., Hons.: Major, Minor; Environmental Management, B.A., Hons.: Specialist, Major, Minor; Environmental Science, B.Sc., Hons.: Specialist, Major, Minor; [*Note: Geocomputational Science, B.Sc., Hons.: Specialist - admissions to this program was suspended as of August 31, 2013*]

The reviewers observed the following strengths:

- Overall quality
 - Commitment to high-quality teaching, provision of experiential learning components, international experiences, and research in pedagogy
- Objectives
 - Programs are closely aligned with University's mission and Departmental academic plans
 - Careful attention paid to learning outcomes
- Admissions requirements
 - Appropriate admissions requirements
- Curriculum and program delivery
 - Diverse programs and well-designed curricula
 - Exceptional commitment to excellence in teaching and pedagogical innovation
 - Outstanding experiential learning activities offered through field, research and internship opportunities

- Field days provided to students as alternative to field school
- International programs greatly enrich students' academic experiences
- Research Opportunity courses provide good preparation for students
- Assessment of learning
 - Faculty conduct excellent assessment of learning and publish in journals concerning pedagogy, curriculum, and assessment methods
- Quality indicators
 - Students are extremely positive about their experiences
- Enrolment
 - Excellent teaching activities have contributed to increased enrolment in all programs
 - High student interest in GIS with rapid growth in enrolment
- Support
 - Student adviser provides very good service despite extraordinarily high workload
- Faculty resources
 - Outstanding teaching record evidenced by dedicated and high-quality instructors
 - Faculty contribute to campus-wide initiatives to strengthen students' basic skills

The reviewers identified the following areas of concern:

- Curriculum and program delivery
 - Need for clear sequence of GIS courses that build student skills and training in industry-standard GIS software
 - Student concern expressed about course availability in some sub-disciplines
 - Students experience some challenges in planning programs due to yearly variation in course offerings and changes to program requirements
 - Departmental resources strained by efforts to provide experiential learning opportunities for growing student body
 - Rapid enrolment growth challenges ability of faculty and teaching assistants to work closely with individual students on writing skills
 - Instructors face challenges balancing time spent on basic writing skills and disciplinary content
 - Limited funding for provision of field schools may disadvantage students in relation to graduates from other institutions
- Assessment of learning
 - Further innovation in assessment constrained by limited resources
- Quality indicators
 - Reported student deficiencies in writing, numeracy, and spatial analytical skills; is campus-wide issue
- Enrolment
 - Rapid enrolment growth presents significant resource challenges
 - Large class sizes limit ability of faculty and teaching assistants to work closely enough with individual students to strengthen writing skills

- Support
 - Single student advisor responsible for more than 1200 students
 - Some students expressed need to be proactive in order to obtain good advising
- Program Administration
 - Growing administrative tasks due to increased enrolment pose challenges for staff
- Physical resources
 - Inadequate lab space and outdated equipment for physical geography and GIS programs contribute to challenge in meeting teaching and research needs
 - Server instability and inadequate bandwidth pose barriers for student completion of GIS coursework
 - Computing resources have not kept pace with enrolment growth
 - Loss of dry space used for equipment preparation and cleaning in support of field activities

The reviewers made the following recommendations:

- Curriculum and program delivery
 - Update GIS curriculum, providing complete coverage of geospatial technologies and methods and training in industry-standard software
 - Examine more logical course sequence, offer GIS programming course, and better integrate GIS teaching
 - Continue efforts to develop physical geography as area of excellence, given changes at other two campuses
 - Consider increasing resources to support writing-intensive, upper-year, experiential learning, and lab-based courses, as well as sufficient levels of instructor-student interaction
 - Seek external funding to support delivery of field schools, strengthening student experiences
- Quality indicators
 - Explore implementation of campus-wide writing class for entering students
- Program Administration
 - Consider increasing administrative staff to manage heavy workload
- Physical resources
 - Upgrade information technology and lab facilities to support delivery of programs

2 Graduate Program

n/a

3 Faculty/Research

The reviewers observed the following strengths:

- Research

- Faculty are leaders in publications on pedagogy and assessment methods
- Research activity in line with career stages of faculty – highly-accomplished senior faculty and junior faculty with promising careers
- Good research profile in human geography, environmental studies, and GIS
- Faculty publish regularly and make strong research contributions in their fields
 - Number of their peer-reviewed publications are co-authored with students
- Possibility of becoming centre of research excellence in physical geography and human-environment interactions
- Strong, research-based local and international collaborations
- Faculty
 - Current complement reflects efforts to build faculty in response to recent growth in enrolment; faculty are progressing through the ranks appropriately
 - Excellent contributions of teaching-stream faculty despite heavy load
 - New faculty very satisfied with support provided through transition to full teaching load, mentors, assistance with grant applications, and access to internal research funding
 - Appropriate plans for future hires in areas of geomorphology, urban social geography, and environmental health and justice

The reviewers identified the following areas of concern:

- Research
 - Research in physical geography limited by lab facilities
 - Concern that shared lab space being used for incompatible activities; however, facilities will permit separation of wet chemistry activities from others
 - Limited office space for sessional instructors
- Faculty
 - Some faculty expressed concern of impact of high teaching loads on their research

The reviewers made the following recommendations:

- Research
 - Further address lab and office space constraints to aid new faculty in achieving research success
- Faculty
 - Explore options to aid faculty in balancing research and teaching demands
 - Consider strong need to strengthen GIS curriculum and research when planning future hires
 - Discuss challenge of meeting both teaching needs and developing research clusters

4 Administration

The reviewers observed the following strengths:

UTM Department of Geography and its programs, Summary of 2014-15 UTQAP Review

- Relationships
 - Very good morale among faculty, staff, and students; sense of pride in Department's achievements
 - Constructive, respectful working environment
 - "Positive and effective internal and external relationships" are one of Department's most impressive strengths
 - Strong research relationships both within the UTM campus and with colleagues at other U of T campuses, particularly in human geography; collaborations in physical geography are being developed by new faculty
 - Faculty have strong community relationships and effectively leverage those ties, enabling extensive student involvement in research projects
- Organizational and financial structure
 - Transparent and participatory budgeting and decision-making processes
- Planning / Vision
 - Strong, consultative leadership
- Department/unit/programs relative to the best in Canada/North America and internationally (reputation/profile)
 - Department's "collective commitment to teaching innovation and experiential learning...is at the leading edge both internationally and nationally"

The reviewers identified the following areas of concern:

- Organizational and financial structure
 - Teaching quality for expanded student body may be at risk without appropriate resource allocation

The reviewers made the following recommendations:

- Relationships
 - Explore benefits of shared lab space in facilitating further cross-disciplinary collaborations
- Organizational and financial structure
 - Increase administrative staff support needed due to enrolment growth and expansion of research and experiential learning activities
- Planning / Vision
 - Engage in further strategic planning to identify research clusters, key hiring areas, and opportunities for research and teaching excellence
 - Further develop alumni and corporate relationships, increasing external funding and student internship and employment opportunities
 - Seek other funding sources to support field courses, study abroad opportunities, and equipment

- Continue with efforts to host events showcasing research and teaching activities to alumni and corporations

ADMINISTRATIVE RESPONSE – Appended



July 8, 2015

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

Dear Sioban:

I am writing to provide an administrative response to the External Review of UTM's Department of Geography, which was held in February of 2015. I am pleased with the largely favourable review, which highlights the strengths of the department while providing useful observations regarding some challenges facing it. This department has responded to a decade of enrolment growth and faculty growth and renewal with a spirit of innovation, cohesiveness, and optimism. As noted in the report, one of its hallmarks is its extraordinary commitment to experiential learning in a variety of forms: internships, field trips and courses, and research opportunities.

