



**FOR INFORMATION**

**PUBLIC**

**OPEN SESSION**

**TO:** Agenda Committee

**SPONSOR:** Sioban Nelson, Vice-Provost, Academic Programs  
**CONTACT INFO:** (416) 978-2122, [vp.academicprograms@utoronto.ca](mailto:vp.academicprograms@utoronto.ca)

**PRESENTER:** See above  
**CONTACT INFO:**

**DATE:** October 24 for November 14, 2016

**AGENDA ITEM:** 1b

**ITEM IDENTIFICATION:**

Semi-Annual Report on the Reviews of Academic Units and Programs,  
April – September 2016

**JURISDICTIONAL INFORMATION:**

“The Committee...has general responsibility...for monitoring, the quality of education and the research activities of the University. In fulfilling this responsibility, the Committee works to ensure the excellent quality of academic programs by...monitoring reviews of existing programs....The Committee receives annual reports or such more frequent regular reports as it may determine, on matters within its purview, including reports on the ...[r]eviews of academic units and programs.” (*Committee on Academic Policy and Programs (AP&P) Terms of Reference, Sections 3, 4.9*)

Within the *Accountability Framework for Cyclical Review of Academic Programs and Units*, the role of AP&P is to undertake “a comprehensive overview of review results and administrative responses.” AP&P “receive[s] semi-annual program review reports including summaries of all reviews, identifying key issues and administrative responses,” which are discussed at a “dedicated program review meeting with relevant academic leadership.” (*Policy for Approval and Review of Academic Programs and Units*). AP&P’s role is to ensure that the reviews are conducted in line with the University’s policy and guidelines; to ensure that the Office of the Vice-President and Provost has managed the review process appropriately; to ensure that all issues relative to the quality of academic programs have been addressed or that there is a plan to address them; and to make recommendations concerning the need for a follow up report.

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

## **GOVERNANCE PATH:**

1. Committee on Academic Policy and Programs [for information] (November 1, 2016)
2. **Agenda Committee of the Academic Board [for information] (November 14, 2016)**
3. Academic Board [for information] (November 24, 2016)
4. Executive Committee of the Governing Council [for information] (December 5, 2016)
5. Governing Council [for information] (December 15, 2016)

## **PREVIOUS ACTION TAKEN:**

Governing Council approved the *Policy for Approval and Review of Academic Programs and Units* in 2010. The *Policy* outlines University-wide principles for the approval of proposed new academic programs and review of existing programs and units. Its purpose is to align the University's quality assurance processes with the Province's Quality Assurance Framework through establishing the authority of the University of Toronto's Quality Assurance Process (UTQAP).

The Semi-Annual Report on the Reviews of Academic Units and Programs (October 2015 – March 2016) was previously submitted to the Agenda Committee on April 12, 2016.

## **HIGHLIGHTS:**

External reviews of academic programs and units are important mechanisms of accountability for the University and a vital part of the academic planning process. Academic reviews are critical to ensuring the quality of our programs through vigorous and consistent processes that assess the quality of new and existing programs and units against our international peers.

Summaries of the external review reports and the complete decanal responses for sixteen external reviews of units and/or academic programs are being submitted to AP&P for information and discussion. Of these, two were commissioned by the Vice-President and Provost and fourteen were commissioned by the Deans. The signed administrative responses from each Dean highlight action plans in response to reviewer recommendations.

Overall, the themes raised in these reviews echoed those in previous compendia: the excellent quality of our programs, the talent and high calibre of our students, the impressive body of scholarship produced by our faculty, and the strong morale within the programs. In addition, this set of reviews highlighted programs' innovative curricular approaches and valuable links to the community.

As always, the reviews noted areas for development. These included strengthening relationships between units to support academic program collaborations; finding the right physical spaces for course delivery and research; and supporting students through coordinated advising.

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

**FINANCIAL IMPLICATIONS:**

Not applicable.

**RECOMMENDATION:**

This item is for information and feedback.

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**DOCUMENTATION PROVIDED:**

Compendium of Reviews of Academic Programs and Units, April – September 2016



UNIVERSITY OF  
**TORONTO**

OFFICE OF THE VICE-PROVOST,  
ACADEMIC PROGRAMS

# **Reviews of Academic Programs and Units**

**April – September 2016**

**Report to the Committee on Academic Policy and Programs  
November 1, 2016**

# Reviews of Academic Programs and Units

April – September 2016

Report to the Committee on Academic Policy and Programs

November 1, 2016

## 1 Provostial Reviews

- Faculty of Forestry and its programs
  - Graduate: Master of Forest Conservation, M.F.C.; Master of Science in Forestry, M.Sc.F.; Doctor of Philosophy in Forestry, Ph.D.
  - Undergraduate: Forest Biomaterials Science, B.Sc. (Hons.)\*: Major, Minor; Forest Conservation (Arts), B.A. (Hons.)\*: Specialist, Major, Minor; Forest Conservation (Science), B.Sc. (Hons.)\*: Specialist, Major, Minor
- \*offered through the Faculty of Arts & Science
- Ontario Institute for Studies in Education (OISE)
  - *No programs, not a UTQAP review*

## 2 Decanal Reviews

Daniels Faculty of Architecture, Landscape, and Design

- Architectural Studies and Visual Studies programs
  - Graduate: Master of Visual Studies, M.V.S.
  - Undergraduate: Architectural Studies, B.A. (Hons.): Major; Visual Studies, B.A. (Hons.): Specialist, Major, Minor

Faculty of Applied Science & Engineering

- Department of Chemical Engineering & Applied Chemistry and its programs
  - Graduate: Chemical Engineering & Applied Chemistry, M.Eng., M.A.Sc., Ph.D.
  - Undergraduate: Chemical Engineering, B.A.Sc.

Faculty of Arts & Science

- Department of Cell and Systems Biology and its programs
  - Graduate: Cell and Systems Biology, M.Sc., Ph.D.
  - Undergraduate: Animal Physiology, B.Sc. (Hons.): Major; Cell and Molecular Biology, B.Sc. (Hons.): Major; Developmental Biology, B.Sc. (Hons.): Major; Genome Biology, B.Sc. (Hons.): Major

- Department of East Asian Studies and its programs
  - Graduate: East Asian Studies, M.A., Ph.D.
  - Undergraduate: East Asian Studies, B.A. (Hons.): Specialist, Major, Minor
- Department of History and its programs
  - Graduate: History, M.A., Ph.D.
  - Undergraduate: History, B.A. (Hons.): Specialist, Major, Minor
- Department of Political Science and its programs
  - Graduate: Political Science, M.A., Ph.D.
  - Undergraduate: Political Science, B.A. (Hons.): Specialist, Major, Minor
- Ethics, Society and Law undergraduate program
  - Undergraduate: Ethics, Society, and Law, B.A. (Hons.): Major

#### Faculty of Medicine

- Department of Molecular Genetics and its programs
    - Graduate: Genetic Counseling, M.Sc.; Molecular Genetics, M.Sc., Ph.D.
    - Undergraduate: Molecular Genetics and Microbiology, B.Sc. (Hons.): Specialist, Major
- \*offered through the Faculty of Arts & Science

#### University of Toronto Mississauga

- Department of Language Studies and its programs
  - Undergraduate: French Studies, B.A. (Hons.): Specialist, Major, Minor; French and Italian, B.A. (Hons.): Specialist; Italian, B.A. (Hons.): Specialist, Major, Minor; Language Teaching and Learning: French, B.A. (Hons.): Major; Language Teaching and Learning: Italian, B.A. (Hons.): Major; Language Teaching and Learning: French and Italian, B.A. (Hons.): Specialist; Linguistic Studies, B.A. (Hons.): Major, Minor; Education Studies: Minor; English Language Linguistics: Minor; Francophone Studies: Minor; Functional French: Minor
- Department of Mathematical and Computational Sciences and its programs
  - Undergraduate: Bioinformatics, B.Sc. (Hons.): Specialist; Computer Science, B.Sc. (Hons.): Specialist, Major, Minor; Information Security, B.Sc. (Hons.): Specialist; Mathematical Sciences, B.Sc. (Hons.): Specialist, Major, Minor; Statistics, Applied, B.Sc. (Hons.): Specialist, Major, Minor
- Department of Visual Studies and its programs
  - Undergraduate: Art History, B.A. (Hons.): Specialist, Major, Minor; Art & Art History, B.A. (Hons.): Specialist, Major (joint program with Sheridan); Cinema Studies: Minor; Visual Culture & Communication, B.A. (Hons.): Specialist; Visual Culture: Minor

#### University of Toronto Scarborough

- Department of English and its programs
  - Undergraduate: English, B.A. (Hons.): Specialist, Major; English Literature: Minor; Literature and Film Studies: Minor; Creative Writing: Minor

- Graduate Department of Physical and Environmental Sciences and its programs
  - Graduate: Environmental Science, M.Env.Sc., Ph.D.
- Health Studies undergraduate programs
  - Undergraduate: Health Studies – Population Health, B.Sc. (Hons.): Major, Major Co-op; Health Studies – Health Policy, B.A. (Hons.): Major, Major Co-op

Appendix I: Externally-commissioned reviews of academic programs, April – September 2016

## UTQAP Review Summary

<b>Programs Reviewed:</b>	<ul style="list-style-type: none"> <li>• Forest Biomaterials Science, B.Sc., Hons.*: Major, Minor</li> <li>• Forest Conservation (Science), B.Sc., Hons.*: Specialist, Major, Minor</li> <li>• Forest Conservation (Arts), B.A., Hons.*: Specialist, Major, Minor</li> <li>• Master of Forest Conservation (M.F.C.)</li> <li>• Master of Science in Forestry (M.Sc.F.)</li> <li>• Doctor of Philosophy in Forestry (Ph.D.)</li> </ul> <p>*offered through the Faculty of Arts and Science</p>
<b>Division/Unit Reviewed</b>	Faculty of Forestry
<b>Commissioning Officer:</b>	Vice-President and Provost
<b>Reviewers:</b>	<ol style="list-style-type: none"> <li>1. Anja Geitmann, Dean, Faculty of Agricultural and Environmental Sciences, McGill University</li> <li>2. J. Keith Gilles, Dean, College of Natural Resources, University of California, Berkeley</li> <li>3. Lisa Sennerby Forsse, Rector/Vice-Chancellor Emeritus, Swedish University of Agricultural Sciences</li> </ol>
<b>Date of review visit:</b>	May 4 – 6, 2016

### Previous Review

**Date:** November 17 – 18, 2009

#### Summary of Findings and Recommendations:

**1. Undergraduate Programs** (Forest Biomaterials Science, B.Sc., Hons.\*: Major, Minor; Forest Conservation (Science), B.Sc., Hons.\*: Specialist, Major, Minor; Forest Conservation (Arts), B.A., Hons.\*: Specialist, Major, Minor. \*offered through the Faculty of Arts and Science)

The reviewers observed the following strengths:

- Student appreciate and value the education they are receiving

The reviewers identified the following areas of concern:

- Students “accidentally found” or “stumbled into” the undergraduate programs

The reviewers made the following recommendations:



- Work closely with the Center for Environment in developing undergraduate programs on the St. George campus in forest and natural resource conservation and biomaterials science (in collaboration with the Faculty of Applied Science and Engineering)

**2. Graduate Programs** (Master of Forest Conservation (M.F.C.); Master of Science in Forestry (M.Sc.F.); Doctor of Philosophy in Forestry (Ph.D.))

The reviewers observed the following strengths:

- Students feel fortunate to have good instructors who were dedicated to their students

The reviewers made the following recommendations:

- Consider offering a professional Master's degree that qualifies graduates as Registered Professional Foresters

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

The reviewers observed the following strengths:

- Outstanding research productivity as evidenced by publications in refereed journals and the high level of external grants and contracts
- Unassailable quality

### **4. Administration**

The reviewers observed the following strengths:

- Vision of the Faculty to continue to be deeply engaged in the 'greening' of the economy and as a global player in international conservation and biomaterials science is exactly the proper path to pursue

The reviewers made the following recommendations:

- Either relocate the Faculty into the FAS as a new department to grow the undergraduate program in forest conservation and biomaterials science on the St George campus or consider a relocation to the UTSC campus
- Provide additional financial resources to the new department to allow for hiring of new faculty members and find a leader who is committed to the new mission and vision

**Last OCGS Review Date:** 2005/06

## **Current Review: Documentation & Consultation**

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

Terms of Reference; Self-Study; Towards 2030 Framework; Previous Review Report

### **Consultation Process:**

The reviewers met with the Vice-President and Provost; Vice-Provost Academic Programs; Dean, Faculty of Architecture, Dean, Faculty of Applied Science, Dean of UTSC (deans of cognate university faculties); Vice-Dean, Faculty of Arts and Science; junior and senior faculty members; administrative staff; Faculty of Arts & Science undergraduate students, and Faculty of Forestry

graduate students; alumni; and members of the external community including leaders from business, government policy makers and Aboriginal communities.

## Current Review: Findings & Recommendations

### 1 Undergraduate Programs

- Forest Biomaterials Science, B.Sc., Hons.: Major, Minor
- Forest Conservation (Science), B.Sc., Hons.: Specialist, Major, Minor
- Forest Conservation (Arts), B.A., Hons.: Specialist, Major, Minor

#### The reviewers observed the following strengths:

- Overall quality
  - Students are very positive about the program and their interest in forestry
- Objectives
  - Students are able to articulate their understanding of the professional dimension of forestry and the attractiveness of a forestry-style, interdisciplinary systems approach to the environment
- Curriculum and program delivery
  - Students see the advantage of being associated with the Faculty of Arts & Science with respect to flexibility in combining a forestry major with other majors or minors
- Support
  - Atmosphere of community created through the accessibility of faculty, their helpfulness, and the out-of-classroom enrichment opportunities in which they encourage students to participate
  - Recently established student union clearly reflects the students' energy and high esprit de corps as well as their belief in a future for the faculty and the forestry educational programs

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

- Overall quality
  - Difficult for students to find the program within the vast range of Arts & Science programs
- Curriculum and program delivery
  - Significant divergence between Arts & Science's and Forestry's understanding of the institutional imperative to offer Specialist degrees compared to their shared opinion of their value and attractiveness to students
  - Though faculty seemed very interested in delivering high enrolment first-year courses, either via new or redesigned courses, efforts to do so have been blocked due to potential impacts on other units' finances

- The program's lack of accreditation was identified by students as a priority to rectify; lack of accreditation significantly increases the effort that has to be expended to obtain a professional license
- Some courses not offered regularly, including the Haliburton Forest field course which gives grounding in field skills; its absence limits students' opportunity to evaluate forestry as a potential major and have real-world forestry experience

**The reviewers made the following recommendations:**

- Curriculum and program delivery
  - Improve communication between the Faculty of Forestry and the Faculty of Arts & Science
  - With Arts & Science, clarify expectations with respect to the future of the major and the cooperative mechanisms under which it will be offered
  - Provide reliable forecasts of which courses will be taught one to two years out
  - Consider seeking accreditation for the undergraduate program to ensure its long-term viability
  - Provide students with for more information on how to become Registered Professional Foresters (RPFs), including having practicing RPFs provide practice-based mentoring
  - Reinstate the undergraduate field course at Haliburton Forest, and seek support from alumni for its delivery
- Outreach / Promotion
  - Forestry and Arts & Science to consider how to improve the visibility of the forestry program for incoming students
  - To reach sustainable enrolment, better communicate to potential undergraduates the value of a forestry education, including the field's integrated systems approach to the social, biological, and physical science dimensions of the protection and utilization of forested landscapes

## 2 Graduate Programs

- Master of Forest Conservation (M.F.C.)
- Master of Science in Forestry (M.Sc.F.)
- Doctor of Philosophy in Forestry (Ph.D.)

**The reviewers observed the following strengths:**

- Overall quality
  - Laudable creation of a viable professional master's program with limited resources
  - Current students, the alumni and employers view the MFC program as a success
- Objectives

- MFC students are trained without an ideological orientation for or against the industrial, governmental, or non-governmental segments of the forestry sector
- Effective training for careers in diverse settings
- Curriculum and program delivery
  - MFC program has been successful in integrating of students with BSc and BA backgrounds through effective use of peer-to-peer learning and a network of supportive practicing professionals that expand on faculty expertise
  - Clear evidence of productivity in the research programs
- Quality indicators
  - MFC graduates are highly valued for their qualifications, find work easily, and have risen to key leadership positions in Ontario
  - Recent certification of the MFC speaks of acceptance in the broader professional community

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

- Quality indicators
  - Outcomes data not available for graduates from research programs

**The reviewers made the following recommendations:**

- Curriculum and program delivery
  - In order to grow the MFC program, particularly the international population, fine-tune the MFC curriculum and make modest resource investments
    - Staff MFC the analytic courses for which some students need more support
    - Engage in a better and more transparent procedures to match MFC students to internships, and re-evaluate new procedures in 1 – 2 years
    - Offer a small number of additional elective courses, possibly in entrepreneurship or scientific writing and communications

### 3 Faculty/Research

**The reviewers observed the following strengths:**

- Overall quality
  - Long tradition of thought leadership, especially in urban forestry
  - Held in high regard internationally for its leadership in several of the more dynamic aspects of forestry
- Research
  - Appropriately focused on domains with local relevance and advantage
  - Important, high caliber research on biomaterials that taps into the bio-economy and capitalizes on Ontario's natural assets, despite the declining economic opportunities in the lumber and paper industries

- Major industries such as automobile manufacturing have confidence in the faculty to be able to provide research and development outcomes sufficiently valuable to justify significant investments in those efforts

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

- Overall quality
  - Maintaining the distinguished record of thought leadership in forest does not require a large faculty, although it may require a structure such as Faculty status to realize their potential and fulfill their mission
- Research
  - Increased public acknowledgement of important linkages between forest management and aboriginal issues of cultural heritage, educational opportunity, and economic development
  - Institutional reputation for leadership in urban forestry could be enhanced by closer links to the Faculty of Landscape Architecture and Design, which have been on hold in part due to lack of certainty about Forestry's status
- Faculty
  - Only one tenure-track hire has been made since 2005, and that person has since departed

**The reviewers made the following recommendations:**

- Faculty
  - Make investments in the social dimensions of forestry and aboriginal issues, including through faculty appointments, providing opportunities for program growth and service teaching for related undergraduate programs
  - Stabilizing the faculty complement through modest investments so that faculty can pursue fundraising initiatives for field courses (in response to student demand), research in aboriginal issues (in response to the University's evolving recognition of that portion of its social contract with its citizens), and research in biomaterials (nanofibers, etc.).
  - Consider hiring junior faculty who will grow through the ranks

## **4 Administration**

**The reviewers observed the following strengths:**

- Relationships
  - Constructive engagement with the private sector
    - Important relationship with the Haliburton Forest is extremely beneficial for students (providing them with opportunities for hands-on field experiences) as well as the faculty and the partner (facilitating the development of novel technologies)

- Enormous value of the in-kind contribution by Haliburton
- Good relations with the forest sector in Ontario, which values having faculty with local expertise
- No viable alternative to continued reliance on the Faculty of Forestry to meet Ontario's need for high quality forestry professionals and scientists
- Website updates are both timely and critical to support efforts in student recruitment, visibility of the faculty and their research programs, and development efforts
- Reputation / Profile
  - MFC quality rivals that of long-established elite programs such as those at Yale or the University of Michigan

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

- Organizational and financial structure
  - Important for the University to maintain a small center of excellence in forestry (particularly in the areas of urban forestry, biomaterials, and the social dimensions of forestry, including aboriginal interests)
  - Unfortunate indeterminacy under which the unit has had to operate for many years
  - Evident problems posed by the small size of the Faculty of Forestry under the University's activity-based business model
  - Consolidation of the Faculty of Forestry with School of Environment would resolve current problems with the campus activity based budgeting model, but likely at the expense of a significant loss in institutional capacity to engage in effective interdisciplinary, problem-driven research on forestry issues over time
  - External stakeholders expressed importance of having leader with the title "dean" for the program's visibility

**The reviewers made the following recommendations:**

- Relationships
  - Improve interaction between Forestry and the School of the Environment; consider involvement in the School's Master Program in Sustainability
  - Increase visibility and improve branding—crucial for the future of the Faculty
  - Highlight faculty research programs online by providing up-to-date publication lists, information, and details in accessible language and imagery
- Organizational and financial structure
  - The Faculty of Forestry's argument for modest investments in faculty positions to address the social sciences and aboriginal issues (bringing the faculty size to about 10 FTE) is compelling with respect to both the Faculty of Forestry's needs and opportunities. The curriculum enhancement that this would permit would potentially provide significant benefits to students in other programs.

- The Faculty needs to prepare a case for a well-defined and supported Faculty of Forestry that meets the needs of both academic administrators and development officers.
- Communication needs to take place with the administration of the University if they are to be expected to understand why a cohesive forestry unit will be needed to address the nexus of biodiversity, climate change, sustainability, economic development and other problems that define modern forestry.
- Planning / Vision
  - Use existing infrastructure and network of relationships to pursue international activities to improve recruitment and identify suitable internship opportunities for MFC students
  - Strengthen efforts to include aboriginal issues in the curriculum, and through student and faculty recruitment

**ADMINISTRATIVE RESPONSE – Appended**



**UNIVERSITY OF TORONTO**  
FACULTY OF FORESTRY

Office of the Dean

October 6th, 2016

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

Dear Sioban,

On behalf of the Faculty of Forestry, I am pleased to provide an administrative response to the May 2016 External Review of the Faculty of Forestry. The Review examined our graduate programs (Master of Forest Conservation (M.F.C.); Master of Science in Forestry (M.Sc.F.); Doctor of Philosophy in Forestry (Ph.D.)), and our Forestry undergraduate programs offered through the Faculty of Arts & Science (Forest Biomaterials Science, B.Sc., Hons., Major, Minor; Forest Conservation (Science), B.Sc., Hons., Specialist, Major, Minor; Forest Conservation (Arts), B.A., Hons., Specialist, Major, Minor).

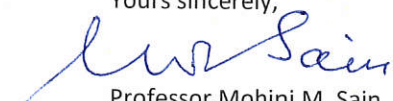
As you pointed out in your letter requesting our administrative response, the three external reviewers praised the Faculty of Forestry's long tradition of thought leadership, particularly in urban forestry. The success of the MFC program is noted, affirming that our graduates are highly valued for their qualifications. The reviewers also state that the Faculty is to be applauded for its constructive engagement with the private sector, especially with the Haliburton Forest, and they found the Faculty of Forestry's expertise in biomaterials research to be of high caliber and economic value.

The reviewers are equally emphatic in identifying the high regard internationally for the Faculty of Forestry's leadership. The Master of Forest Conservation program is described as rivaling elite programs such as those at Yale University and the University of Michigan. The reviewers describe the University of Toronto's Faculty of Forestry as uniquely positioned to educate forestry professionals and scientists who move rapidly into research and managerial/policy making roles, and to identify important linkages between forest management and Aboriginal issues of cultural heritage.

As directed, here we address the four item areas raised by the reviewers. We also have added a section on the priority of the Faculty which is discussed in Item Five of this report.

In conclusion, the Faculty of Forestry is gratified by the external reviewers' acknowledgement of our excellence in teaching and research. The University of Toronto is one of the greatest universities in the world, and it is our hope that in the future we can accomplish even more in contributing to the University's institutional success.

Yours sincerely,



Professor Mohini M. Sain  
Dean, Faculty of Forestry



**Item One: Undergraduate Curriculum Program and Delivery: Joint Report by FAS and Faculty of Forestry**

- *The reviewers emphasized the need for better coordination between the Faculty of Forestry and the Faculty of Arts & Science, specifically noting the faculties' divergent perspectives on specialist programs.*

Dean Mohini Sain and Professor Sean Thomas, Dean and Undergraduate Coordinator, of the Faculty of Forestry met with the FAS Vice-Dean for Academic Planning and Strategic Initiatives, Professor Penelope Lockwood, on August 4th, 2016 for the purpose of improving coordination between the two units.

**Short-to-intermediate term response:**

- The Faculty of Forestry and the Faculty of Arts & Science will continue to work toward improvements to the undergraduate programs in Forestry. To fast track the process, a joint committee on curriculum initiatives has been proposed: Professor Thomas along with the Faculty of Forestry's undergraduate administrator will meet on a regular basis with the FAS Vice-Dean, Undergraduate, to discuss changes to the curriculum. Improved coordination efforts will begin immediately, with the aim of introducing initial curriculum changes in the 2017-2018 academic cycle.
- *The reviewers reflected students' desire for the undergraduate programs to be accredited. Please comment on whether accreditation aligns with the expected outcomes for these programs.*

The topic of undergraduate degree accreditation needs to be carefully examined by Vice-Dean Lockwood and Dean Sain.

**Short-term response:**

- Given the need to address existing issues in the structure of the undergraduate programs, we suggest it would be premature to start, at this time, a discussion of accreditation; rather, the programs would be better served by the joint committee addressing more immediate curricular concerns.

**Long-term response:**

- Dean Sain recommends forming a joint committee to examine the future feasibility of pursuing accreditation.
- *Given the reviewers' observations regarding the undergraduate programs' visibility, current course offerings, and employers' emphasis on practical experience, please comment on how the programs' structure support their learning outcomes and broader undergraduate degree level expectations.*

As noted above, the Dean of Forestry and the FAS Vice-Dean, Academic Planning and Strategic

Initiatives, held an initial meeting in August, 2016. This meeting included a discussion of the various issues raised in the review regarding undergraduate programs, including the possibility of increasing the undergraduate programs' visibility through outreach in large introductory courses that might potentially yield future forestry students. There was also a discussion focused on reviewing the programs' specific course requirements to better meet the needs of students. The Dean of Forestry and the FAS Dean's office will continue to work together to support students' learning outcomes.

Short-term response:

- Effective as per the academic year 2017-2018 in the Faculty of Arts & Science Calendar – Program, the wording, “Forest Conservation” will be changed to “Forest Conservation and Biomaterials Science.” This change will better reflect the content of the courses and will increase the visibility of the innovative biomaterials component of these programs.

Intermediate-term response:

- The joint committee on curriculum initiatives proposed above will discuss the pre-requisites of the senior level courses in the undergraduate Forestry programs, and will streamline the list of course offerings for both mandatory and elective selections. The joint committee will also review curriculum changes, discuss possible field course options and discuss experiential learning opportunities for students.

**Item Two: Graduate Curriculum & Program Delivery**

• *While the reviewers found the MFC program to be laudable in many aspects, they made recommendations related to broadening the courses offered and creating more transparency around internship placements. Please comment on the anticipated future directions for this program.*

The external reviewers recommended improvements to the Master of Forest Conservation program that would require ‘fine-tuning the curriculum’ and adding extra resources. The internship is highly prized by students, host organizations and employers.

Short-term response:

- The Faculty is creating a password-secure website where our prospective MFC internship candidates will have access to all opportunities posted by internship organizations providing a more transparent process for matching students with internships. We expect the website to be in operation by the end of this year.

Intermediate-term response:

- The Faculty is working on a medium-term solution to broadening the analytical courses. Faculty coordinators for the MFC and Graduate Programs are investigating the best means of offering a

small number of supplementary analytical courses. In the current year 2016-2017, the Faculty introduced two courses in module form as a pilot program.

Long-term response:

- The recommendation for broadening the analytical courses offered in other areas such as *Crown forest management and Aboriginal relations* would be fulfilled once the hiring of the two proposed faculty positions in these specific areas is complete.

**Item Three: Faculty & Research**

- *The reviewers recommended increasing the Faculty of Forestry's research and curricular capacity in the social dimensions of forestry and Aboriginal issues.*

The external reviewers highlight the reality that society is now recognizing the major impact forest ecosystems have on climate and other eco-services such as biodiversity, carbon cycles, tree biomass, water and recreation, along with the effects on urban areas and the bio-economy. In this context, the interests of governments, corporations and the global public need to be represented within forestry programs.

Short-term response:

- There are important linkages between forest management and Aboriginal issues of cultural heritage, educational opportunity and economic development. The Faculty developed a short-term plan to strengthen the current capacity in teaching and research on Aboriginal interests by inviting speakers to the Faculty from Non-Governmental Organizations and other agencies.

Intermediate-term response:

- As the external reviewers point out, understanding and representing Aboriginal interests is a challenge for the entire university: "the increased practical and political importance of these dimensions argues for institutional creativity over standard practice in deciding how to meet the institution's social contract with the people of Ontario" (Pages 5 & 6). The Faculty put forward a budgetary justification for two additional faculty positions in the fields of *Society and Forests* and *Forest Policy and Aboriginal Interests* to ensure undergraduate and graduate students are grounded in the theories associated with societal change and Aboriginal issues, and to conduct research to provide evidence-based solutions to Aboriginal issues.

#### **Item Four: Resources & Planning**

- *The reviewers commented on the unit's sustainability.*

The reviewers noted there is “No viable alternative to continued reliance on the Faculty of Forestry to meet Ontario’s needs for high quality forestry professionals and scientists.” The major budget challenges facing the Faculty are associated with the paradoxical situation of increasing student enrollment while experiencing a declining faculty complement.

The Faculty described a sustainable budget model in Sections Five and Six of the Self-Study consisting of the following priorities over the medium to longer term:

##### **Undergraduate Programs:**

To this day, the Faculty continues to contribute to the University’s undergraduate programs. Sixteen Forestry courses are taught to students enrolled in the Faculty of Arts and Science, which is about 45 per cent of the Faculty’s teaching load. At present, this teaching contribution is not allocated as revenue within the Faculty’s budget.

The Self-Study clearly laid out a path to increase undergraduate enrollment with two specific intermediate strategies:

1. Accreditation of the present undergraduate forestry programs (BA, BSc Forest Conservation and BSc Biomaterials Science Program).
2. A collaborative doctoral research program with the School of Environment in the Faculty of Arts and Science (FAS) is already in place. In the future, the Faculty will be exploring further opportunities to develop joint professional programs.

##### **Master of Forest Conservation (MFC):**

The Master of Forest Conservation program, a hallmark of Canadian forestry education, has experienced a 60 per cent growth since 2013 (Figure 1 in Self-Study). In the current 2016-2017 academic-term, there are sixty-three students enrolled in the MFC program (i.e., two cohorts comprising the sixteen-month MFC program). Increasing the number of presently unfunded BIUs spots to fifteen will further enhance the division’s ability to place additional resources in the much needed areas of Aboriginal issues and the Faculty’s research-based degree programs. Forestry is capable of increasing the capacity to accommodate the projected increase to eighty students. Additional revenue can be generated, provided that the international components remain steady at 25 per cent of the total enrollment.

##### **Doctoral Program:**

The Self-Study highlighted the increase in research-based graduate students to forty-six by 2021. These additional eight doctoral students will help the division in developing world-class skills to resolve complex policy and social issues related to Aboriginal communities. The proposed two faculty positions are essential to achieving this target. The previous practice of the Faculty was to pre-screen students

before they proceeded to a formal graduate application, thereby leading to an artificially high offer rate (Self-Study, p. 24). The Faculty recently made the necessary changes in their application procedure to register all applicants through the university enrollment system to record the exact number of applicants. The Faculty of Forestry maintains high standards for admission that comply with or exceed the requirements of the University of Toronto. The quality of applicants to the doctoral and other programs, therefore, will be enhanced by increased enrollment.