Curriculum and Program Delivery

The reviewers made a number of observations and suggestions about improvements to the GIS curriculum and facilities and encouraged continued efforts to develop excellence within physical geography.

To improve the GIS curriculum, the department will develop a new second-year course that introduces students to the foundations of mapping and cartography. In addition, it will introduce an advanced statistics courses at the third-year level. Both courses will train students in standard software.

With respect to physical geography, the department has recently made a number of hires in this area and has identified as a priority a future hire in geomorphology. However, in order to accommodate growth in this area, the department needs to acquire additional research space, something that is highly limited at UTM at the moment. The department also remains open to the possibility of becoming the graduate home to physical geography or introducing a new graduate stream in physical geography, reflecting its commitment to an integrated physical-human approach to the study of geography.

The reviewers commented on the challenges experienced by students with respect to writing, numeracy, and spatial analytical skills, noting this appeared to be a campus-wide issue

There are campus-wide concerns about numeracy and writing issues which we are addressing through investment in academic staff in our Robert Gillespie Academic Skills Centre (RGASC) who focus on these areas and through decanal funding to promote various initiatives to address improvement in these skills. Each year, I offer funding to instructors who have developed viable strategies for improving students' writing. This is a highly developed program that most departments at UTM participate in.

would note that Geography is particularly committed to skills development among its students: for example, in the past round of funding of writing development projects, more applications were received from this department than any other (and all were funded). We recently hired a lecturer in RGASC whose focus is English language learning, principally aimed at students whose first language is not English. In addition, we have a lecturer in RGASC who specializes in numeracy and our Department of Mathematical and Computational Sciences offers a number of remedial supports to students in its courses, including a Math Help Desk and series of instructional videos and online diagnostics. A working group was formed in 2013 to explore options for improving students' writing, including the possibility of a first-year composition course and entrance testing, but the group concluded that the approach we have been taking – to fund discipline-based and focused approaches to writing development – is both the most practical methodology and the approach best supported by the research.

Resources

The reviewers addressed both the extraordinary strides made and the challenges posed by ongoing enrolment growth, teaching innovation, and expanded experiential activities. They cautioned that associated pressures of faculty, staff, and teaching assistants would “make it difficult to maintain the very positive aspects of the way in which teaching is delivered in Geography at UTM.

The challenges and opportunities created by rapid enrolment growth have been the reality for departments across UTM in the past decade. As of 2013-14, UTM had the highest faculty: student ratio at the U of T. Despite a challenging fiscal environment, we have invested heavily in faculty complement and infrastructure to maintain quality in undergraduate and graduate programming. The department has made 4 hires in the past 2 years which should help to consolidate its faculty complement. We continually monitor administrative staffing levels in the department to ensure that its needs are being met, including adequate support for its priority initiatives, such as experiential learning and writing improvement.

The reviewers commented on the fact that one staff member was responsible for advising over 1200 students and they noted some student concern about planning programming and obtaining advising.

It was not clear from the report whether these two observations were related, that is, whether students felt they had limited access to advising because of the demands on the undergraduate counsellor. Regardless, I would note that we have assessed the student counselling resources in this department and concluded that Geography is reasonably well served in relation to other departments. Other departments with equal and larger numbers of FCEs have a similar level of staffing as Geography and are functioning well. The department might wish to explore possibilities for re-assigning duties within its current staff envelope to provide support to the undergraduate counsellor during peak periods.

The reviewers highlighted limitations in laboratory facilities, loss of dry space used for preparation of field equipment, and office space for new, promising faculty, all of which require attention. However, they were encouraged by the commitment to support new faculty in developing successful research careers

The senior administration at UTM works hard to ensure that incoming faculty are well supported in terms of start-up, adequate facilities, and mentoring. Office space is at a premium in general, but its availability has not inhibited hiring in this department nor will it do so in the next few years, though availability of research space may. The department abandoned some underutilized dry space and has not found a replacement for it. There is dry space in the Rock Lab at UTM that is currently available and I will explore whether Geography should take over this space. There is also currently a project underway that will create new wet lab teaching space for the department.

The reviewers observed the potential for strengthened external relationships and outlined the possible benefits of greater ties with alumni, employers, and industry.

The department recognizes the importance of alumni and corporate relationships to help support experiential learning opportunities for students and intends to make this a priority in future. In addition, the Dean's office has created the position of community outreach coordinator to foster community outreach and experiential linkages among our departments. We need to do more to provide centralized UTM support to departments to help them develop stronger alumni linkages. A number of our departments have signalled a desire for closer connections to the alumni of their programs and this feedback has been conveyed to UTM's Office of Advancement.

Long-Range Planning

The reviewers suggested that additional strategic planning should further enable the Department to identify research clusters, priority areas for hiring (especially for GIS and physical geography) and opportunities for research and teaching excellence.

The department held a retreat in May 2015 and identified priority areas for hiring as well as opportunities for research and excellence. Following the suggestions of the reviewers, it has identified three priority hires for 2016-17 that will complement existing research expertise in the department while at the same time filling gaps in the curriculum. The priority hires identified are: 1) Urban health with expertise in GIS; 2) Geomorphology or Geomorphometry; and 3) Environmental Toxicology.

Please let me know if you have any questions about this response.

Sincerely,



Amy Mullin
Vice-Principal, Academic and Dean

Review Summary

Program(s) Reviewed:	English, B.A., Hons.: Specialist, Major, Minor Theatre and Drama Studies, B.A., Hons.: Specialist – joint with Sheridan College Theatre, Drama and Performance Studies, B.A., Hons.: Major, Minor Canadian Studies, B.A., Hons.: Major, Minor
Division/Unit Reviewed	Department of English and Drama, University of Toronto Mississauga (UTM)
Commissioning Officer:	Professor Amy Mullin, Vice-Principal Academic and Dean, UTM
Reviewers (Name, Affiliation):	1. Professor Christopher Innes Department of English York University 2. Professor Cynthia Wall Chair, Department of English University of Virginia
Date of review visit:	March 5-6, 2015

Previous Review

Date: October 11-12, 2007

Summary of Findings and Recommendations:

1. Undergraduate Programs: English, B.A., Hon. (Specialist, Major, Minor); Canadian Studies B.A., Hon. (Major); Theatre and Drama Studies, B.A. Hon. (Specialist) (joint with Sheridan College); Theatre, Drama and Performance Studies, B.A., Hon. (Major, Minor)

The reviewers observed the following strengths:

- Sound curriculum represents traditional literature and newer approaches
- Small, fourth-year seminars provide fora for instructors to share world-class, scholarly research with undergraduate students
- Successful joint Drama program with Sheridan College
- Student Advisory Committee valuable tool for fostering community

The reviewers identified the following areas of concern:

- Important, emerging fields not being taught
- Support provided by teaching assistants hasn't kept pace with growth in student enrolment

2. Graduate Programs: n/a

3. Faculty/Research

The reviewers observed the following strengths:

- First-rate faculty with teaching and research profiles comparable to much larger national and international departments
- Faculty have large number of external research grants
- Faculty viewed by international peers as engaging in most up-to-date disciplinary thinking

The reviewers identified the following areas of concern:

- Understaffed Department; this inhibits ability to successfully fulfill its mission
- Non-tenured faculty conduct majority of teaching; "feeling of a two-tiered structure"
- Insufficient recognition of faculty contributions to Research Opportunity Program (ROP)

The reviewers made the following recommendations:

- Substantially expand faculty complement to keep pace with increased student enrolment and minimize negative impact on programs
- Develop initiatives to more fully integrate all categories of appointees into the Department
- Recognize and promote ROP as means of disseminating faculty research

4. Administration

The reviewers observed the following strengths:

- Organizational structure functions well; largely due to Chair's leadership
- Staff of view that Department currently operates well

The reviewers identified the following areas of concern:

- Significant administrative burden on the Chair
- Availability of technical support and inadequate computer resources
- Poor quality of space and facilities

The reviewers made the following recommendations:

- Distribute administrative responsibilities more evenly
- Formalize some procedures that have been implemented
- Prioritize provision of enhanced Departmental space

Last OCGS Review(s) Date(s): n/a

Current Review: Documentation & Consultation

Documentation Provided to Reviewers:

Terms of Reference
Department of Geography Self Study, 2015
Previous Review Report and Administrative Responses
UTM Degree Level Expectation Guidelines
UofT Facts & Figures, 2013
UTM Divisional Academic Plan
UTM Academic Calendar, 2014-2015
UTM Viewbook, 2015-2016
UofT Domestic Viewbook, 2015-2016
Tri-Campus Framework

Consultation Process:

The reviewers met with the Vice-Principal Academic and Dean; the Vice-Dean Undergraduate; the Chair of the Department of Geography, UTM; junior and senior faculty members; graduate and undergraduate students; and administrative staff.

Current Review: Findings & Recommendations

1 Undergraduate Program

English, B.A., Hons.: Specialist, Major, Minor; Theatre and Drama Studies (TDS), B.A., Hons.: Specialist – joint with Sheridan College; Theatre, Drama and Performance Studies, B.A., Hons.: Major, Minor; Canadian Studies, B.A., Hons.: Major, Minor

The reviewers observed the following strengths:

- Overall quality
 - Impressive quality of both English and Drama programs; they have very strong relationship
 - Program success due to program offerings and faculty quality and dedication; quite unique program of drama and theatre history spans medieval period to present
- Curriculum and program delivery
 - Excellent curriculum balances traditional literature and innovations
 - Welcome reintroduction of required survey course for Specialists and Majors
 - Third-year, “topics” courses further expose students to subjects introduced in previous years and to cutting-edge faculty research
 - Innovations in teaching of writing and use of new writing technologies are encouraged
 - “Beautiful” writing pedagogy is evident in first-year courses
- Student learning beyond the classroom
 - Very strong range of research-intensive, undergraduate courses, including ROPs and independent studies courses
- Quality indicators
 - Impressive quality and number of students in both English and TDS specialist programs
 - Despite decreased enrolment over past five years, graduation rates remain stable

- Consistently strong enrolment in English major program
- TDS program has potential to attract non-humanities students
- Significant proportion of honours students relative to total UTM population
- Completion rates of English and Theatre, Drama and Performance Studies majors exceed those of larger UTM departments
- High level of student satisfaction, particularly with tutorials and training in close reading and writing
- Students appreciate learning about teaching assistants' training
- Faculty resources
 - Chair has used various strategies to develop teaching assignments that meet needs of students and faculty
- Program Development
 - Student and faculty enthusiasm for establishment of Minor in Creative Writing program

The reviewers identified the following areas of concern:

- Curriculum and program delivery
 - Junior faculty feel excluded from curriculum decision-making process
 - Faculty would like to separate curriculum structure from that of St. George campus (STG)
 - Student and faculty desire for greater diversity of courses in other literatures, catering to student interests
 - Canadian literature is under-represented in curriculum
 - Junior faculty would like greater preparation of upper-year students, through core first-year course
 - TDS students would like more variation in course offerings, including playwriting and directing courses
 - Average enrolment in writing sections is 25
 - Low enrolment in *Colonial and Postcolonial Writings* course
- Quality indicators
 - Some students have seen differences in teaching effectiveness across courses
- Enrolment
 - Student-faculty ratio too high for teaching writing and critical thinking
- Faculty resources
 - Students may not be taught by tenure-stream faculty until third year
 - Some faculty have fewer opportunities to teach preferred courses, due to faculty complement size and student demand

The reviewers made the following recommendations:

- Curriculum and program delivery
 - Strengthen curriculum development through more inclusive and collaborative decision-making process, in particular, seek input from junior faculty
 - Consider separating UTM curriculum from that of STG

- Better reflect diversity of student body in course offerings
- Explore increasing enrolment in *Colonial and Postcolonial Writings* course by:
 - Exposing students earlier to genre through increased anglophone literature content in introductory course; expand offerings in upper years
 - Renaming the course
- Quality indicators
 - Consider student suggestions for strengthening course evaluation process:
 - Have students complete evaluations in class
 - Use written instead of online evaluations
 - Provide space for comments on online form
 - Inform students of importance and use of evaluations
- Program Development
 - Build on Department's strengths by proceeding with plans to develop Minor in Creative Writing program
 - Program would aid in student recruitment and contribute to sense of community
 - Increase prestige and publicity of Department through Writers-in-Residence series
 - Consider expansion of TDS program through increased support

2 Graduate Program

n/a

3 Faculty/Research

The reviewers observed the following strengths:

- Overall quality
 - Many faculty are leading scholars in their fields
- Research
 - Departmental research strengths in areas such as book history, textual edition, theatre history, critical theory, and early modern studies
 - High level of productivity; faculty consistently receive significant external research grants
 - Overall, faculty feel well-supported by both internal and external grants

The reviewers identified the following areas of concern:

- Research
 - Currently no Departmental endowed Chairs
 - Humanities applications are increasingly less likely candidates for SSHRC awards
- Faculty
 - Concern that not all past appointments have been replaced
 - Very small TDS faculty complement

- View that development of strong sense of UTM community has been limited by current size and mix of faculty complement
- Some faculty concern about gender/equity issues:
 - Some unhappiness with advancement opportunities for female faculty
 - Limited number of female and visible minority faculty and limited expertise in aboriginal literatures
- Junior faculty would like their teaching evaluation to include more peer evaluation and strengthened course evaluation processes

The reviewers made the following recommendations:

- Research
 - Continue to support funding opportunities for and efforts by humanities scholars
 - Consider establishing Departmental Canada Research Chair
 - Explore ways to recognize scholarly achievements of all categories of appointees
- Faculty
 - Continue long-term planning to attain full faculty complement, reflecting balance across all categories of appointments
 - Consider need for appointments in English and TDS programs - leadership role in Drama will need to be filled in future and a generalist with expertise in theory and dramatic history would be an asset
 - Examine issue of diversity in faculty complement
 - Raise awareness of importance of inclusivity and sensitivity to gender and equity issues
 - Develop additional ways to demonstrate respect and support for all categories of appointees

4 Administration

The reviewers observed the following strengths:

- Relationships
 - Successful merger of English and Drama programs has resulted in more unified Department
 - Overall, strong morale among departmental members, who report being treated with “dignity, respect, and support”
- Organizational and financial structure
 - Functional arrangement of competent staff shared with other departments; planned co-location will be helpful
- Planning / Vision
 - Departmental Chair’s leadership appreciated by faculty and staff
 - Chair has served critical role in advancing relations between English and TDS
- Department/unit/programs relative to the best in Canada/North America and internationally (reputation/profile)
 - Excellence in scholarship and teaching

- U of T English Department highly ranked internationally

The reviewers identified the following areas of concern:

- Relationships
 - Majority of Department, especially junior faculty, would like increased transparency and collaboration in decision-making
 - Perception of instances of sexism shared by students and some faculty
 - Many faculty identified need for stronger sense of community at UTM and opportunities for students to engage more with senior faculty
 - Limited number of informal spaces where students and faculty can meet
- Organizational and financial structure
 - Heavy workload of TDS staff
- Planning / Vision
 - Staff desire for English and TDS relationship to continue to be championed by future Chair

The reviewers made the following recommendations:

- Relationships
 - Facilitate examination and discussion of gender and equity issues by all members of the Department - faculty, staff, and students
 - Increase transparency of and collaboration in Departmental decision-making
 - Strive to build stronger sense of community within Department through formal and informal events such as speaker series
 - Continue outreach efforts on value of humanities
- Organizational and financial structure
 - Consider hiring additional TDS technical staff member; this could contribute to increased revenue stream
 - Expand revenue generation, donors, and good publicity for TDS programs, building on excellent performances in the community
- Planning / Vision
 - Examine ways in which departmental work might be delegated
 - Consider appointing an Associate Chair and Undergraduate Director, enabling Chair to focus on further building Department

ADMINISTRATIVE RESPONSE – Appended



September 10, 2015

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

Dear Sioban,

I am writing to provide an administrative response to the External Review of UTM's Department of English and Drama, which was held in March 2015. I am pleased with the largely favourable review which highlights the high level of student satisfaction, the quality of the faculty, and the collegial nature of the department. I am troubled, as you were, by some observations about possible inequities within the department and students' concerns about sexist behaviour in the classroom. In consultation with the Chair, I was reassured that some of the concerns raised by reviewers are being addressed.

Curriculum & Program Delivery

The reviewers made a number of recommendations for strengthening the curriculum by creating common first year experiences and through more diverse offerings in upper years. As well, they suggested ways to engage the whole Department in curriculum development.

It would be difficult to implement such a course as a "common first-year experience" since many students taking first-year English do not go on to enrol in English major or specialist programs. However, the department will explore whether a 200-level course of this nature would make sense, as a prerequisite for all 300- and 400-level courses, weighing the pedagogical value and the potential impact on enrolment.

The reviewers noted that the coverage of Canadian literature appeared under-represented and that a number of faculty were in favour of expansion.

The department is mystified by the reviewers' expectation that a department of its size should be offering more courses in the area of Canadian literature. The department notes that Canadian literature is covered in more courses regularly offered than any other national literature except for British. The department currently has a tenured faculty and 3 sessional lecturer III's who are Canadian literature specialists, all of whom offer several courses over the course of the year.

While the reviewers praised the "beautiful" pedagogy used in the Department's writing innovations, they expressed concern that the size of writing sections might limit their effectiveness.

The reviewers assert that writing workshops are more effective at 10 – 12 students, not in tutorials with caps of 25 students. The Dean will explore options for reducing tutorial size in specific first-year courses, particularly in light of UTM's strong commitment to improving students' writing.

Faculty

The reviewers commented on the importance of building a strong core of continuing faculty, enabling student interactions with them earlier in the programs, while maintaining an appropriate balance across all categories of appointment.

The department is strongly committed to increasing its faculty complement and believes that the ratio of students to full-time continuing faculty is not strong in relation to other English departments. On the other hand, the department has a strong cohort of sessional lecturers, some at the highest level, who make considerable contributions to the programs and enjoy strong student evaluations. Increasing faculty complement is an important priority at UTM, and allocation of complement will continue to support areas of high student demand, taking into account pedagogical approaches.

The reviewers referenced the matter of promotion of female faculty members in the Graduate Department of English. They seemed to have understood that female faculty were not being advanced, and they suggested that the diversity of faculty be considered in any future appointments.

The comments regarding the delayed promotion of female colleagues could not pertain to UTM faculty. All eligible female colleagues in English at UTM have been promoted to full professor or are currently undergoing a promotion review.

The Department Chair agrees that the department needs to build a more diverse faculty. This has been a key consideration in all recent searches, and three out of the five recent searches resulted in the appointment of a female colleague. The department has unfortunately not succeeded in diversifying its entirely Caucasian faculty to reflect the diversity of our student population, despite making efforts to do so. This will continue to be a priority in upcoming searches.

The reviewers spoke of the need for all faculty within the Department to feel valued, including teaching-stream members and sessional instructors, and they suggested that further steps be taken to promote a culture of respect and recognition.

Although CLTAs and sessional lecturers in the department do not have access to the same research support structures that continuing faculty can draw on, the department makes every effort to support all eligible SSHRC applications by term-limited and sessional colleagues. Term-limited colleagues are treated as full faculty members in terms of membership on committees, department meetings, and departmental research funds. However, the Chair agrees that the department needs to do more and will explore assigning mentors to new CLTAs and including sessional lecturers on some committees, on a volunteer basis.

Relationships

The reviewers expressed concern that “mild to disturbing” instances of sexism in two classroom incidents had been perceived by students and faculty within the Department.

The chair was deeply distressed to read about the two sexist incidents, and has taken a number of steps to address the situation, including meeting with both instructors to discuss the incidents to ensure that similar incidents will not occur again (or be left unaddressed again). At the Department’s first faculty meeting in the fall, to which all instructors will be invited, UTM’s Equity and Diversity Officer will give a presentation and offer advice on how to ensure that classrooms function as safe spaces. Both the Chair and a colleague have spoken to the students who reported the two incidents, and are actively maintaining open lines of communication to make sure that the department can discover and address similar situations, should they occur again in the future, with greater expediency and effectiveness.

The reviewers found that a greater sense of community and shared responsibility among Departmental members would be a benefit. They suggested encouraging interactions in the new space and examining ways in which departmental work might be delegated.