The reviewers indicated in the review report that the Self-Study did not contain the outcomes data for research stream graduates. Outcomes data for research graduates were then analyzed by the faculty. The data presented in Attachment I shows the successful employment outcomes of the Faculty.

### **Funding Research Chairs**

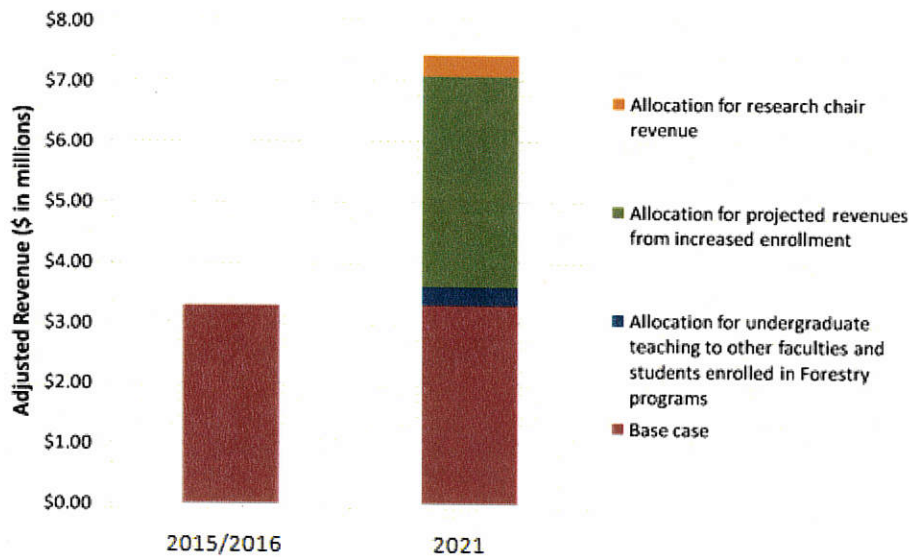
An important factor associated with funding research chairs is faculty complement which is described in Section 3.4 of the Self-Study. By 2021, the Faculty anticipates ten faculty FTE, one CRC Tier One faculty member and two endowed chairs. In addition, the Faculty expects to recruit at least one more “status only” professors.

During the past year, the Faculty has been successful in attracting funding for Industrial Chairs. Professor Sean Thomas obtained funding for an Industrial Research Chair in *Biochar and Ecosystem Restoration*, the first chair of its kind in the world. Dean Mohini Sain has also obtained a funding commitment for an Endowed Chair in *Lightweight and Advanced Biocomposites*, pending the Provost’s approval.

Work is underway to attract funding for another Endowed Research Chair in *Urban Forestry/Bio-economy* and the prospects are encouraging. To begin with, there is a history to build on. The field of urban forestry was created in Canada in the 1960s at the University of Toronto’s own Faculty of Forestry by Professor Erik Jorgensen, a forest pathologist. Currently, the University of British Columbia provides the sole urban forestry program in Canada. As it stands, their program is not based on the recruitment of students from eastern Canada so the potential exists for collaboration between the two universities.

An alternative to creating new Research Chairs is fundraising for endowment. This is discussed in Section 6.3.4 of the Self-Study. Section Six further illustrates the Faculty’s long term growth plan which, in summary, incorporates elements of revenue generation from interdivisional teaching, the prospects for increasing enrollments, and the potential for funding research chairs to ensure a sustainable model from both programs’ fiscal perspectives.

## Adjusted Revenue for Faculty of Forestry for 2016 and 2021



Source: Faculty of Forestry

### **Item Five: Institutional Support for the Faculty of Forestry**

The reviewers emphasized the important role the Faculty plays in providing solutions to a range of emerging global issues such as climate change mitigation, carbon trade and healthy living. The reviewers made a point in the report that the Faculty’s mandate is global and multi-disciplinary. For this reason, they observed that, “Discussions with stakeholders outside the institution made it clear why the Faculty of Forestry feels that having a leader with the title “dean” is important to the program’s visibility—the title confers legitimacy with respect to standing to speak to forestry issues in a way that an individual faculty or the leadership of a large, but less focused, faculty unit be unlikely to have.”

Ultimately, the Faculty of Forestry needs institutional approval and support to thrive. We are unhappy to report that the Faculty has received very little support since a past proposal to join the Faculty of Forestry and the Centre for the Environment (FAS) was pulled off the table by the then-Provost in 2010. Also, the implementation of a university-wide financial mechanism is taking its own course in refining and adopting an optimal model, and as a result, often penalizing important smaller professional units such as the Faculty of Forestry. As underlined by the external reviewers, the Faculty is perceived as an administrative problem rather than an opportunity to add value to the University of Toronto’s strategic objectives in respect to international communities, employers, the bio-economy, Aboriginal interests and building sustainable, livable cities.

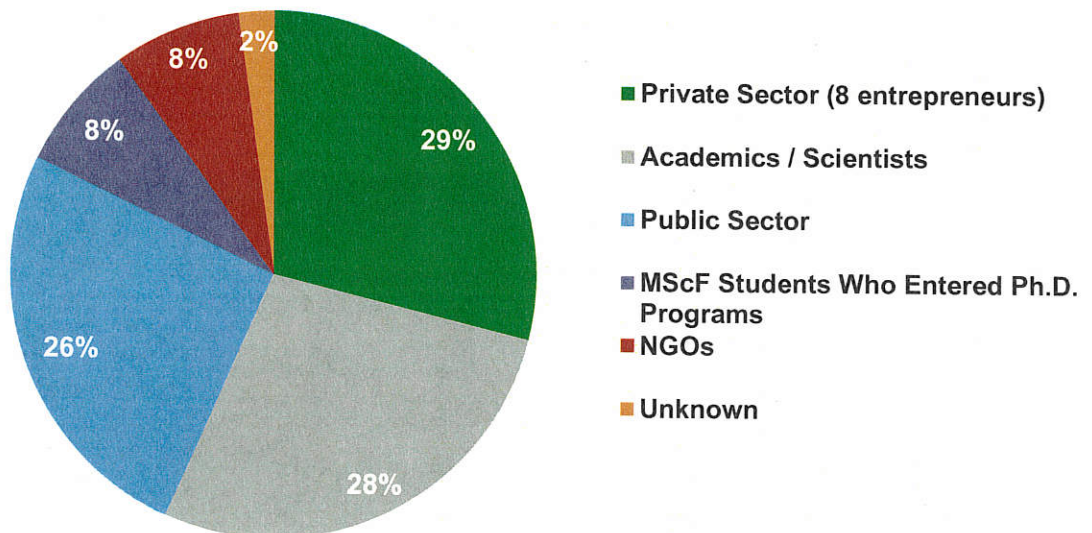
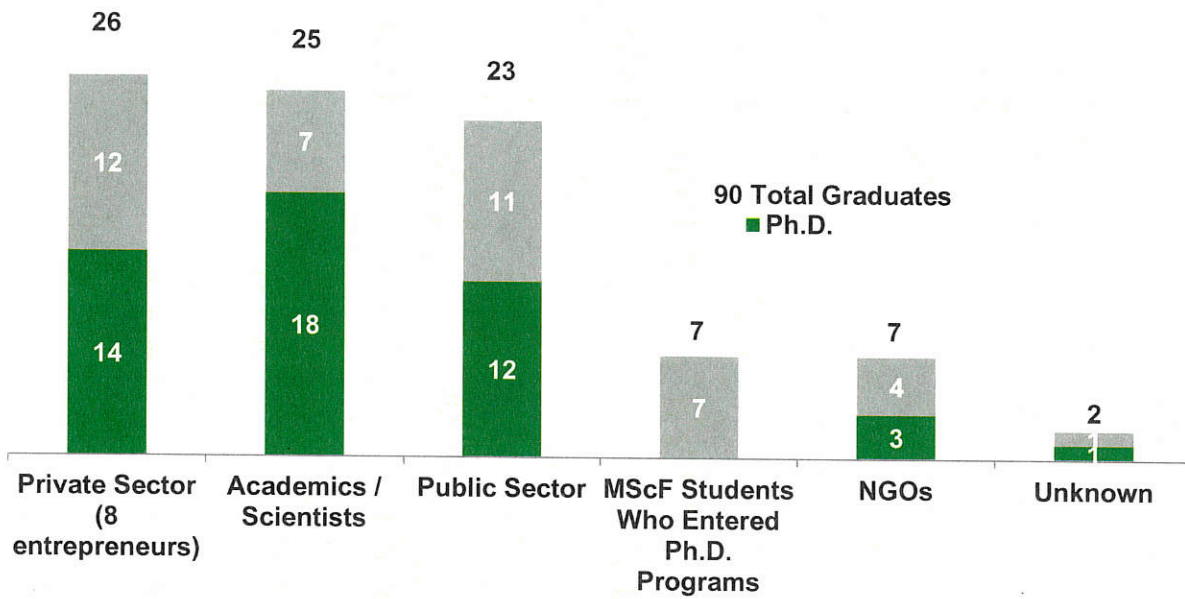
The external reviewers succinctly summed up the situation: “The indeterminacy, under which (Forestry) has had to operate for many years, is more than unfortunate. The resilience of the faculty and students in the program under this indeterminacy is frankly remarkable.”



Attachment I

Research Stream Employment Outcomes

University of Toronto, Faculty of Forestry, Research Stream Graduates' Employment Profile (2008-2016)



## Review Summary

<b>Division Reviewed:</b>	Ontario Institute for Studies in Education (OISE)
<b>Commissioning Officer:</b>	Vice-President and Provost
<b>Reviewers:</b>	<ol style="list-style-type: none"> <li>1. Prof. Blye Frank, Ph.D., Dean, Faculty of Education, University of British Columbia</li> <li>2. Prof. Mary Kalantzis, Ph.D., Dean, College of Education, University of Illinois</li> <li>3. Prof. Field Rickards, Ph.D., Dean, Melbourne Graduate School of Education, University of Melbourne</li> </ol>
<b>Date of review visit:</b>	January 20 – 22, 2016

### Previous Review

**Date:** 2009

**Summary of Findings and Recommendations:**

**1. Undergraduate Programs**

**The reviewers observed the following strengths:**

- Innovative Concurrent Teacher Education Program (CTEP) reflects best practice in teacher preparation

**2. Graduate Programs**

**The reviewers observed the following strengths:**

- Prepares large numbers of well-regarded practitioners who have a direct impact on the quality of educational and mental health services in Ontario, across Canada, and internationally

**3. Faculty/Research**

**The reviewers observed the following strengths:**



- Prestigious, unique and highly regarded educational institution” that is “internationally recognized as a centre for excellence in educational research, teaching and ‘third stream’ activity.”
- Outstanding faculty as viewed by other faculty at the university, students, and external stakeholders

#### **4. Administration**

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

- “[A]dministrators, faculty, staff, and students are deeply committed to quality programs and the development of OISE; there is pride in the reputation and achievements of OISE”
- The Dean and her management team have seriously engaged with the challenge of leading a large and complex faculty of education through difficult economic conditions

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

- Faculty, graduate students and department chairs felt that they had not been consulted by senior management on fiscal issues and academic planning; governance structures do not engage faculty
- No sense of a Faculty-wide planning process to shape the vision and key objectives for OISE
- Increasing enrolments, imminent retirements, and contracting hiring have generated instability and threaten OISE’s institutional standing
- The merger between OISE and the University is not yet complete

**Last OCGS Review Date:** n/a

## **Current Review: Documentation & Consultation**

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

Terms of Reference; Self-Study and Appendices; Towards 2030: The View from 2012; Previous External Review Report (2009)

### **Consultation Process:**

The reviewers met with the Vice-President and Provost; Vice-Provost, Academic Programs; Interim Dean, OISE; associate deans, OISE; deans of cognate University divisions; Vice-Dean, SGS; junior and senior faculty members; administrative staff; OISE students; and alumni.

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

### **1. Teaching and Research (Items 1, 2, 3, 4 from Terms of Reference)**

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

- Overall
  - Stellar record of academic offerings and scholarship
  - Has been one of the global leaders and education research and policy influence
- Undergraduate education
  - Brave and radical move to phase out the Bachelor of Education program
- Graduate education
  - Many high quality courses
  - Master of Arts in Child Study and Education is high quality, with strong contributions from faculty and coherence in linking theory and practice
  - OISE has repositioned itself as institution preparing teachers via a two-year graduate Master of Teaching degree—one of the first institutions in Canada to do so
- Research
  - Notable impact of scholars in their respective fields

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

- Graduate education
  - Master of Teaching (MT) needs further development to make it one of OISE's flagship programs
    - Unclear if it is well-served by being housed in one department
    - Needs a curriculum review
  - Heterogeneous classes: experienced practitioners mixed with new graduates
  - Some programs need greater sense of ownership and structure
- Faculty
  - Mechanisms for faculty outside the department to teach in programs in their areas of expertise are not well articulated
- Planning/vision
  - Urgent need for an inclusive academic planning process
  - Identity requires a redefinition that aligns with local and global contexts
  - Unclear whether OISE sees itself as integral to the University, including links between OISE's strategic plan and that of the University's

**The reviewers made the following recommendations:**

- Overall
  - Assume an active role in indigeneity and social justice across programmatic areas and academic units
- Graduate education
  - Redevelop curriculum and academic programs in new graduate-only environment
    - Engage in a curriculum review of the MT
    - Conduct international benchmarking for the MT
    - Clarify the MT's relationship to the Master of Education

- Consider what role the MT could play in enhancing cross-departmental collaboration
  - Find the right combination of senior faculty and professional teaching staff to participate in the MT
- Build on the strengths of students, all of whom have at least one degree, as the faculty engages in the cultural shift to a graduate school
- Re-assign and refocus technology resources to address OISE's ability to provide a robust e-learning ecology for its existing and potential students
- Research
  - Rebuild OISE's identity as a community of scholars
- Planning/vision
  - Create new vision that launches recalibrated mission and identity, tied to faculty renewal and advancement priorities
    - Reconceive OISE as a high-profile professional school underpinned by world-class research and deep engagement with the profession and provincial education system
    - Find ways to contribute systematically to the President's goal of improving undergraduate education
    - Include a senior staff in the re-visioning process
  - Embark on an integrated scholarship and business planning process

## 2. Organizational Structure & Resources

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

- Organizational structure
  - OISE is in transition, resulting in tensions and lack of clarity
  - Structural reorganization of academic and administrative units was meant to create improved administrative process and new efficiencies, but has instead resulted in challenges
    - Departmental siloes persist even after restructuring
    - Little obvious embracing of the vision and transition to a graduate faculty
    - Unclear who takes responsibility for program quality
- Space and infrastructure
  - Library needs to reconsider its space and resources in light of OISE's transition to a graduate faculty
  - Many resources tied up in traditional activities that limit capacity for investment in emerging priorities
- Financial resources
  - Looming structural deficit
  - Little evidence of OISE being entrepreneurial

**The reviewers made the following recommendations:**

- Organizational structure
  - Select a permanent dean and designate a new leadership team
  - Develop a more focused commitment and nimble orientation to change
  - Create clear mechanisms, processes, and accountabilities so that programs cohere and contributors understand their roles and positions
- Financial resources
  - Create a new budget and revenue distribution model to sustain programs
  - Consider new entrepreneurial directions, alternative revenue streams, and new partnerships

### **3. Internal & External Relationships (Items 6, 7 from Terms of Reference)**

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

- Overall
  - Highly ranked globally; a world leader in a number of domains
  - Ranked first in Canada
  - Exceptional profile for scholarship, both nationally and internationally
- External relationships
  - Alumni are extremely proud of being OISE graduates and are appreciative of OISE's attempts to maintain connections
- Internal relationships
  - Emerging joint offerings with other divisions

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

- Overall
  - Communication is lacking both internally and externally
  - No evidence of strong engagement in community building

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

- External relationships
  - Develop a clear external engagement strategy with alumni, schools, systems, governments and other leading institutes to enhance teaching and the student experience; impact policy; gain context; develop collaborations and opportunities for consultancies
- Internal relationships
  - Develop a culture of respect and collaboration between faculty and staff and for all students
  - Prioritize internal collaborations between OISE and the rest of the University

#### **ADMINISTRATIVE RESPONSE – Appended**



UNIVERSITY OF TORONTO  
OISE | ONTARIO INSTITUTE  
FOR STUDIES IN EDUCATION

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

October 3, 2016

**Re: Administrative Response to the 2015-2016 External Review of OISE**

Dear Prof. Nelson,

Thank you for your request for the decanal response to the external review of OISE and for the summary of the review; your comments and observations are greatly appreciated.

The review took place during the 2015-16 academic year, a transitional period that immediately followed a challenging and somewhat unsettling time for OISE. Broadly consultative and inclusive – involving the participation of faculty, staff and students – the self-study process allowed the community to reflect on its achievements and challenges, contribute important input to the decanal search process, and provide a foundation for the development of an academic plan in 2016-17. I would like to take this opportunity to thank the Institute's leadership team, faculty, staff, students and alumni for embracing this exciting opportunity, and for demonstrating a collective commitment to the Institute's success.

We are very appreciative of the contributions of external reviewers, professors Frank (University of British Columbia), Kalantzis (University of Illinois) and Rickards (University of Melbourne), for their consultation with us in January 2016. The reviewers' report was widely distributed and an executive summary was made available on our [OISE Review](#) website in order to attract the attention it deserved. The issues and suggestions identified by the external reviewers were discussed in detail by our Deans and Chairs committee, and as the subject of an open community meeting in June 2016 that was very well attended.

What follows is our response to the points raised (in italics) in your letter dated May 3, 2016, which was developed in collaboration with the Institute's senior leadership team following the community consultation process described above.

***Academic Programs and Planning***

*The reviewers recommended that OISE embark on an inclusive academic planning process including the development of a new vision, reflecting local and global contexts, programs offered, advancement activities, and faculty renewal. The reviewers recommended a review of the structures that support OISE's academic programs, including identifying who is responsible for program quality; and they encouraged a complete review and further development of the Master of Teaching (MT) to make it one of OISE's flagship programs.*

OISE's last strategic plan covered the period from 2010 to 2015. During the transitional 2015-16 year and the Provostial review of OISE, it became clear that the Institute needed to engage in a new academic planning exercise that would inform the articulation of priorities for the next phase of its development. During the self-study process, several broad themes were identified that should be considered as the Institute moves forward. Some of these themes were also echoed by the external reviewers and included, for example, the need for a major academic planning exercise, the review the Master of Teaching program, the coherence of our graduate programs, and the further development of our use of educational technology and e-learning.

Thus, in the 2016-17 academic year, we will engage the OISE community in a comprehensive and inclusive planning process that will create bold and relevant new directions. We are well on our way in designing and implementing a highly participatory, informed, transparent and innovative, process that cultivates creativity and commitment throughout the OISE community and beyond. With a view to addressing the major flaws in previous planning processes by clearly recognizing our current context and challenges, and by emphasizing the importance of idea sharing within and across the various departments and units that make up our community, the OISE planning process will be multi-level and multi-phased, providing a range of opportunities for participation, input and reflection. Specifically, we are planning to facilitate consultations at the level of programs, departments, divisional support units, and the community as a whole. In addition, we will coordinate thematic task groups that focus on student success and the development of an integrated approach to our international activities. The aim is to ensure that the process—inclusive of all our constituent groups—is as important as the plan itself. The process is being designed to provide new ways of working, thinking and acting together that will continue well after this planning effort. Success should be judged, in part, by the notion that, regardless of their role, everyone will see their “voice” reflected as ideas are generated and reports written.

In short, the 2016-17 OISE planning process presents an excellent opportunity to address the key recommendations raised by the reviewers. Central among these is the development of a renewed vision for OISE that will allow the Institute to move ahead in a principled and sustainable fashion while retaining its distinctiveness and building on its existing strengths and leadership in teacher education, graduate studies, research in education, and continuing and professional learning.

A key component of our review process will be a comprehensive visioning process for the MT program. Given the recent changes to teacher education in Ontario, and OISE's focus on teacher education at the graduate level, enrolment in the MT program has expanded significantly. The program has also undergone significant curricular changes to align with the requirements for Ontario's Enhanced Teacher Education Program. With the centrality of teacher education to OISE's mission, it is now the right time to put in place a cycle of visioning and curriculum mapping for this important degree program. Work on this program has been ongoing within the Department of Curriculum, Teaching and Learning, and this fall it will expand institutionally through the MT visioning process. Since the reviewers visit, the MT has restructured its first year practicum expectations, introduced new cohort coordinators, and taken new steps to increase the math competencies of elementary teacher candidates. The program leadership and faculty are

also actively engaged in cross-departmental discussions about potential areas for collaboration in teaching, course offerings and research with the MT program.

In addition to engaging the community in re-envisioning the MT, we will also ask our academic departments to take a closer look at all of our programs and identify ways to strengthen them, ensure they are at the forefront in their fields, and meet the needs of our students – a process that will provide a foundation for the coming 2018-19 UTQAP reviews. This includes enhancing coherency of programs, developing innovative methods to use technology to enrich teaching, learning, research and knowledge mobilization activities, and enhancing student experience and success.

### ***Culture and Relationships***

*Reviewers noted that OISE's level of engagement with the rest of the University and the Divisions could be strengthened and more systematic. They observed challenges within OISE's culture, primarily that departments are still siloed after the restructuring. They encouraged the development of a culture of collaboration and respect between faculty and staff.*

OISE has maintained strong links and a host of fruitful research, teaching and outreach relationships with other divisions at the University. At the graduate level, these include participation in a variety of collaborative graduate programs with partners across the University, the establishment of the University's bi-campus framework for Clinical Psychology involving Psychology departments at OISE and the University of Toronto Scarborough, and involvement in cross-departmental and cross-disciplinary research initiatives such as the Fraser Mustard Institute for Human Development. Additionally, a number of OISE faculty members are cross-appointed to various departments and institutes across the University, and some have provided administrative leadership at the University, for example, within the School of Graduate Studies, the Centre for Teaching Support and Innovation, and the Office of Vice-President Human Resources and Equity. At the undergraduate level, participation in the Provost's Undergraduate Course Development Fund (UCDF) is another important way OISE connects with other divisions and contributes to enhancing undergraduate education at the University of Toronto. Importantly, OISE's expertise in teacher education has made significant contributions to the integration of professional education and discipline-based studies, first through Early Teacher Programs, the University of Toronto Concurrent Teacher Education Program, and now through a suite of recently approved Combined Degree Programs that link undergraduate studies at all three University of Toronto's campuses with OISE's graduate teacher education programs. As well, during the past year, OISE has strengthened its important relationships with "central" University administration including communications, alumni development and advancement portfolios.

We trust that OISE will not only build on these fruitful partnerships but through the impending planning process, we will identify new ways to deepen collaboration and strengthen engagement with our U of T partners.

As mentioned above, the external review took place following a challenging period for our community (2010 to 2015) during which a number of significant changes occurred. Some of these changes include reorganization that led to a shift from five academic departments to the

current four, a discontinuation of OISE's undergraduate teacher education programs coupled with expansion of graduate teacher education programs (particularly the MT), the repositioning of OISE as an all-graduate faculty of education, and an administrative reorganization that led to major changes in staff complement. With almost every unit within OISE reorganized in some way, these changes have had major implications for our community.

During the 2015-16 transitional year, the focus of collective attention included consideration of complex organizational realities resulting from the above-mentioned changes coupled with the establishment of a new leadership team that continues to play a key role in changing the tone and tenor of decision making as we move towards a more open, collaborative approach to getting things done. In addition, important steps that have been taken to build community and deal with staff morale issues such as the "Positivity and Respect in the Workplace" training organized for all of our administrative employees in February and June of 2016. We anticipate that the coming integrated and integrating planning process taking place in 2016-17 will fortify our efforts to build an intellectually engaging and supportive community of students, faculty and staff invigorated by collaboration and mutual respect.

### ***Resources***

*The reviewers expressed concerns about OISE's structural deficit, and emphasized the need for a new budget and revenue distribution model, alternative income streams, and new partnerships. They also encouraged rethinking of the library, its space, holdings and use, in light of OISE's transition to a graduate faculty.*

It is important to emphasize that OISE has no accumulated deficit; however, our reserve funds have been decreasing over these past few years to offset year-over-year deficits. In addition, the critical academic change that took place at OISE as a result of teacher education restructuring has had a substantial impact on the Institute's budget and operation. In this context, building a culture of linking academic decisions with financial implications, and increasing the transparency and effectiveness of business and academic processes, is important. During 2015-16, considerable attention was given to collaborative development of an explicit and shared set of budget model principles that in turn underpinned the development of an explicit and transparent budget model that decentralizes authority and responsibility over departmental budgets to the departments and promotes cross-departmental collaboration. Coupled with the reality of a structural deficit, the budget model highlights the need to increase revenue and contain expenses. Some elements of the new model are currently being implemented, with plans to implement key components in 2017. Additionally, as part of our efforts to address organizational and staff changes, over the past year we have continued to improve our business processes for a more effective workflow, enhanced access to information and improved reporting.

In the context of a fiscal environment in which our costs are increasing faster than our traditional sources of revenue, we must seek out new sources of income. OISE's Continuing and Professional Learning unit continues to be a strong venue for knowledge mobilization and revenue generation. While we have experienced a drop in enrolment in AQ (Additional Qualifications) courses for licensed teachers (7-10% annually over the past three years), we



continue to experience revenue growth, especially in non-credit certificate programs and new international contract activities. We anticipate that new entrepreneurial directions, revenue-generating programs, and partnerships will be carefully considered as part of the coming planning process. We have also taken steps to strengthen our capacity to develop successful major fundraising campaigns in concert with our colleagues at the Division of University Advancement.

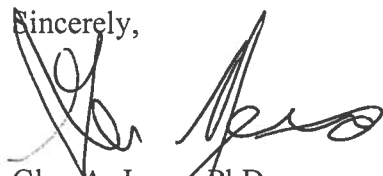
The effects of OISE's transition to an all-graduate faculty of education – including the phase-out of undergraduate (BEd) programs and expansion of graduate teacher education programs – on the OISE Library and its collections and services are not yet fully known. However, the graduate teacher education programs (MT and MA in Child Study and Education) are not new, and as such, the OISE Library will continue to respond to this change through liaison activities and support for faculty and students, collection development for growing electronic and special collections, and special research and learning services to meet the unique needs of both faculty and students. As the largest education library in Canada, the OISE Library has been a key partner in our success in research and graduate education.

### ***Indigenization and Truth and Reconciliation***

In addition to the points discussed above, I would like to reflect on the reviewers' recommendation that OISE should assume an active leadership role in indigeneity, including playing a central role in the University of Toronto's response to the challenges raised by the Truth and Reconciliation Commission. Given that the travesty of the residential school system was conducted in the name of "education", it is extremely important for the OISE community to understand both the "truth" of residential schools and our role, as Canada's leading centre for research and graduate studies in education, in supporting and advancing reconciliation. Committed to making the TRC Report's recommendations relevant to our pedagogy, curriculum, policy, research, and more, OISE is well positioned to assume an active leadership role in indigeneity across the Institute. The planning exercise will be an excellent opportunity to reflect and act thoughtfully about the implementation of the TRC Report, and how to apply its key elements at OISE. Given the challenges of a review based on a single day of consultations, we were unable to discuss, in detail, our Indigenous Education Initiative that was, and remains one of our major Institutional priorities.

We trust that this response addresses the main areas raised by the reviewers. Please contact me if you have any questions or require additional information. On behalf of the OISE community, I would like to take this opportunity to thank you and your office staff for the excellent support and advice provided to us during the review process.

Sincerely,



Glen A. Jones, PhD  
Professor and Dean  
Ontario Institute for Studies in Education

## UTQAP Review Summary

<b>Programs Reviewed:</b>	<ul style="list-style-type: none"> <li>• Architectural Studies, B.A. (Hons.): Maj</li> <li>• Visual Studies, B.A. (Hons.): Spec, Maj, Min</li> <li>• Master of Visual Studies, M.V.S.</li> </ul>
<b>Division Offering Programs:</b>	Daniels Faculty of Architecture, Landscape, and Design
<b>Commissioning Officer:</b>	Dean, Daniels Faculty of Architecture, Landscape, and Design
<b>Reviewers:</b>	<ol style="list-style-type: none"> <li>1. Professor Bruce Barber, Professor &amp; Chair Media Arts, Nova Scotia College of Art &amp; Design University</li> <li>2. Professor Jonathan Massey, Dean of Architecture, California College of the Arts</li> <li>3. Professor David Smiley, Assistant Director, Urban Design Program, Graduate School of Architecture, Planning and Preservation, Columbia University</li> </ol>
<b>Date of review visit:</b>	February 23-24, 2016

### Previous Review

**Date:** Oct. 2008 (BA, Architectural Studies); April 2004 (BA, Visual Studies; MVS)

#### Summary of Findings and Recommendations:

#### 1. Undergraduate Programs: BA, Architectural Studies (with the Faculty of Arts & Science); BA, Visual Studies (with Dept. of Art, Faculty of Arts & Science)

The reviewers observed the following strengths:

- Courses are attractive to students; steady increases in enrolments (AS)
- Bright, energetic students (AS)

The reviewers identified the following areas of concern:

- Need increased space to support studio-based components of the program and workshops, in addition to more computer labs (AS)
- Need for more technology, research, and independent study opportunities (AS)

The reviewers made the following recommendations:

- Provide additional resources and attention to make the program viable (AS)
- Engage in systematic discussion of undergraduate curriculum (VS)
- Consider whether to refocus the Specialist programs on interdisciplinarity (VS)

## **2. Graduate Programs: Master of Visual Studies (with Dept. of Art, Faculty of Arts & Science)**

The reviewers made the following recommendations:

- Develop Master's program in curatorial studies

## **3. Faculty/Research**

The reviewers observed the following strengths:

- Impressive faculty

The reviewers made the following recommendations:

- Increase team teaching

## **4. Administration**

The reviewers observed the following strengths:

- Impressive cooperation between the art history and visual studies program

The reviewers made the following recommendations:

- Stabilize and consolidate departmental space, including the library, in the planned renovations to 1 Spadina Crescent
- Re-examine digital imaging system
- Employ a resident IT technical, given the current and increasing emphasis on digital technology
- Increase administrative staff support

**Last OCGS Review Date:** 2006/07

# **Current Review: Documentation & Consultation**

## **Documentation Provided to Reviewers:**

Terms of Reference

UTQAP Self-Study

Digital Gallery of Student Work

Academic Plan (DRAFT)

Course Syllabi

Curriculum Committee Report

## **Consultation Process:**

The reviewers met with the Vice-President and Provost; Vice-Provost Academic Programs; Dean; Associate Dean, Assistant Dean, Chief Academic Officer, and Registrar; Core Faculty; Sessional Faculty; Undergraduate and Graduate Students; Alumni.