Departmental cohesion has long been a challenge for this unit, as for many other units at UTM where many faculty members’ primary research activity occurs outside of UTM. The Chair is in the process of taking action on some of the reviewers’ suggestions. He will establish a new Academic and Social Events committee, with representation from all levels of faculty and from the English and Drama Student Society, to plan a series of co-curricular events and lectures. He plans to invite at least one well-known outside speaker a term, with the goal of bringing together faculty and students, but also of attracting colleagues from the other two campuses to UTM. This past semester, the new bistro in Deerfield Hall has become something of a gathering place – a senior colleague and the entire cohort of pre-tenure faculty have started having lunch there together once a week. The chair will encourage and support similar efforts next year.

In general the chair agrees that enhanced participation in decision-making processes will lead to a greater investment in UTM as a location of academic, intellectual, and social activity. Developing an English curriculum that has a more campus-specific identity could be an important aspect of this, though it is important to note that several UTM faculty reacted very negatively to the report’s suggestion that UTM’s curriculum be severed from that of the UTSG English department. This is a question that will require extensive consultation and debate within the department.

Please let me know if you have any questions about this response.

Sincerely,



Amy Mullin
Vice-Principal, Academic and Dean

Review Summary

Program Reviewed:	Master of Science in Biomedical Communications (MScBMC)
Division/Unit in which program(s) is housed:	Institute of Medical Sciences
Commissioning Officer:	Professor Trevor Young, Dean, Faculty of Medicine Professor Amy Mullin, Vice-Principal and Dean, University of Toronto Mississauga
Reviewers (Name, Affiliation):	1. Professor Steven Harrison, Department of Medical Illustration, Georgia Regents University 2. Professor Bonnie Sadler Takach, Department of Art and Design, University of Alberta 3. Professor Nadine Wathen, Faculty of Information and Media Studies, The University of Western Ontario
Date of review visit:	February 25-26, 2015

Previous Review

Summary of Findings and Recommendations:

1. Undergraduate Programs:

n/a

2. Graduate Programs: Master of Science in Biomedical Communications

The reviewers observed the following strengths:

- Program is role model for others in biomedical communications and visualization
- Attracts high quality, well-prepared students
- Program objectives reflect high standards
- Excellent program completion rates

The reviewers identified the following areas of concern:

- Minimal exposure to observation of surgery constrains possible student projects
- Student desire for more timely information about funding opportunities

The reviewers made the following recommendations:

- Consider offering additional electives, broadening student training
- Explore ways to enable students to observe additional surgical procedures
- Gather and provide information to students on funding before they begin the program

3. Faculty/Research

The reviewers observed the following strengths:

- Active faculty are productive in valuable fields
- Outstanding record of grant awards

The reviewers identified the following areas of concern:

- Research opportunities somewhat limited for faculty who don't hold doctorate
- Planned program growth may impact time available to faculty to conduct research

The reviewers made the following recommendations:

- Continue to publish and present in non-traditional academic fields

4. Administration

The reviewers observed the following strengths:

- Strong support from senior administrators
- Necessary physical resources are in place to support program

The reviewers identified the following areas of concern:

- Relationships with clinical faculty may be affected somewhat by move to UTM

The reviewers made the following recommendations:

- Maintain presence on St. George campus, facilitating interactions with clinical faculty and access to hospital sites

Last OCGS Review Date: 2007-08

Current Review: Documentation & Consultation

Documentation Provided to Reviewers:

Terms of Reference; Self-Study Report; Schedule; Faculty of Medicine Strategic Academic and Research Plans; Documentation from OCGS Review in 2007-08—Period Appraisal Brief, Consultants' Report, Response to Consultants, OCGS Final Approval.

Consultation Process:

The reviewers met with the following:

1. Vice-Dean, Graduate and Life Sciences Education, Faculty of Medicine (Dean's Delegate) and Vice-Principal, Academic and Dean, University of Toronto Mississauga
2. MScBMC Program Director
3. Faculty – Department of Biology, UTM and Faculty of Medicine (Cross-Appointed)
4. MScBMC Students
5. Research – Associate Dean, Research, Faculty of Medicine, Vice-Principal, Research, UTM, and Associate Chair, Research, Department of Biology, UTM
6. Graduate Education – Vice-Dean, Graduate, UTM and Senior Lecturer, Educational Developer and Instructional Designer, The Robert Gillespie Academic Skills Centre, UTM
7. Administrative Staff – Graduate Program Officer and Manager, Department of Biology, UTM, and Biology Liaison Librarian, UTM
8. MScBMC Alumni
9. Master's Research Project Consultants (Basic and Clinical Scientists) – Departments of Immunology, Chemical Engineering and Applied Chemistry, Surgery

Current Review: Findings & Recommendations

1 Undergraduate Program

n/a

2 Graduate Program

Master of Science in Biomedical Communications

The reviewers observed the following strengths:

- Overall quality
 - Longstanding program with significant impact
 - Excellent, interdisciplinary, professional program that fills a key niche
- Objectives
 - Program aligns with University mission, Faculty's and unit's academic plan
 - Unique program tied to visual knowledge translation research and practice
 - Degree level expectations clearly outlined and reflect discipline's standards
 - Increasing visibility through use of student projects in other programs, research dissemination, and public education
- Admissions requirements
 - Admissions requirements are appropriate for program's learning outcomes
- Curriculum and program delivery
 - Careful planning and input of curriculum developer is evident
 - Appropriate, effective program structure and curriculum
 - Learning activities map well with learning outcomes
 - Faculty are fully engaged in innovative program delivery

- Anatomy and Surgery Departments play crucial role in aiding development of students' core competencies in medical illustration
- Students take part in range of learning opportunities made available to them
- Curriculum includes research methods course to aid students with Master's Research Project (MRP)
- Quality indicators
 - Attracts excellent applicants
 - Quality of students competitive with that of similar programs in terms of awards and recognition and quality of work
 - Rigorous application process contributes to excellent student completion rates
 - Demanding, intensive, innovative program
 - Students very satisfied with program relevance and career preparation
 - Graduates are "high-functioning and highly employable"
 - Alumni find interesting, well-paid employment, become entrepreneurs, and hire program graduates
- Student funding
 - Good student funding for professional program
 - Student optimism about ability to repay debt after graduation
- Support
 - Students provided with supportive learning environment
 - Students able to access faculty; staff are keen to support students and faculty
- Faculty resources
 - Adequate faculty complement given program size
- Physical resources
 - High quality UTM facilities meet needs of students and faculty

The reviewers identified the following areas of concern:

- Admissions requirements
 - Concern about sufficient intake of visual arts students
- Curriculum and program delivery
 - Student comments on repetition of some topics across courses
 - Faculty seek guidance on integrating collaborative learning into curriculum
 - Students would need greater training in research methods to evaluate efficacy of their research projects; minimal time to prepare publication-worthy research
- Enrolment
 - Future growth constrained by UTM facilities and faculty workload
- Support
 - Some faculty seek guidance on advising students in selecting their field and MRP topic
- Physical resources
 - Limited IT support for program at UTM
 - Issues with physical space in Fitzgerald Building
 - Quiet work space needed by students and faculty