# Current Review: Findings & Recommendations

## 1 Undergraduate Program

Architectural Studies, B.A. (Hons.): Maj; Visual Studies, B.A. (Hons.): Spec, Maj, Min

### The reviewers observed the following strengths:

- Objectives
  - Programs are undergoing significant change, reflecting the Faculty's critical engagement with design in a liberal arts context
- Admissions requirements
  - "One Idea" application question asks students to be both creative and pragmatic and is a useful means of evaluating candidates for admission
- Curriculum and program delivery
  - Strong output from Design and History/Theory students
  - Unique History/Theory courses that reflect the leading edge of historical and theoretical scholarship in architecture, landscape, and urbanism
  - "Whiteboard" is valuable extension of Blackboard and other course management tools, supporting collaborative and peer-to-peer learning
  - Core + Specialization structure recognizes the delicate relation between skills; professionalization and liberal arts
    - Very promising new specializations across the traditional disciplinary boundaries to create new means of participating in the larger socio-spatial world
    - The joint first two years of the BAVS and BAAS programs create shared visual and spatial discourse among the diverse students and faculty
- Assessment of learning
  - Consistent with comparable programs
  - BAVS alumni highly satisfied with detailed feedback and commentary they received
- Students
  - Students produce sophisticated work
  - Students value the critical thinking and analytical capacities they develop

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

- Objectives
  - Need to work towards creating a shared understanding of architecture in a liberal arts context; outcomes and skills are not sufficiently clear
    - Some students enter the architecture program expecting a professional degree equivalent, only to have difficulty applying for jobs or for master's level programs

- Curriculum and program delivery
  - Upper level studios risk becoming “light” versions of professional degree studios, without meeting expected standards of achievement for professional degrees at U of T or peer institutions
  - Technology and computing thread is still nascent
  - Representation courses and studios don’t reflect a common framework
  - Participation of undergraduates in research centers could be increased
- Assessment of learning
  - BAAS alumni felt they did not receive substantive or consistent feedback beyond the letter grade in their studios

**The reviewers made the following recommendations:**

- Objectives
  - Clarify objectives for the BAAS program, focussing on student work that is distinctive to liberal arts study
- Admissions requirements
  - Evaluate BAAS students consistently and fairly
- Curriculum and program delivery
  - Provide stronger faculty leadership for Specializations
  - Rethink the character of the design studios so that graduates are prepared for multiple career paths
  - Expand opportunities for experimental learning and use of new software in the new labs at One Spadina
  - Consider reviewing similar programs that offer online and cooperative learning opportunities for undergraduates
  - Enhance programs with more electives and opportunities in the social sciences
  - Increase social justice and ecological sustainability in the curriculum to better align with mission statement
- Enrolment
  - With the planned expansion of admitted students (to 850 from the current 700), take great care to retain quality students
  - Encourage indigenous students to apply to all programs and engage in outreach and promotion beyond Ontario urban contexts
- Support
  - Provide better, faculty-led academic support and advising for students
  - Pursue plans for the expanded writing program, which will go beyond remedial and enhance course content

## 2 Graduate Program

Master of Visual Studies, M.V.S.

**The reviewers observed the following strengths:**

- Objectives
  - Multi- and interdisciplinary approach to architecture, design, urban planning and art making
  - Innovative program in line with contemporary ideas and current trends in architecture, urban and landscape design and visual art
  - Studio and curatorial practice and history, theory and criticism combine to help students think critically about their creative work
- Curriculum and program delivery
  - Centred on independent studio research and art production
  - Four-person advisory committees guide work in each year of the program
  - Curriculum reflects the research and art practice of highly qualified and accomplished regular and sessional faculty
  - Multiple opportunities for learning beyond the classroom, including visits to galleries, urban tours, etc.
- Assessment of learning
  - Students satisfied with the evaluation and appeal process
- Quality indicators
  - 100% graduation rate, almost always achieved within two years
  - Excellent quality students and work
  - Graduates have success with employment, exhibiting and curating creative work, and receiving awards
- Student funding
  - Graduate funding guarantee is one of the top available in Canada
  - General funding appears to be good, and packages will be increased for 2016-17
- Support
  - Impressive levels of advising and support

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

- Curriculum and program delivery
  - Little evidence of students taking advantage of U of T's extensive inter-institutional exchange opportunities
- Enrolment
  - Increasing competition for students from other graduate programs (Emily Carr, OCAD, Western, Ryerson)

**The reviewers made the following recommendations:**

- Curriculum and program delivery
  - Maintain experimental learning and writing, as well as theory and seminar courses, as key programmatic components
  - Broaden student participation in internships to enhance professionalism
  - Provide more electives and opportunities in the social sciences

- Increase social justice and ecological sustainability in the curriculum to increase alignment with mission statement
- Make a concerted effort to enhance the visitors program with more regular presentations by contemporary artists, architects and designers
- Quality indicators
  - Consider changing the degree to an MFA to improve standing among international comparators
  - Continue to monitor program excellence as enrolments grow
  - Consider seeking NASAD accreditation to attract U.S. and international students
- Enrolment
  - Increase marketing efforts to enhance enrolment
  - Encourage indigenous students to apply to all programs and engage in outreach and promotion beyond Ontario urban contexts
  - Consider using prior learning and ESL qualifications as part of graduate admissions for students who might otherwise be excellent candidates
- Student funding
  - Provide students in both fields with scholarships, teaching and research assistantships
- Support
  - Provide teaching assistants with pedagogy training

### 3 Faculty/Research

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

- Overall quality
  - Impressive complement with strong range of faculty research and national/international recognition
  - High quality recent appointments, including teaching stream, will have a positive impact in the short and long term
- Research
  - Students at all levels benefit from participation in research activities
- Faculty
  - Visual Studies faculty feel supported and valued after the programs' merger with FALD
  - Faculty and staff have been encouraged to upgrade their professional qualifications and obtain additional experience to enhance their professional and pedagogical skills as a result of the merger
  - Well-qualified sessional faculty enhance program offerings

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

- Faculty

- Majority of the Daniels faculty remain at the Assistant and Associate Professor status level, some having remained at the Associate Professor rank for many years

**The reviewers made the following recommendations:**

- Faculty
  - Provide more clarification for faculty about graduate and undergraduate teaching expectations

## 4 Administration

**The reviewers observed the following strengths:**

- Relationships
  - Very good morale among faculty, students, and staff
  - Opening of One Spadina is a “once-in-a-lifetime” academic event with the potential to enrich the ways students and faculty interact with and contribute to the public
  - Undergraduates pursue minors in other fields and departments
  - BAAS program has local impact through studio content related to local, national and global issues, and via local practicing faculty
  - BAVS program is connected to the gallery system beyond the school and the University
- Organizational and financial structure
  - High quality decanal and staff leadership
  - Appropriate and sustainable finances and resource allocation
  - BAAS program director and faculty curriculum task force group provide clear and effective leadership
- Planning / Vision
  - New building and the re-shaped curriculum will challenge the role of architecture, and of design more broadly, as a vital component of an increasingly diverse and complex social and physical landscape
  - One Spadina project and the naming of the Faculty attest to the effectiveness of development work
- Reputation / Profile
  - Daniels undergraduates are highly regarded in graduate level applications to top schools in the U.S.
  - Successes of faculty, alumni, and students complement the University’s well-deserved high place in world rankings

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

- Relationships



- Faculty in both undergraduate programs appear to desire a greater relevance to more than local issues
- Scope and character of relationships with cognate Faculties, academic departments and units could be improved, especially engineering, the humanities, art history, philosophy and the social sciences
- Existing shadowing structure for mentoring of new graduate supervisors is reasonably helpful but might be unnecessary
- Organizational and financial structure
  - Complex existing administrative structure may have to change as enrolments grow
- Planning / Vision
  - Ongoing enrolment strategies are not clear

**The reviewers made the following recommendations:**

- Relationships
  - Increase undergraduate connections to programs beyond Daniels
  - Use One Spadina to bring together students and programs in design discourses
  - Encourage more links to professional organization for visual arts faculty and graduate students
- Organizational and financial structure
  - Attend to management, organizational, and advising structures as well as space allocation as the Faculty grows
- Planning / Vision
  - Consider rebranding the Faculty to include “Visual Art”

**ADMINISTRATIVE RESPONSE – Appended**

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Professor Sioban Nelson  
Vice-Provost Academic Programs  
University of Toronto

5 October 2016

Dear Sioban,

Together with the faculty, staff, and students at the Daniels Faculty of Architecture, Landscape, and Design, we were pleased with the external reviewers' enthusiastic evaluation of the undergraduate program in Architectural Studies and the undergraduate and graduate programs in Visual Studies. Per your letter of 21 July 2016, I am writing to address the areas of the review report that you have highlighted. The response to these items is separated into action items for the Faculty where appropriate.

#### **DFALD ADMINISTRATIVE RESPONSE TO THE 2016 BAAS, BAVS, AND MVS EXTERNAL REVIEW**

We appreciate the opportunity to respond to the findings of the external reviewers. We wish to take a moment to remind our U of T colleagues of the context and timing of this external review of our non-professional degree programs in Architectural and Visual Studies (our Graduate programs in Architecture, Landscape Architecture and Urban Design underwent an external review in 2014).

The programs under review were transferred from the Faculty of Arts and Science in 2012 (BAAS) and 2013 (BAVS, MVS). Under policy, we were required to retain the curriculum and structure of these programs upon their transfer, and to continue to deliver these curricula and all related courses to all students that were admitted under the exiting curricular structure. This obligation continues to the present.

We have, concurrently, undertaken a multi-year, highly consultative process to reimagine, conceptualize and develop a modified curricular structure for these programs that draws on the most progressive thinking around art and design pedagogy today, and addresses current trends and needs in the creative industries allied with art and architecture. In the interim, we found ways within the structure of the old curricula to 'workshop' both new course formats and content that will now become a formal part of our revised curricula in architectural and visual studies.

Therefore, the preparation of our program reports, and visit by the external committee took place in the midst of a (still ongoing) period of transition for our programs that included portions of our new curriculum – specifically, the substantially revised suite of core classes shared by the BAAS and BAVS programs in the first two years of study – already installed in anticipation of a fuller rollout during the 2016-17 academic year.

We had the task of both describing the programs under review as they have existed, and providing evidence on their performance to date, and articulating the foundational logic, plans, objectives and curricular and course outlines for a revised set of programs.

This has been an extremely useful and constructive process. We have benefitted from the support of the Provost's office, and the insights, criticisms, and encouragements of a patient, experienced and knowledgeable external Visiting Committee.

We have organized our response under a series of themes highlighted by the external review report.

### **Curriculum & Program Delivery**

- **The reviewers noted the competitive environment in which the M.V.S is situated. They encouraged enhancing program marketing and considering a change of name to an M.F.A. degree to better represent the current program, while looking at U.S. accreditation models for such programs.**

We are moving forward with plans to change the degree name to the more readily recognizable Master of Fine Arts, which would be a better representation of the program and its learning outcomes in addition to increasing the visibility of the graduate program in visual studies. While we have been fortunate in attracting high caliber candidates in both studio art and curatorial studies, the latter in particular is a growing field and a more visible degree in tandem with the outstanding faculty we have hired over the past several years should allow us to make significant gains in increasing the international profile of the program.

- **The reviewers encouraged clarification of undergraduate programs' learning outcomes, including the degree to which the programs prepare student for professional practice and provide a broad liberal arts background.**

We recognize the need to better communicate the distinction of our architectural studies program both from the Bachelor of Architecture programs which no longer exist in Canada (and are waning in the U.S.) , and the 'bridged' 4-year (pre-professional undergraduate) plus 2-year (professional graduate programs) at the majority of Canadian Universities, including University of Waterloo, McGill University, Université Laval, and Université de Montréal.

We want to emphasize that in Canada, the professional degree in architecture is only granted only at the master's level. Graduate study is required to become a licensed architect in either case. The configuration of Daniels program offerings in architecture at the undergraduate and graduate level are aligned with our peers at University of British Columbia, Barnard College/Columbia University; University of California, Berkeley; Washington University in St. Louis; Princeton University; and Yale University (among others), all of whom offer undergraduate majors in architecture that are not "pre-professional" programs, but rather, bachelor of arts degrees with a liberal arts orientation. Again, these are not professional degree programs. As with all

these peers, our architectural studies students complete a four-year degree and then, if they choose to pursue a professional degree in architecture (or in any other field), apply to an accredited graduate program requiring approximately 3 years of study.

The 'bridged' 4+2 programs most common within the Canadian University context grew out of the former 5-year Bachelor of Architecture programs, and require that the undergraduate portions of the program address externally mandated, professional accreditation requirements. At Daniels, such requirements would both limit the innovations we wish to achieve in our undergraduate program, and siphon resources and attention from our professional Master of Architecture programs. In Canada, only U of T and UBC have developed and maintain full-fledged, free-standing professional Master of Architecture programs, and we wish to continue to sharpen the significant competitive edge we have in graduate level professional education. Note also that students from bridged "4+2" programs in Canada who graduate with only the "4" year undergrad portion of the "4+2" degree are no differently situated to gain employment, or pursue licensure than our undergraduates who complete our 4-year BAAS.

While the new specializations in the architectural studies program (BAAS) are meant to address specific modes of practice within the discipline, all of our students will be prepared for graduate study in architecture, landscape architecture, urban planning, and allied fields including but not limited to geography, real estate development, urban studies, and curatorial studies. Graduates of the BAAS program have consistently been successful in receiving offers of admission from the leading first professional degree graduate programs in architecture and landscape architecture in North America, Europe, and elsewhere. In addition to our strongest undergrads regularly matriculating into our own graduate programs, graduates in the past several years have been accepted into graduate programs at Harvard University, Yale University, Princeton University, Columbia University, University of Pennsylvania, UCLA, the University of British Columbia, The Bartlett (University College London), and other leading programs throughout the world. Our graduates are also well prepared to enter the job market in a number of related areas, including museum administration, data visualization, management consulting, construction management, planning-related public service, and the non-profit sector.

Our recent BAVS graduates have found similar success, exhibiting in prestigious institutions such as the Serpentine Sackler Gallery in London and obtaining curatorial residencies in venues such as the Kunstahalle Wein Karlsplatz in Vienna in addition to pursuing graduate studies at the MFA and PhD level at some of the leading programs in North American and abroad, including Yale University, Brown University, Goldsmith's College (University of London), Slade School of Fine Art (University College London), and our own graduate programs in visual studies and architecture. As in the architectural studies program, the visual studies degree programs are crafted with ample room in the curriculum to allow students to explore the depth and breadth of a true liberal arts education. As such, many of our BAVS go on to establish art practices but they also find work in galleries, museums, the culture industry more broadly, including the arenas of criticism and teaching, and any number of fields where visual literacy is an asset.

A parallel effort to renew the undergraduate programs in both architectural studies and visual studies has led to the development of a robust series of changes to both programs that will complete the governance cycle this fall. This includes a thorough articulation of the degree learning expectations in learning outcomes for both programs, a document that did not exist previously. The Faculty has spent a considerable amount of

time developing degree level expectations and learning outcomes for the proposed changes in both programs.