The reviewers made the following recommendations:

- Admissions requirements
 - Explore ways to admit more students with visual arts background
- Curriculum and program delivery
 - Determine if some topic repetition among courses is cause for concern
 - Further enhance program through inclusion of typographic and information design principles
 - Explore more opportunities for student research
 - Discuss curation of student and faculty projects – these are valuable resources which can be shared with internal and external community
- Assessment of learning
 - Consider explicitly mapping assessment methods to learning activities
 - Consider further incorporating student self-assessment in program
 - Consider use of self- and peer-evaluation of team project management
- Support
 - Encourage faculty to seek best practices on student advising
- Program Development
 - Explore development of new doctoral programs – professional and/or research-based doctorate
 - Examine possibility of adding major in undergraduate health communications to existing minor program
- Physical resources
 - Provide further IT support for program at UTM
 - Address concerns about quality of physical space in Fitzgerald Building

3 Faculty/Research

The reviewers observed the following strengths:

- Overall quality
 - Strong, evolving research culture
- Research
 - Large-scale faculty research collaborations under way
 - High level of scholarly output despite heavy teaching and supervisory loads
 - Faculty use of MRP work for teaching, research and publication in basic medical science units
- Faculty
 - Strong sense of collegiality and common purpose

The reviewers identified the following areas of concern:

- Faculty
 - Little room for unforeseen events affecting faculty complement

The reviewers made the following recommendations:

- Research
 - Continue to conduct scholarly research (such as that arising from MRPs) to contribute to evolution of discipline and best practices

4 Administration

The reviewers observed the following strengths:

- Relationships
 - Extremely high morale among all stakeholders; visible enthusiasm of faculty, staff, and students
 - Strong student/faculty partnerships
 - Numerous existing collaborations with other units (especially with Department of Surgery and Division of Anatomy) and opportunities for further growth
 - Active, ongoing participation in annual “Exchange Seminar” with peer institutions
 - Program stature benefits from faculty, student and alumni provision of service to and involvement in Association of Medical Illustrators
 - Strong impact on local industry and economy
- Organizational and financial structure
 - Relatively stable budget and resources, following significant transitions in recent years
- Planning / Vision
 - Good support for Director
 - Active and engaged alumni association
- Department/unit/programs relative to the best in Canada/North America and internationally (reputation/profile)
 - One of only four accredited programs of its type in the world; equal to its American peers

The reviewers identified the following areas of concern:

- Organizational and financial structure
 - Potential risk tied to interdisciplinary aspect of program – Faculty of Medicine (St. George Campus) is graduate home, and Biology Department (UTM) is undergraduate/administrative home
 - Significant resources required to support program
 - Development of new ideas and initiatives by faculty may be inhibited by concern that program is not revenue-generating
- Planning / Vision
 - Possible advancement/fundraising opportunities may not yet have been adequately explored
 - Program expansion would require consideration of space availability

The reviewers made the following recommendations:

- Relationships
 - Maintain strong relationships with key Faculty of Medicine units, ensuring curricular strength
 - Continue to develop new, formal relationships with other units
 - Further develop relationships with industry, facilitating student employment and advancement initiatives
- Organizational and financial structure
 - Maintain physical presence on St. George Campus
 - Consider additional means of revenue generation
 - Examine additional advancement strategies such as infrastructure grants and endowed chairs
- Planning / Vision
 - Develop vision statement and link to promotional materials
 - Increase program profile through further communication of success stories to internal and external community, creating additional development opportunities

ADMINISTRATIVE RESPONSE – Appended

Friday, September 11, 2015

Sioban Nelson
Vice-Provost, Academic Programs
University of Toronto
Simcoe Hall, Room 224
27 King's College Circle
Toronto ON M5S 1A1

Re: Joint Administrative Response to External Review Report for the MScBMC Program

Dear Professor Nelson,

The Faculty of Medicine, University of Toronto and University of Toronto Mississauga are pleased to provide a response to the External Review Report for the Biomedical Communications Graduate Program (MScBMC), prepared by professors Steven Harrison, Bonnie Sadler Takach, and Nadine Wathen. This report follows a two-day site review in late February 2015, during which the reviewers met with various stakeholders involved in the program (students, alumni, faculty, administrators), and toured facilities on the St. George and UTM campuses.

Overall, the report is highly positive, and it fairly reflects the program's current faculty, curriculum, student body, infrastructure, and administrative environment. We are grateful for the comprehensive review and helpful comments going forward. It is especially gratifying that the reviewers remarked on the pedagogical and translation value of the scholarly work of BMC students and faculty, and noted its impact on the university and community. We would also like to thank Associate Professor Nicholas Woolridge, Director of Biomedical Communications for his outstanding leadership of the BMC Program over the past several years.

We will now respond to some specific observations and concerns raised.

Curriculum/Program Delivery:

1. The reviewers felt that learning activities already align well with learning outcomes, but assessment methods need to be more explicitly mapped to learning activities, so both are aligned with learning outcomes. The Program has initiated a series of strategic and curriculum planning retreats to address this issue; this would include a comprehensive review of DLEs to map learning objectives to curricular implementation and assessment.

2. The reviewers noted that concern was expressed about students with 25% course work in art-related disciplines not qualifying for admission, resulting in a perception of failure to accommodate the visual art background required to excel as a medical illustrator. It was suggested that students with a strong art background and abilities could take additional science courses in readiness for the program. The Program will more clearly indicate on its web site that a potential SGS non-standard application path exists for visual studies students.

3. The reviewers comment that this is an excellent program that can further distinguish itself by explicitly teaching typographic and information design principles, including the use of information hierarchy and cueing. The Program is currently reviewing and exploring revisions to its curriculum, and will seek to bring forward themes relating to legibility, readability, and typographic design considerations.

Research:

The reviewers state that enhancing the research culture in the program, including evolving research support opportunities and ways for students to more formally engage with evaluating their work, is a potential area of focus. This could include exploration of opportunities for doctoral studies. The Program agrees and plans to discuss the feasibility of options for doctoral level study, including a professional doctorate, at upcoming curriculum planning events. It is also discussing ways to encourage more MScBMC students to pursue the evaluation option within the existing Master's program. One crucial aspect of increasing research supervision capacity is finding adequate space for those students at UTM. BMC's current footprint in the HSC building is at capacity, and new space for graduate students will require either a reconfiguration of that space or new space elsewhere at UTM.

Resources:

The reviewers noted the faculty members' sensitivity to the fact that the program is not currently revenue generating.

1. There is a major concern regarding the resources required to design a new cadaver dissection anatomy course for BMC students as they will no longer be able to access the Structure/Function curriculum in undergraduate medicine. The Program will investigate alternate sources of revenue to fund this new course.

2. Another resource concern noted was the need for enhanced IT support at UTM for the Program. We agree that improved IT support either centrally delivered or via increased funding within the program, is needed. The Program is also looking into digital archiving options existing at U of T.

3. The final resource concern noted related to substandard space at the Fitzgerald Bldg. This will be addressed in the fall of 2015 with the impending move to newly renovated space at 263 McCaul St.