In summary, the program learning outcomes for architectural studies are as follows:

- Students in the Architectural Studies program will be exposed to a carefully curated set of approaches to the study of architecture, landscape architecture, and urbanism in its historical, theoretical, practical, and creative dimensions.
- Students in the Architectural Studies program will develop design skills, and the ability to make judgements about the world around them and various phenomena from a design perspective, which will be demonstrated through their capacity to propose solutions to problems, develop approaches to novel situations, and interpret and navigate new and unexpected developments in creative practice. Students will be able to consider, create, and analyze design to a high level of ability, regardless of their area of specialization.
- Students in the Architectural Studies program will be able to demonstrate an understanding of the pressing questions in architecture and design, and the current state of research being pursued to explore these questions, and this will be evident in their ability to critically apply this knowledge through judgment of contemporary and historical architectural material in written, oral and graphically-oriented presentations.
- Students in the Architectural Studies program will understand how the study of design relates to other academic fields and areas of human activity and creativity, and will be able to articulate how design interacts with wider social and cultural structures.
- Students in the Architectural Studies will gain the ability to apply learning from other related disciplines to the study of architecture and design.
- Students in the Architectural Studies program will communicate information, arguments, and analysis accurately and reliably, orally, graphically, and in writing, to specialist and non-specialist audiences. They will be able to communicate their ideas about design and the built environment in an engaging, well-informed, and persuasive manner to a variety of audiences both inside and outside of the academic environment. They will be able to do this through speaking, writing, and graphically communicating about, and/or creating design proposals, whether their own or those of others in the field.
- Students in the Architectural Studies program will understand that most knowledge about design is in essence provisional, and subject to ongoing review, reinterpretation, and revision. This awareness of the limits of knowledge will inform their critical engagement with prior and existing ideas about design, as well as their own creative output and analysis. It will also help them to make well-informed critical judgments about new and evolving approaches and paradigms in their discipline and chosen area of specialization.
- Students in the Architectural Studies program will be expected to understand how scholarly research (history/theory), creative activity (design), and/or applied knowledge (technology), require the use of methods and techniques specific to these specialized areas of intellectual practice and demonstrate the ability to make critical and imaginative use of scholarship with one of these areas of specialized practice.
- Students in the Architectural Studies program will be prepared and motivated to continue to be inquisitive and learn after the completion of their undergraduate studies. They will be able to work independently, and through meaningful collaboration in a sustained, productive way to achieve significant results that will benefit themselves and impact society at large. In all that they undertake, they will exhibit behaviour that is consistent with the ideals of academic integrity and social responsibility.

The program learning outcomes for visual studies are as follows:

–Students in the Visual Studies program will be aware of a wide variety of approaches to the study of contemporary art in its historical, theoretical, practical, and creative dimensions. They will know how the study of art relates to other academic fields and areas of human creativity, and they will understand how art interacts with wider social and cultural structures.

–Students in the Visual Studies program will have an understanding of the current state of artistic practice as demonstrated through various media and platforms. They will also have the ability to apply learning from other related disciplines to the study and production of art.

–Students in the Visual Studies program will understand the relationship between scholarly research and creative practice, and how this informs both making and situating art in the world. They will be able to evaluate the appropriateness of various methodological approaches and analytical frameworks to creative work, and to devise and sustain arguments for their own positions within the field.

–Students in the Visual Studies program will be able to apply the knowledge that they acquire in novel ways. They will demonstrate the ability to make critical and imaginative use of scholarship and apply it to their own artistic production and the analysis of their own work and that of others. Students will develop informed judgments, and knowledge about art.

–Students in the Visual Studies program will be able to consider, create, and analyze art to a high level of ability. They will gain the capacity to communicate their ideas in an engaging, well-informed, and persuasive manner to a variety of audiences both inside and outside of the academic and strictly artistic environments. They will be able to do this through speaking, writing about, and/or creating art.

–Students in the Visual Studies program will gain the skills to identify and retrieve resources for scholarly and creative work, and to locate and critically evaluate resources related to contemporary art practices. Students will understand that knowledge about art is subject to ongoing review, reinterpretation, and revision. This awareness of the limits of knowledge will inform their critical engagement with prior and existing ideas about art, as well as their own artistic output and analysis. This awareness will also help them to make well-informed critical judgments about new and evolving approaches and paradigms in their discipline and chosen mediums.

–Students in the Visual Studies program will be prepared and motivated to continue to be inquisitive and learn after the completion of their undergraduate studies. They will be able to work independently, and through meaningful collaboration in a sustained, productive way to achieve significant results that will benefit themselves and impact society at large. In all that they undertake, they will exhibit behaviour that is consistent with the ideals of academic integrity and social responsibility.

- **The reviewers recommended adding more experiential learning and community engagement opportunities for undergraduate students.**

With the renewed curriculum, tutorials were added to all of our core lecture courses, allowing students to learn in a more intimate environment and providing faculty with the opportunity to introduce more experiential learning in their large lecture courses. To date, these have included experiments in progress

such as the use of the GRIT Lab on the roof of 230 College as a hands-on research experience in ARC341 Landscape Technology and Ecology; bringing students to the City of Toronto Archives for primary source research in ARC355 History of Urbanism; and engaging with the incredible wealth of historical texts and their record of the evolution of print technology in the Thomas Fisher Rare Book Library at the University of Toronto in ARC181 Technologies of Architecture, Landscape, Urbanism, and Art. In ARC302 Exploring Design Practices, students are afforded the opportunity to broaden their understanding of design through a series of lectures and seminars with local and international practitioners. These invited guests first give a public lecture and are then in the classroom with students for a more engaging dialogue about issues related to practice that students have examined in advance.

In Visual Studies, existing experiential learning opportunities such as the Visual Studies Internship (VIS405) and the Artist in Residence Master Class (VIS410) have been complemented by new innovative courses that deliberately model different modes of practice through artifact-based learning. These are expected to be fully mounted in the 2017-2018 academic year, but include courses such as VIS328 Publishing Platforms, VIS330 Artists' Writings, and VIS320 Critical Curatorial Lab. Generally speaking, all of the studio courses in the Visual Studies program – because of their interdisciplinary nature and lab-based format – are necessarily experiential and engage some of the leading local art professionals as instructors.

Additionally, the new curriculum includes several research and experiential learning opportunities in its structure that we anticipate fully launching in the 2017-2018 academic year. These include a summer studio abroad in both architectural studies and visual studies (ARC300/VIS300) that will allow students to spend time in a foreign locale, conducting fieldwork, experiencing local design and arts programming, and connecting with professionals under the guidance of a faculty member. We are particularly excited about the possibility that both architectural studies and visual studies students might eventually travel to the same city (or cities), working collaboratively on a studio-based project abroad. We have also passed a Research Opportunity Program (ARC399/VIS399) in each program, responding to interest expressed by both students and faculty to find a more formalized way to allow degree students to work on faculty-run research projects.

## Students

- **The reviewers stressed the importance of strengthening the advising offered to students, and encouraged more advising to be done by faculty and area coordinators.**

This is an area we will continue to work on. Despite the fact that our Office of the Registrar and Student Services has expanded to a team of seven where there were previously none, the burden of advising currently falls upon an already overwhelmed team of colleagues. While this advising structure is useful for students navigating a complicated program of study and its associated restrictions and requirements, it is not, strictly speaking, academic. We are cognizant of the fact that more advising needs to be done by faculty and are taking as a first step the naming of faculty coordinators for each new specialist stream in the architectural studies program and a potential reorganization of the administrative model currently in place in visual studies. While this may address the need for internal advising during the time that students spend at the Faculty, we need to be mindful of what they are doing upon graduation as well. Our students continue to do well and are successful at being offered admission at the leading graduate professional programs in architecture and landscape design (as well as MFA programs for those in BAVS), but we need to do better. There are plans to have an embedded Career Advisor in the upcoming academic year but the burden of this

advising is not Faculty-specific since the students are, ultimately, getting a liberal arts degree and should therefore be advised somewhat generically on career trajectories as any other undergraduate student would be.

- **The reviewers recommended increasing the financial support packages offered to graduate students.**

The Faculty practice of providing a combination of a scholarship and teaching assistant position that had been only previously only provided to those graduate students in the MVS Studio program was this year (2016-2017) extended to students in Curatorial Studies. As long as both programs remain relatively small, this funding guarantee will continue. Additionally, the new shared core curriculum has led to an increase in enrolment in the core visual studies classes (VIS120, VIS130, VIS200), leading to new tutorial sections and doubling the TA hours offered to the graduate students in Visual Studies. Again, as long as the programs remain small, we expect this trend to remain consistent.

- **The reviewers observed that as the program enrolment and class sizes expand, so will the demand for qualified TAs. The reviewers encouraged enhancement of the TA training offered to graduate students so that they can better assist with program delivery.**

We implemented mandatory TA training for the first time this year within the BAAS program and are in the midst of an audit to ensure a more equitable distribution of duties and hours across the TA's in our various courses. This was the first year that we implemented tutorials in our larger lecture courses and tutorial sections in our studio and representation courses. We have since held meetings with the faculty in the lecture and studio courses to collect feedback about this relatively new model. This has included the introduction of mandatory tutorial classes in studio and representation courses to take some of the burden away from what had previously been delivered largely online and the introduction of tutorial sections in the larger lecture classes to provide a more intimate setting for discussion and review. Both were received very positively.

One outcome of this new rigor is that we have relied less heavily upon what had previously been called a Head TA whose duties were largely logistical and administrative (and not student-facing) since these tasks have now been distributed among a cohort of TA's with direct experience with students and, therefore, a more invested relationship in the course, and the students.

This year, we are launching tutorial sections for all of the lecture courses with specific pedagogic aims for each year of study. We are again holding mandatory TA training in collaboration with the University of Toronto's Centre for Teaching Support and Innovation and, together with the Daniels Writing Centre and in consultation with faculty, developing guides and training sessions for new and ongoing TA's. We intend to launch TA evaluations (by both students and faculty) during the 2016-2017 academic year and have also made efforts in our TA placement this year to solicit feedback from the instructors who have worked with TA's in the past to ensure that there is some repetition of qualified TA's in those positions with more responsibilities (such as running discussion groups and in-class assignments).



## Relationships

- **The reviewers observed that the programs would benefit from enhanced relationships with both internal cognate units and external organizations, such as professional organizations.**

The Faculty already benefits from a collaborative relationship with professional organizations such as the OAA and OALA in the professional masters programs. As a liberal arts degree, it is unclear what such a relationship might bring to the undergraduate programs, but our students benefit from the expertise of local licensed practitioners in their studio and representation classes and in larger classes such as ARC302, which is based on our lunchtime public lecture series and draws from the local and global community of designers. Similarly, in Visual Studies, the instructors in studio classes are often established professional artists from Toronto and beyond.

We are also continuing to cultivate relationships with other organizations to broaden the perspective that our students have in their field of study. Already this fall, we are hosting the national chapter of the American Institute of Architecture Students and a pizza lunch with graduate school representatives of the University of Minnesota in addition to furthering our recruitment efforts for both programs locally, nationally, and internationally.

Within the University of Toronto, our students continue to benefit from our relationship with the Faculty of Arts and Science and, in particular, our close collegial relationship with divisions such as History or Art and Urban Studies. We are in initial conversations with the Faculty of Applied Science & Engineering about a potential dual degree, and we also expect that the new specialist streams in architectural studies and the desired inclusion of indigenous concerns in both programs will lead to future collaborative teaching and memoranda of understanding between ourselves and other divisions. Finally, our anticipated name change (to the Faculty of Architecture, Landscape, Art, and Urbanism) will require broad consultation across the University and with other institutions that will provide us with the opportunity to introduce our new curriculum to both internal cognate units and other divisions while simultaneously initiating conversations about future collaborative efforts.

## **Implementation Plan**

This period of transformation at the Faculty is not without its challenges, and we are mindful of how to best manage change as we move forward. We appreciate the opportunity to respond to the observations of the external committee's report and will give priority to improving in the following areas in the next phases of the Faculty's evolution:

### **Immediate (6 Months)**

#### Clarification of Learning Outcomes and Degree Learning Expectations

With the passing of the major modification template, these will be clarified and have gone through the governance cycle.

Fall 2016

#### Increased Undergraduate Advising Support

Within six months, the Faculty will have an embedded Career Advisor and will hire someone dedicated to both national and international Recruitment. The Faculty will also name coordinators for the new streams in the architectural studies program and examine the administrative organization of both undergraduate programs. We anticipate bringing a new administrator on board to assist the Director of the Undergraduate Program in Architectural Studies with matters related to academic programming and curricular renewal.

Winter 2017

### **Intermediate (1-2 Years)**

#### Experiential Learning and Community Engagement

By the 2017-2018 academic year, as outlined above, new courses and initiatives that specifically address these concerns will be launched.

Fall 2017

#### Situating the MVS Program in a Competitive Landscape

By 2017, together with the anticipated Faculty name change mentioned above, we anticipate completing the degree name change process, allowing the program to be more visible and competitive in an international setting. We will simultaneously be developing recruitment materials to better communicate the uniqueness of these two programs and will be redoubling efforts to market the program at related portfolio days and graduate program recruitment events (OCAD, CCA, National Portfolio Day, etc.).

Fall 2017

#### Quality of Teaching Assistants and Teaching Assistant Training

Over the next academic year, we will work closely with faculty and the Daniels Writing Centre to develop TA-specific tutorials and materials to improve the quality and training of our teaching assistants. The anticipated PhD program will also bring a community of scholars who are anticipating future careers in teaching into the cohort of available teaching assistants. We have already revamped the application process for teaching assistants to better ensure that those with the required skills for the undergraduate courses are more properly matched to courses that play to their strengths and, by next year, will have a body of TA evaluations to further refine this process. Efforts to streamline the timetable for 2017-2018 will also help in this regard as

it will coordinate the graduate and undergraduate schedules and guarantee that the most qualified students are available for the most demanding roles.

Fall 2017

**Longer (3-5 Years)**

Enhanced Relationships with Internal Cognate Units and External Organizations

With the onboarding of a new staff person dedicated to recruitment and through ongoing conversations with units such as Aboriginal Studies, History of Art, and the Faculty of Applied Science & Engineering, we will continue to broaden our network of potential collaborators. As the new specialist streams become more robust, we are confident that new potential relationships will emerge and our students will continue to benefit from a rich network of friends and neighbours who are similarly engaged in questions of the relationship between design, art, and the world.

In conclusion, we are grateful that the external reviewers recognized the strengths of our programs and appreciated their suggestions for areas of further improvement. The Faculty has already begun to move forward with plans to address some of the recommendations of the review committee.

Sincerely,



Richard M. Sommer  
Dean,  
Professor of Architecture and Urbanism

## UTQAP Review Summary

<b>Programs Reviewed:</b>	Chemical Engineering, BSc Chemical Engineering & Applied Chemistry, MEng, MSc, PhD
<b>Unit Reviewed:</b>	Department of Chemical Engineering & Applied Chemistry
<b>Commissioning Officer:</b>	Dean, Faculty of Applied Science & Engineering
<b>Reviewers:</b>	<ol style="list-style-type: none"> <li>1. Professor Jennifer S. Curtis, Dean, College of Engineering, University of California, Davis</li> <li>2. Professor Marc Deshusses, Civil and Environmental Engineering, Director of the Energy Engineering Program, Duke University</li> <li>3. Professor Peter Englezos, Professor and Head, Chemical and Biological Engineering, University of British Columbia</li> <li>4. Professor Andrew Hrymak, Dean, Faculty of Engineering, Western University</li> </ol>
<b>Date of review visit:</b>	March 3 – 4, 2016

### Previous Review

**Date:** December 1 – 2, 2010

**Summary of Findings and Recommendations:**

**1. Undergraduate Programs (Chemical Engineering, BSc)**

The reviewers observed the following strengths:

- Very strong program with a rigorous curriculum and high quality students
- Highly regarded *Leaders of Tomorrow* program

The reviewers identified the following areas of concern:

- Rigor puts a heavy load on students and professors
- Relatively large class sizes
- Minimal TA hours, and not all faculty and TAs effectively use tutorials

The reviewers made the following recommendations:

- Analyze curriculum for redundancies or components that can be eliminated

- Formally train TAs in conducting tutorials
- Consider raising admissions standards, given large enrolments

## **2. Graduate Programs (Chemical Engineering & Applied Chemistry, MEng, MAsC, PhD)**

The reviewers observed the following strengths:

- Students are very positive about their post-graduation career prospects
- Strong program

The reviewers identified the following areas of concern:

- Limited course offerings; many offered only every other year
- Long time to completion compared with many top programs around the world
- PhD funding is not competitive with peer US universities

The reviewers made the following recommendations:

- Review curriculum, given the general shift of research towards applied chemistry and life sciences

## **3. Faculty/Research**

The reviewers observed the following strengths:

- Dept. has done well hiring excellent faculty and recruiting female faculty
- Research funding and productivity has improved significantly over the past decade

The reviewers identified the following areas of concern:

- Teaching load is heavier than at US universities, allowing less time for research

The reviewers made the following recommendations:

- Ensure research clusters are consistent with dept.'s goals
- Engage in further industry outreach

## **4. Administration**

The reviewers observed the following strengths:

- Well organized and managed department
- Collegial relationships with other departments and positive relationships with alumni and industry partners

The reviewers made the following recommendations:

- Improve advancement and outreach to alumni
- Consider adding academics from regional universities to the advisory board

**Last OCGS Review(s) Date(s):** 2008/09

# **Current Review: Documentation & Consultation**

## **Documentation Provided to Reviewers:**

- Visit Terms of Reference
- Chemical Engineering & Applied Chemistry Self-study and Appendices
- Chemical Engineering & Applied Chemistry core faculty CVs
- Faculty of Applied Science & Engineering Academic Plan 2011-2016

- Faculty of Applied Science & Engineering Academic Plan 2011-2016, Year Four: Progress and Achievements
- Faculty of Applied Science & Engineering Annual Report 2015
- Undergraduate and graduate calendars
- University of Toronto Quality Assurance Process

### **Consultation Process:**

During the visit, the review team met with:

- Dean Cristina Amon, Vice-Dean Undergraduate Tom Coyle, and Vice-Dean Graduate Markus Bussmann
- Chair Grant Allen and department leadership
- Associate Chairs (present and incoming) Undergraduate Studies, Undergraduate Coordinator, and Undergraduate Student Services Assistant
- Associate Chair and Graduate Coordinator, members of the Graduate Studies Committee, Graduate Assistant, and Graduate Administrator
- Associate Chair Research, and Research Services Officer
- Graduate and undergraduate students
- Pre-tenure, assistant, tenured and teaching stream professors
- Administrative staff
- Chairs and directors of cognate departments and institutes within the Faculty
- Selected members of the Chemical Engineering & Applied Chemistry Board of Advisors

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

### **1 Undergraduate Program**

Chemical Engineering, BAsC

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

- Overall quality
  - Strong reputation with a diverse student population in terms of gender, domestic vs. international, and a significant percentage of out of province students
- Objectives
  - Undergraduate degree level expectations in line with CEAB's graduate attributes
  - Program supports students' cognitive, behavioral and affective development—a unique approach for programs of this kind in Canada
  - Department does an excellent job developing students' skills and attitudes for effective leadership, group work, and communication
  - Aligned learning goals and assessment

- Students are enthusiastic about the program and the clarity around course objectives and degree level expectations
- Admissions requirements
  - In demand program, attracting international students (one in four) and out-of-province students (one in five)
  - The program has 44% female students
- Curriculum and program delivery
  - Opportunities for learning outside of the classroom
  - Faculty are actively engaged and committed to modernizing the curriculum, emphasizing active learning and more project- and team-based learning
  - Maximum accreditation by CEAB, without any concerns
  - Attractive learning atmosphere that facilitates the engagement of the various members of its ecosystem, responsive to student concerns
  - Strategic initiative to modernize the curriculum, specifically to enhance active and experiential learning, the global nature of the engineering profession, advances in learning technologies, and the recognition that intense investments in laboratory instruction are a great opportunity
  - Laboratory renewal task force's work will enable the program to realize its learning objectives within this space
  - Well-organized and resourced undergraduate chemistry lab
  - Students engage in design activities during all four years and it is excellent that there is horizontal integration across different courses
  - Use of technology for the engineering economics course makes it attractive and engaging to students
  - Students are enthusiastic about the opportunity to engage in team projects
  - Students appreciate the opportunity to participate in organized field trips to experience chemical engineering in practice in different settings
  - Opportunity for students to complete interdisciplinary minors
  - International exchange program allows students to complete part of their course work abroad
  - Tenure-track faculty members primarily teach the courses, while industry practitioners are involved in the capstone design project
- Assessment of learning
  - Grade-based methods in lecture-based courses complemented by assessment methods that are suitable for team and project-based learning formats
- Quality indicators
  - Tracks graduate outcomes through alumni surveys
  - Commendable strategic objectives to push teaching excellence to a level above current status
  - Graduates enter a wide array of career opportunities from the chemical process industries and resource-processing sector to high technology, and pursue professional degrees in the health sector
- Students

- Very enthusiastic about attending the program, the collegial and supportive environment in the department and the easy access to professors
- Department accommodates student needs
- Program recognizes and celebrates student success and achievements
- Diversity is a strength, especially in gender balance and the mix of students' backgrounds/countries of origin
- Support
  - Professors available to students; students appreciate access

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

- Curriculum and program delivery
  - Potential misunderstanding around department's goal to reduce contact hours
  - No strong evidence of undergraduate research activity
    - Heavy undergraduate schedules, commuting, and different career intents could be deterrents to undergraduate research
  - Students would like more software available for use in the plant design course
- Quality indicators
  - Low response rate to alumni surveys

**The reviewers made the following recommendations:**

- Curriculum and program delivery
  - Clearly communicate goals for active learning, rather than content delivery, to clarify academic rationale for new approach to contact hours
- Students
  - Focus on the aboriginal population as the next area of emphasis in diversity

## 2 Graduate Program

Chemical Engineering, MEng, MAsC, PhD

**The reviewers observed the following strengths:**

- Overall quality
  - Impressive caliber of research and educational programs
  - Collegial atmosphere creates a safe and productive environment for everyone to excel
  - PhD and MAsC graduate programs are intimately tied to research
  - Strategic goal of increasing research funding substantially during the next five years will impact the graduate program, likely increasing the need for top students
- Objectives
  - Five common degree level expectations for the programs



- Sixth expectation reflects the fact that the MEng is a course-based degree, and that the MAsc and PhD programs expect students to generate new knowledge or understanding
- Concerted effort to provide opportunities for students to engage in professional development activities; helps prepare them to meet the other expectations (“level of application of knowledge professional autonomy”, “level of communication skills”, and “awareness of the limits of knowledge”)
- Commendable introduction of the Student Discovery Award, which is an indicator of achieving excellent performance
- Admissions requirements
  - Department has done an excellent job of broadening the pool of graduate students by admitting non-U of T graduates with a wide spectrum of interests
- Curriculum and program delivery
  - Broad array of research carried out in energy, water, environment, sustainable processing and health
  - Department is engaged in a discussion about course alignment with program goals and is working to ensure sufficient course offerings and access in both terms
  - Likely that the proposed course focusing on Scientific Research Methods will enable students to do their literature search, complete literatures reviews, and formulate their research objectives more effectively
- Assessment of learning
  - Department is proactive in monitoring student progress through the efforts of the Associate Chair and Graduate Coordinator, and with support from knowledgeable staff
- Enrolment
  - Successful MEng enrolment increases over the past five years
- Support
  - Active graduate student association
  - Graduate students feel like part of a department team

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

- Curriculum and program delivery
  - PhD students have only one fundamental/core chemical engineering course, which may affect career prospects in some fields
  - Students engaged in “science-based” research, especially those that emphasize life sciences, may have different needs for graduate courses than those students engaged in more “unit operations-based” research
- Quality indicators
  - PhD completion time is an issue the department aims to address, but it’s unclear what the root causes of longer completion times are
  - Unclear if department has information on post-graduation employment

- Student funding
  - Differential fee structure for international graduate students creates limitations to access the pool of top talent globally

**The reviewers made the following recommendations:**

- Objectives
  - Develop a set of specific indicators of achievement for the two research-based graduate degrees
- Quality indicators
  - Investigate causes of longer times to completion, and develop and implement measures to address them
  - Engage the department's Board of Advisors and alumni to help the department integrate professional development into the PhD program, given the PhD students' diverse career outcomes
  - Track student outcomes

### 3 Faculty/Research

**The reviewers observed the following strengths:**

- Overall quality
  - Bold, ambitious research vision and research directions relevant to society
- Research
  - Level of funding and success in landing competitive grants are remarkable accomplishments that reflect the high quality and relevance of the research in the department
  - Organized into eight clusters, with faculty member participating in 3 or 4 clusters—highlighting the multidisciplinary and collaborative nature of the department
  - The five research priority areas—water, environment, sustainable energy and processes, and health—are relevant and correspond to societal need
  - Significant funding for research in these areas, both from provincial and federal governmental agencies, and from corporation
  - Funding has been on a generally upward trend of about 20% increase per year
  - Funding per faculty is high, on par with top ranked institutions in North America
  - Research centres address important questions and play a major role in bringing investigators together, thereby strategically leveraging financial and human resources
  - Department's plan is to initiate three more similar multi-investigators, multidisciplinary centres in the next five years
  - Encouragement and reward for collaborative research with the other academic units within the Faculty and University equally promoting interdisciplinary efforts
- Faculty

- Very distinguished faculty, who have earned many U of T, national and international recognitions
- Assistant professors feel well supported and mentored by senior colleagues
- Collegial group of faculty, postdoctoral researchers and staff researchers, and graduate students

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

- Research
  - Room for improvement in the number of invention disclosures
- Faculty
  - Increased demands to fill administrative roles in the Faculty and the University, as well as the demands of running large-scale research programs, have created a challenge for the department
  - Teaching load of about three courses per year is already high compared to peer research-intensive institutions

**The reviewers made the following recommendations: (n/a)**

## 4 Administration

**The reviewers observed the following strengths:**

- Relationships
  - Very high morale, fostered by positive leadership
  - Supportive and engaged Board of Advisors
- Organizational and financial structure
  - Staff members feel respected and appreciated by faculty and students for the work that they do, and they are included in decision making
  - Very good facilities, with excellent scientific equipment and well run labs
  - Commendable safety procedures
  - Staff indicate that there are opportunities for enhancing their knowledge and for career development
- Planning / Vision
  - Ambitious and visionary five-year plan draft that clearly aligns with the Faculty and University planning documents
  - Discussions around the strategic plan showed engagement from all stakeholders
- Reputation / Profile
  - Department compares very well with the top 30 or 40 chemical engineering departments in the world
  - Status relative to other institutions points to the relevant work carried out by the department

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

- Organizational and financial structure
  - Staff members see additional opportunities for efficiency and financial savings via shared services that cut across engineering departments within the Faculty
  - Staff would like more cross-training, though some skills and knowledge are not easily transferred
  - Concerns about the availability of high quality space (i.e., wet labs, specialized facilities)

**The reviewers made the following recommendations:**

- Organizational and financial structure
  - Consider whether there are additional opportunities for additional revenue generation
  - Empower all researchers to act or speak up on safety issues
- Planning / Vision
  - Prioritize strategic goals and initiatives rather than trying to execute on all five in parallel, in consultation with the department faculty, Dean and stakeholders, including alumni and industry supporters

**ADMINISTRATIVE RESPONSE – Appended**



UNIVERSITY OF TORONTO  
FACULTY OF APPLIED SCIENCE & ENGINEERING

*Cristina Amon, Dean*

September 30, 2016

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

Dear Sioban

I write in response to your letter of June 30, 2016 regarding the March 2016 external review of the Department of Chemical Engineering & Applied Chemistry and its undergraduate and graduate programs.

The external review process is a valuable exercise that affords us the opportunity to take stock of the state of our academic units and of the Faculty as a whole. We are extremely pleased with the reviewers' positive assessment of the overall strength of the department, particularly its successful enrolment increases, modernization of the undergraduate curriculum, and excellent research environment including the connection of graduate programs to faculty research.

Below I address the issues raised by the reviewers and outlined in your request for an administrative response.

**Curriculum and Program Delivery**

***1. The reviewers noted that undergraduate students have a great deal of experiential and lab work, but may have less time for research activity.***

We agree that the chemical engineering program offers considerable and excellent experiential learning, which we plan to enhance even further in quality – including inquiry/research within our lab courses – while not increasing in the student load. This is a key component in one of the department's five strategic initiatives for the next five years: "Creating a modern chemical engineering curriculum aligned with our vision<sup>1</sup>". We also acknowledge that the number of students selecting the fourth-year thesis option is relatively low at about 20%, particularly in contrast to when it was mandatory, but this is

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<sup>1</sup> The Department's vision statement, created over the past year as part of its Academic Strategic Planning exercise is: "Through leading edge research and education, we integrate chemistry, biology and engineering to drive solutions to global challenges in energy, the environment and health".

not something our students have expressed as a concern. We note the high number of students who participate in summer research; for example in 2015 (the most recent year with data), there were 52 undergraduate research students in our department, with another 15 doing research abroad. There are also other opportunities for our students to pursue a variety of experiential learning, such as the multidisciplinary design course (APS 490) that can be chosen instead of a research thesis. Furthermore, we collaborate with our student leadership to organize a faculty and student meet-and-greet over lunchtime each January, where faculty discuss their research areas and potential student opportunities. We acknowledge the reviewers' concern that we aren't doing enough in this area, and that we need to understand the degree to which students would like additional research experience and the impediments to that, and then act accordingly.

#### Short-term goals (within the next year)

- Receive the report from the Laboratory Task Force on the role of our labs, and create a process for implementing and integrating the recommendations across the curriculum. Develop a plan to enhance the infrastructure of our flagship Unit Operations Lab, with support from the Dean's Strategic Initiative fund to allow a wider range of experiments, including those that are exploratory in nature, thereby adding a research component
- Hire a teaching stream appointment for our Unit Operations Lab to replace a retirement
- Through a student survey and our annual town hall, quantify student demand for research experience (thesis, summer or other) and identify any barriers in achieving this
- Identify additional channels (e.g. via our website/social media) in which to communicate to our undergraduate students opportunities for the undergraduate thesis, including the potential to link theses to summer research and graduate studies

#### Mid-term term goals (one to two years)

- Work with two new teaching-stream appointments (J. Farmer hired in July 2016, and another faculty member to be hired in July 2017) to develop additional inquiry-based labs
- Enhance infrastructure for the Unit Operations Lab
- Fundraise and gradually implement/test new experiments

#### Long-term term goals (four to five years)

- Significantly shift the nature of experiential learning with less time in "routine labs" and more time focusing on inquiry-based components
- By understanding the student demand for and barriers to the research experience, enable a research experience for all interested undergraduate students

***2. The reviewers recommended tracking PhD student outcomes [regarding post-graduation employment] and continuing to prepare students for diverse career pathways. They recommended requiring core coursework in chemical engineering principles.***

As the reviewers note, we recognize the need to prepare students for a range of diverse career pathways beyond the traditional academic career, particularly related to industry, innovation and entrepreneurship. This is a key component in one of the department's five strategic initiatives for the next five years, "Creating a modern chemical engineering curriculum aligned with our vision". We acknowledge that our graduate program does not require core chemical engineering principles for all graduate students; however, this is in large part related to our department's uniqueness and multi-disciplinary strength, in that it encompasses both chemical engineering and applied chemistry and therefore attracts students from a diverse set of backgrounds in engineering and the chemical/biochemical sciences. Our department offers a set of eight fundamental courses designed to reinforce core chemical engineering principles. One of the eight, Chemical Engineering Fundamentals, is designed for students without a chemical engineering background. All MASc and fast-track/direct-entry PhD students are required to take at least one course of the eight. Because many of our PhD students have completed an MASc with us, the number of PhD-stream students who haven't taken any fundamental course is rather small.