Long Range Planning:

The reviewers commented that ongoing attention is required to ensure that the strong and vital links with key Faculty of Medicine units, especially Anatomy and Surgery, are maintained. The Program currently enjoys a very close working relationship with Biology (UTM), IMS, and the Division of Anatomy, and strong relationships with Surgery, Immunology, and Human Biology, which it will seek to maintain as a priority. The reviewers also commented on the importance of the Program pursuing further opportunities for revenue generation to support new programming, such as through increased fundraising efforts and expansion of undergraduate programs. The Program plans to propose a new undergraduate major program in the next 1-2 years.

Conclusions:

The reviewers concluded that the program has many strengths, including a very high level of engagement and dedication from faculty, staff, students, alumni and the various partners with whom the faculty and students interact. They state that the new space at UTM is of high quality and well-suited to the needs of students and faculty. Importantly, they stated that there is a clear link between the program and the local economy – alumni are starting new companies and hiring BMC graduates and BMC grads are acting as liaisons to new industries. Finally, there is Administrative goodwill – the program enjoys support from senior leaders at both UTM and U of T's Faculty of Medicine. As one of only four accredited Medical Illustration programs in the world, applicants and current students are competitive with other medical illustration schools in terms of awards and recognition, quality of work and employment past graduation. The quality of education/training is at or above that of other similar programs.

Proposed Implementation Plan:

Curriculum & Program Delivery

Initiative	Timeline	Lead
Indicate on web site that SGS “non-standard applicant” process exists for visual studies students	6-12 months	Unit
Review DLEs to map learning objectives to curricular implementation and assessment	6-12 months	Unit
Review and revise curriculum to eliminate unproductive repetition, make research project process more flexible and manageable, and in light of industry changes	1-2 years	Unit
Explore opportunities for implementing peer and self assessment, in individual and group projects	1-2 years	Unit
Explore feasibility of new program options (undergrad programs, certificates, doctoral programs)	1-2 years	Unit
Design, propose, and implement undergraduate major program	1-2 years	Unit

Research

Initiative	Timeline	Lead
Establish pathway for doctoral studies within IMS context	underway	Unit
Encourage more MScBMC students to evaluate and publish research; tied to curriculum renewal, above	3-5 years	Unit
Continue to seek original and collaborative research opportunities; evolve discipline	underway	Unit
Ensure adequate space is allocated for research activities	1-2 years	UTM Dean

Resources

Initiative	Timeline	Lead
Maintain links with Medicine, St. George campus	ongoing	Unit
Maintain contacts with industry	ongoing	Unit
Enhance IT support on UTM campus	1-2 years	UTM Dean
Increase efforts around advancement, awards	1-2 years	Unit
Address concerns with Fitzgerald space	6-12 months	Unit/IMS
Address revenue and expense issues	1-3 years	UTM Dean

Long-Range Planning

Initiative	Timeline	Lead
Develop vision statement and strategic plan, and link to program promotion	6-12 months	Unit
Explore feasibility of new program options (undergrad programs, certificates, doctoral programs) (see above)	1-2 years	Unit
Seek to increase program profile via media, social media, collaborations, etc.	3-5 years	Unit



Amy Mullin,
Vice-Principal Academic and Dean, UTM



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

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Review Summary

Program Reviewed:	Master of Management of Innovation program (M.M.I.)
Division/Unit:	Institute for Management and Innovation (IMI), University of Toronto Mississauga (UTM)
Commissioning Officer:	Professor Amy Mullin, Vice-Principal Academic and Dean, UTM
Reviewers (Name, Affiliation):	<ol style="list-style-type: none">1. Professor Barton H. Hamilton Robert Brookings Smith Distinguished Professor of Entrepreneurship, Olin Business School, Washington University in St. Louis2. Professor Thomas Ross Senior Associate Dean (Special Projects) and UPS Foundation Professor of Regulation and Competition Policy Sauder School of Business, The University of British Columbia3. Professor Peter Thompson Scheller College of Business, Georgia Institute of Technology
Date of review visit:	December 8 and 9, 2014

Previous Review

n/a - This program was established in 2007-08.

Last OCGS Review(s) Date(s): 2006 OCGS appraisal of new program

Current Review: Documentation & Consultation

Documentation Provided to Reviewers:

Terms of Reference

Master of Management of Innovation Program Self-Study, 2014

2006 OCGS Appraisal Report and Administrative Response

Graduate Degree Level Expectations

Facts & Figures 2013

Memorandum of Agreement between UTM & Faculty of Medicine

SGS Academic Calendar Entry for IMI-MMI, 2014-2015

SGS Essential Graduate Guide, 2014-2015

MMI Program Brochure, 2014

MMI Program Flyer, 2014-2015

Tri-Campus Framework

Consultation Process:

The reviewers met with the Vice-Principal Academic and Dean; the Vice-Dean Graduate; the Director of IMI; the Program Director for MMI; the Acting Program Director for MMI; the Chair of the Department of Management, UTM; junior and senior faculty members; IMI librarians; graduate students; and administrative staff of the Program and Department of Management.

Current Review: Findings & Recommendations

1 Undergraduate Program

n/a

2 Graduate Program

Master of Management of Innovation program (M.M.I.)

The reviewers observed the following strengths:

- Overall quality
 - Excellent program delivered by highly qualified and committed faculty members
 - Original and creative program fills important educational need
- Objectives
 - Program consistent with University's mission to conduct world-class research and deliver quality, research-informed instruction
- Admissions requirements
 - Appropriate admissions requirements contribute to successful student completion rates
- Curriculum and program delivery
 - Strong, modern curriculum
 - Curriculum has balance of sound fundamentals and practical applications
 - Extensive planning of valuable capstone course is appreciated by students
 - Appropriate program structure

- Program customization through electives available to students
- Twelve-month program length greatly valued by students and alumni
- Relevant student learning opportunities outside the classroom, especially during capstone group project
- Quality indicators
 - “Strong business school quality education”
 - Very high-quality, motivated students
 - Impressively high completion and completion-on-time rates
 - High rates of appropriate graduate employment or further post-graduate studies shortly after program completion
- Faculty resources
 - Program instruction carried out by faculty with active research programs

The reviewers identified the following areas of concern:

- Curriculum and program delivery
 - Some students expressed concern that, with current structure, employment interviews held near start of program don’t allow for demonstration of knowledge gained
 - A format for delivering preparatory sessions to incoming students is needed
 - Business ethics and creativity in decision-makers absent from curriculum
 - Traditional capstone element to integrate learning at end of program not present
 - Placement of capstone at end of program doesn’t allow students to return to the classroom and share experiences
 - Introduction of paid co-ops or internships (replacing existing capstone) would lead to urgent need for staff resources for MMI student career development and placement
- Enrolment
 - Low enrolment of international students perhaps tied to their limited recruitment
- Support
 - Student recruitment, placement and career services greatly under-developed
- Outreach / Promotion
 - Program’s and Institute for Management and Innovation’s (IMI) brands not yet well developed

The reviewers made the following recommendations:

- Curriculum and program delivery
 - Offer preparatory boot-camp before start of program covering topics such as mathematics and statistics review, introduction to modern business topics, and introduction to microeconomics
 - Include topics on business ethics and creativity in curriculum
 - Explore alternative program structures better positioning students to benefit from curriculum before seeking experiential/employment opportunities
 - Consider enhancing capstone through elements such as case studies, guest speakers, and leadership sessions

- Explore transforming capstone to an MMI-controlled consulting service, providing greater experiential opportunities for students and generating program revenue
- Contemplate changing timing of capstone to enable students to participate in subsequent final event/session where they can share experiences
- Consider converting capstone to paid co-op program
- Assessment of learning
 - Perhaps enhance traditional learning assessment tools through future adoption of “assurance of learning” exercise used by business schools
 - Consider seeking employer feedback on student skills
- Quality indicators
 - Invest in student recruitment in order to increase high quality applicant pool
- Support
 - Consider significantly increasing level of career development and placement support provided for MMI students
 - Explore provision of additional staff support through IMI for MMI student recruitment, graduate data collection, marketing, and alumni relations

3 Faculty/Research

The reviewers observed the following strengths:

- Overall quality
 - High quality faculty research relevant to “innovation” program mandate
- Research
 - Faculty research publication rates and calibre comparable with those of peers at leading institutions
- Faculty
 - Cross-appointed faculty very committed to program

The reviewers identified the following areas of concern:

- Faculty
 - Availability of cross-appointed faculty might be reliant on positive relationships with cognate units

The reviewers made the following recommendations:

- Faculty
 - Consider appointing at least one non-tenure-stream faculty member who could liaise with industry and assume academic administrative responsibilities

4 Administration

The reviewers observed the following strengths:

- Relationships
 - Very high morale of faculty, staff and students
- Planning / Vision
 - Enthusiastic and high quality program leadership
- Department/unit/programs relative to the best in Canada/North America and internationally (reputation/profile)

The reviewers identified the following areas of concern:

- Relationships
 - Broad recognition of need for additional staff resources
 - Limited ties to employers and industry
- Organizational and financial structure
 - Program is too small given current tuition fees to provide necessary student services
 - Program's stature not yet sufficiently developed to allow for increased tuition fees to support greater services
 - Complex resource allocation issues typically managed by a business school's dean might need to be handled by UTM Vice-Principal Academic and Dean
 - Need for increased staff resources will require additional revenue
- Planning / Vision
 - Lack of developed alumni network

The reviewers made the following recommendations:

- Relationships
 - Further develop program's external relationships
 - Strengthen ties with employers and industry, facilitating benefits such as curriculum advice, prospective guest speakers, input on faculty research projects, and student employment and co-op opportunities
 - Establish an advisory board comprising professionals in the discipline
 - Consider developing an alumni network that can help with program advocacy
- Organizational and financial structure
 - IMI should develop its own brand, featuring its innovative professional graduate programs
 - Think about generating greater resources to fund level of expected student services, possibly through increased tuition fees or enrolment

ADMINISTRATIVE RESPONSE – Appended



Thursday, September 17, 2015

Sioban Nelson
Vice-Provost, Academic Programs
University of Toronto
Simcoe Hall, Room 224
27 King's College Circle
Toronto ON M5S 1A1

Re: Administrative Response to External Review Report for the University of Toronto Mississauga Master of Management of Innovation Program (MMI)

Dear Professor Nelson,

We are pleased to provide a response to the External Review Report for the Master of Management of Innovation Graduate Program (MMI), prepared by professors Barton Hamilton, Thomas Ross and Peter Thompson. This report follows a two-day site review in December 2014, during which the reviewers met with various stakeholders involved in the program (students, alumni, faculty, librarians, staff and administrators), and toured facilities on the UTM campus.

We are pleased that the external reviewers presented a very positive evaluation of the MMI, indicating that it is an original and creative program delivered by highly qualified and committed faculty, and that it fills an important educational need. They recognize the strengths of the curriculum, including its balance of theoretical fundamentals and practical applications and the high quality of its students, who moreover have excellent rates of completion and subsequent employment.

Although the external reviewers are very positive overall, they do identify some areas of concern, noted below with our comments, plans and actions.

Curriculum and Program Delivery

The reviewers identified the capstone course as being a valuable component of the program, and offered some options to strengthen the experience. The reviewers also commented on the benefits of facilitating student preparation prior to the start of the program, and suggested some additions to the topics being currently covered. They further suggested that it would be valuable to add some new courses to the curriculum.

Given the impact that some of these changes may have on the overall operations of the program, we would like to proceed with caution and consultatively

assess in detail the benefits and costs of the various alternatives before making changes. Consultations will be conducted with students, instructors and alumni to obtain additional feedback on the current MMI curriculum and discuss possible changes (Unit, 6 months). Once these consultations have been conducted, action will be taken as required. Any introduction of new courses or a preparatory boot-camp will be smoother if our discussion suggests that such changes will be welcome by students and faculty members (Unit, 1-2 years). In particular redesigning the capstone course and the academic calendar would be significant. Thus, any such changes would take some time to be planned and implemented (Unit, 2-3 years).

Student Services

The reviewers commented on the need for increasing the level of service provided to students, including recruitment, placement, and career development.

To address this concern, MMI has hired a staff member to focus on recruiting students and providing support to career development and placement activities. These additional resources for enhancing student services will be supported by phased enrolment increases. Increased resources and increased services are intimately tied to each other because effective increases in enrolment will be facilitated through this increase in staff for recruitment of highly qualified students, as well as enhanced services for assisting with successful completion of the program.

The current faculty and teaching resources can easily accommodate an increase from 25 to 35 students. However the MMI has concerns related to the quality of admitted students if there was a rapid increase in class size without an increase in the size and maintenance of the quality of the pool of applicants. Therefore, a more gradual increase in class size is advisable, depending upon success in expanding the pool of applicants (Unit, 2-3 years). The new staff member will assist current staff members in advertising the program to prospective students.

Potential additional resources could also assist the MMI director in increasing the pool of MMI applicants, coordinating additional activities related to MMI career development, and offering additional information sessions and other activities for promoting the program to potential applicants. We are investigating the possibility of appointing a current faculty member of the MMI program as associate director to provide the additional resource required for such activities (Dean, 6-12 months).

Relationships

The reviewers recommended that the program should strengthen its connections with industry. We agree with this recommendation because it has the potential to assist the program by providing additional advice on curriculum,

excellent guest speakers for classes and events, employment and co-op opportunities for students, ideas for industry-relevant research projects for faculty, and possibly even financial support for aspects of the program. Two suggestions from the reviewers to address this issue that we hope implement are creating an industry advisory board (Unit, 1-2 years), and in the long term once enrolments have expanded, hiring a teaching stream faculty member (Dean, Unit, 3-5 years). We recognize that the program could benefit from hiring a teaching stream faculty member with industry experience to teach some applied courses and also potentially serve as a liaison between the program and industry.

In summary, we are pleased with this very positive review and are grateful to the external reviewers for their positive recommendations for initiatives to enhance the quality of the MMI program.

Sincerely,



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