**Short-term goals (within the next year)**

- Work with the Chemical Engineering Graduate Students Association to enhance opportunities to connect graduate students with industry, such as revamping our annual industry open house to more fully engage them
- Work with the Faculty's Hatchery to develop options for graduate students interested in entrepreneurship
- Through our recently launched ChemEConnect social media platform, develop a roster of graduate alumni who are interested in professionally mentoring and engaging with graduate students, and use the platform to track graduate alumni's careers
- Participate in the development and implementation of Faculty's piloting of a professional development program for PhD students who are not planning to pursue an academic career
- Promote the Graduate Professional Skill program administrated by the university's School of Graduate Studies
- Through the department's graduate curriculum committee, review fundamental course offerings and requirements
- Roll out the recently developed Research Methods and Project Execution for Graduate Students in Chemical Engineering course as a requirement for all incoming research-stream students

#### Mid-term goals (one or two years)

- Revamp our industry open house to more directly engage graduate students
- Engage graduate student alumni as mentors in the graduate program to develop professional and innovation/entrepreneurial skills
- Implement recommended changes to fundamental course offerings and requirements

#### Long-term goals (four to five years)

- 1,000 engaged alumni registered in ChemEConnect, 20% of whom are graduate alumni

### ***3. The reviewers recommended developing specific indicators of achievement for the research-based graduate degrees so that students know when they have met expectations for scholarship, potentially impacting students' time-to-completion.***

As the reviewers noted with praise, the department has implemented a Student Discovery Award to encourage students to publish one paper per year, and complete their thesis in a timely fashion (i.e., two years for MASc students, and four to five years for PhD students). Since this level of publication is relatively high, we will seek guidance from our colleagues through our Graduate Studies Committee as to what a typical publication level should be.

#### Short-term goals (within the next year)

- Develop and publicize typical indicators of achievement regarding publication output for MASc and PhD students, and expected time-to-completion for PhD students. Revise PhD reading committee forms to track these measures at committee meetings
- Enhance communication of the importance of scientific publications and time-to-completion during orientation sessions
- Communicate expectations more effectively via our updated website

### **Relationships & Planning**

#### ***4. The reviewers encouraged the department to continue its successful work in diversifying the student population.***

As the reviewers note, the department has been very successful in diversifying both its undergraduate and graduate populations, including increased participation of women and international students, and increasing the mix of students from outside our undergraduate program. We are doing extremely well in recruiting undergraduate females, who represent 56% of our 2016 incoming first year class. There is also a significant international cohort in this year's undergraduate population, representing 30% of our student body in first year. We have made significant progress in increasing the percentage of our graduate population from outside the department, now at 85% up from 47% ten years ago. Our main focus at the graduate level has been our Graduate Research Weekend, initiated by our department ten years ago and now adopted Faculty-wide as Graduate Research Days,



which we plan to continue. Key populations in which we will continue to enhance diversification are indigenous and black Canadians.

Mid-term goals (within the next one or two years)

- Work with the Faculty's new Director of Engineering Pathways and Indigenous Partnerships to enhance recruitment and outreach to First Nations, Metis and Inuit communities
- Continue to work with the Faculty on undergraduate and graduate recruitment strategies designed to enhance diversity
- Work with and continue to support the National Society of Black Engineers (NSBE) student chapter at UofT in their outreach to high school students.
- Enhance advertisement of our graduate program, including Graduate Research Days, through social media

**5. *The reviewers recommended prioritizing the department's strategic goals.***

The reviewers noted the high degree of faculty buy-in of the department's vision and strategic initiatives. The department leadership team (chair and associate chairs) noted the reviewers' suggestion to prioritize our five strategic goals, and discussed this with the chair of our Board of Advisors and strategic planning facilitator and mentor, Daryl Wilson. We are heeding his advice and that of the Board to refrain from prioritizing our goals at this early stage. While we appreciate that this is ambitious, we intend to pursue all five initiatives over the next five years. We recognize that each initiative will have various levels of involvement and will continuously reflect on and adjust them. The initiatives are:

1. Initiate large multi-researcher/multi-disciplinary (MR/MD) collaborative programs around our vision
2. Create a modern chemical engineering curriculum aligned with our vision
3. Elevate teaching excellence, effectiveness and impact
4. Catalyze the synergy of our external networks with our internal capability for societal and economic impact
5. Reorganize and streamline administrative support systems efficiency to drive overall organizational and space effectiveness

Short-term goals (within the next year)

- Further develop details of the strategic goals at our annual department retreat. For example, in June 2016, we reviewed all five initiatives with a focus on the first and third
- Conduct an administrative review, beginning with technical services
- Develop a strategic planning committee consisting of the leads of each initiative. The committee will meet three times per year to ensure that each initiative is regularly reviewed and that progress is tracked and reported on at department meetings. The first meeting took place on September 20, 2016.

Long-term goals (four to five years)

- Significant, measurable progress on all five initiatives

**6. The reviewers encouraged creating stronger relationships with alumni and that the department's Board of Advisors assist the department integrate professional development into the PhD program, as well as with further advancement activities.**

We agree that while we have a very engaged Board of Advisors, they and our alumni base are largely untapped resources. This has led to the fourth strategic initiative listed above, one in which we are directly engaging our Board.

Short-term goals (within the next year)

- Roll out ChemEConnect, our social media platform, to further engage and identify a roster of alumni that allows them to specify how they would like to be involved (e.g. as mentors or guest speakers, with graduate student professional development, etc.)
- Work with the Board of Advisors to develop a plan to increase and enrich alumni and industry involvement beyond our current endeavours
- Continue to renew our Board of Advisors with two new members per year
- Develop a Senior Board of Advisors to continue engaging our "retired" Board members as Department ambassadors without requiring them to be at regular Board meetings
- Reconsider our annual industry open house (now in its third year) to better engage a wide range of graduate students wanting to enrich their professional development

Long-term goals (four to five years)

- 1,000 alumni engaged through ChemEConnect with 200 "actively engaged" (participating in at least one departmental activity each year)

Thank you for the opportunity to respond to the report of the external review team. Their comments and recommendations have helped sharpen the vision and future priorities for the Department of Chemical Engineering & Applied Chemistry.

Sincerely



Cristina Amon  
Dean

cc: Daniella Mallinick, Director, Academic Programs, Planning and Quality Assurance  
Justine Garrett, Coordinator, Academic Planning and Reviews  
Professor Grant Allen, Chair, Dept. of Chemical Engineering & Applied Chemistry  
Caroline Ziegler, FASE Governance and Programs Officer

## UTQAP Review Summary

<b>Programs Reviewed:</b>	Animal Physiology, B.Sc. (Hons.): Major Cell and Molecular Biology, B.Sc. (Hons.): Major Developmental Biology, B.Sc. (Hons.): Major Genome Biology, B.Sc. (Hons.): Major Cell and Systems Biology, M.Sc., Ph.D.
<b>Unit Reviewed:</b>	Department of Cell and Systems Biology, Faculty of Arts and Science
<b>Commissioning Officer:</b>	Dean, Faculty of Arts & Science
<b>Reviewers:</b>	1. Professor Vincenzo De Luca, Ph.D., Department of Biological Sciences, Brock University 2. Professor Carl Douglas, Ph.D., Department of Botany, University of British Columbia 3. Professor Jeff Hardin, Ph.D., Chair, Department of Zoology, University of Wisconsin
<b>Date of review visit:</b>	November 5 – 6 , 2015

### Previous Review

**Date:** Department formed in 2006, with the combination of the Department of Botany (last reviewed 2003-04) and the Department of Zoology (last reviewed 2004-05)

#### Summary of Findings and Recommendations:

**1. Undergraduate Programs** (B.Sc.: Zoology – Specialist, Major, Minor; Behaviour – Specialist; Comparative Animal Physiology – Specialist. B.Sc.: Botany – Specialist, Major, Minor. Offered collaboratively between departments: B.Sc.: Biology – Specialist, Major, Minor Developmental Biology – Specialist Ecology – Specialist Evolutionary Biology -- Specialist)

The reviewers observed the following strengths:

- Very good introductory courses (Botany)
- Impressive undergraduate programs (Zoology)

The reviewers identified the following areas of concern:

- Course resources and advising not meeting student needs (Botany)

The reviewers made the following recommendations:

- Provide adequate resources and personnel to support course delivery (Botany)

## **2. Graduate Programs (M.Sc.: Zoology, Ph.D: Zoology. M.Sc.: Botany, Ph.D.: Botany)**

The reviewers observed the following strengths:

- Two-year master's program plays an important role and should not be phased out (Botany)

The reviewers made the following recommendations:

- Provide more funds for graduate training (Botany)
- Maintain intensive period of training and preparation for doctoral students (Botany)
- Provide more "outside-the-lab" learning (Botany)
- Lighten inter-campus travel requirements (Zoology)
- Recruit from more non-local sources (Zoology)

## **3. Faculty/Research**

The reviewers observed the following strengths:

- Exceptionally talented young faculty (Botany)
- Commendable focus on a few research clusters, growing expertise in bioinformatics, and the work on species-species interactions among ecologists and evolutionary biologists (Botany)

The reviewers identified the following areas of concern:

- Challenge of retaining young faculty (Botany)
- Uneven research performance (Zoology)

## **4. Administration**

The reviewers observed the following strengths:

- Top basic plant science department in Canada and could become recognized as one of the best in North America (Botany)
- Healthy exchange between Botany and Zoology (Botany)

The reviewers identified the following areas of concern:

- Urgent need for computer resources (Botany)
- Department is internally divided, and experiencing some difficulty in attracting and retaining strong researchers and graduate students (Zoology)
- Substantial problems with physical space in Ramsay Wright (Zoology)

The reviewers made the following recommendations:

- Ensure the field facilities at Joker's Hill are maintained (Botany)
- Find more space for the growing research programs (Botany)
- Fundamentally reorganized the department, along with the Department of Botany, to deal with the pressing challenges in research, faculty attraction and retention, graduate programs, space, cohesion and governance (Zoology)

**Last OCGS Review:** 2002 (Botany); 2002 (Zoology)

## Current Review: Documentation & Consultation

### Documentation Provided to Reviewers:

Self-Study, Terms of Reference, Faculty CVs

### Consultation Process:

The reviewers met with the Dean, the Vice Dean, Program Reviews, Chairs/Directors of Cognate units, junior and senior faculty members; administrative staff; undergraduate and graduate students.

## Current Review: Findings & Recommendations

### 1 Undergraduate Program

Animal Physiology, B.Sc. (Hons.): Major

Cell and Molecular Biology, B.Sc. (Hons.): Major

Developmental Biology, B.Sc. (Hons.): Major

Genome Biology, B.Sc. (Hons.): Major

#### The reviewers observed the following strengths:

- Objectives
  - Learning outcomes and degree objectives are strongly supported by an excellent and evolving range of courses that fit rapidly changing technology for addressing complex biological topics
- Curriculum and program delivery
  - Strong and modern curriculum that serves CSB students and students from other life science programs who register for CSB courses
  - Program structure is appropriate and sufficiently flexible to meet the evolving needs of this rapidly changing field
  - Each program has made efforts to keep up with changes in their disciplines with new course offerings that reflect the state of the art
  - New majors within the evolving areas of genomics and bioinformatics complement the existing suite of majors
  - Innovative technology-based teaching methods and course design, including online and digital learning and use of the inverted classroom
    - Very successful MOOCs
    - Lecturers have been successful in obtaining funding for developing innovative course and teaching methods

- Positive introduction of courses that incorporate problem-based and team-based learning as well as developmental science writing and communication skills
- Number of course-based opportunities to do research within CSB labs and/or in an international setting
- Reorganized Cell & Molecular Biology offerings to include first and second year courses for all students that offer a baseline for specialization in the different programs
- Assessment of learning
  - Assessment evaluates critical thinking, written/oral communication, information literacy and quantitative reasoning
  - Methods used are entirely appropriate and effective to achieve learning outcomes and degree objectives
- Quality indicators
  - Very high quality of high school students attracted to CSB
- Students
  - High degree of satisfaction with the program and its value for career development
  - High praise for the quality and value of the different programs being offered by CSB
- Support
  - Opportunities to meet faculty members in an informal setting to discuss different topics
  - Establishment of social media (Twitter and Facebook) outlets for providing useful information relevant to students
  - Development of a video program (Pathways to the Future) that highlight career opportunities in the life sciences and meeting a venue (Backpack to Briefcase) to discuss pathways that lead to desired careers after completion of a university degree
  - Opportunities to compete for paid positions in labs for the summer, as well as the chance to apply for NSERC summer funding
  - Several competitive clubs sponsored by CSB that promote activities in different sectors of genetics and genomics

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

- Enrolment
  - Development Biology program has acknowledged that enrollment has been declining in recent years and that the department is considering closing the program due to overlap with CMB
- Support
  - Students have trouble identifying advisors and other staff who can help answer questions about enrolment and other issues
  - Research topics and research positions are not well-advertised

- Information sessions take place at different times and in different locations

**The reviewers made the following recommendations:**

- Curriculum and program delivery
  - Consider the following student-generated suggestions for improving the curriculum:
    - Add a dedicated course in biologically oriented statistics that might be taken by all students within the program, as statistics are of increasing importance in all aspects of biological science
    - Add a second year lab course that offers more training in modern molecular methods, providing a practical component to
    - Add a course that provides an introduction to the different model systems being studied in CSB to help students understand common themes
- Enrolment
  - Continue to support flexibility when it comes to keeping the curriculum current in each discipline
- Support
  - Add a departmental student advisor for matters related to the curriculum and department
  - Facilitate students meeting with a variety of professors
  - Consolidate information sessions about degree programs, research topics and available research positions

## 2 Graduate Program

Cell and Systems Biology, M.Sc., Ph.D.

**The reviewers observed the following strengths:**

- Overall quality
  - Well-run program that offers MSc and PhD students high quality research and other training opportunities in modern cell and molecular biology
  - Programs prepare students well for both academic and alternative scientific careers
- Objectives
  - Module learning objectives are appropriate and instill awareness of recent and mechanistic insights, development of ability to critically interpret research papers and data, and development of oral and writing skills
- Admissions requirements
  - Standard and appropriate to learning outcomes
- Curriculum and program delivery
  - Curriculum and delivery reflect the current state of the discipline

- Areas of potential training and research opportunity cover the organismal and disciplinary breadth of faculty members at St. George, UTM, and UTSC
- Faculty research programs, as well as research infrastructure such as the BSF, CAGEF, and animal and plant growth facilities, provide outstanding opportunities for cutting edge research by graduate students that compares very favourably with peer departments (i.e., those focused on non-human cell and molecular biology) at the national and international levels
- Innovative module-based graduate course offerings complementary to those in related departments (Molecular & Medical Genetics, Medical Biophysics, Biochemistry)
- Students were very pleased with the breadth of course offerings available to them across campus
- Effective requirement of having PhD students give exit seminars
- Required weekly departmental seminars that cover diverse topics and systems, an effective way of broadening the background of the graduate students
- Ample opportunities to learn beyond the classroom
- Graduate courses provide opportunities for in depth exploration of cutting edge new research and for honing of “soft” scientific skills such as critical thinking and effective communication that compare very well with peer departments
- Assessment of learning
  - Methods are appropriate and effective
- Quality indicators
  - Effective in attracting high quality students relative to Division and U of T overall
  - Appropriate time-to-completion of 2.5 years for MSc
- Students
  - Highly satisfied with the research and other training and intellectual stimulation they are receiving
  - Majority of PhDs go on to postdoctoral research, and majority of MSc students go on to PhD programs
- Program Administration
  - Universal praise for efficient and effective administration of the program and for the Graduate Administrator

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

- Curriculum and program delivery
  - Time-to-completion of 6 years for PhD is too long
- Enrolment
  - Concerns about the ability to recruit the best students in some of the department’s area of subspecialisations (especially plant biology)
- Student funding
  - Students frustrated with low-level of take-home support
  - Years of funding support is inconsistent with expected time-to-completion



- Challenges of funding international graduate students
- Support
  - Perceived lack of communication, uniform standards for financial support and academic progress, and opportunities for graduate students as a group or individually to express their concerns about the CSB working climate and departmental activities and policies that directly affect them
  - Students frustrated with lack of standardized expectations and assessments in PhD candidacy exams and Masters theses
  - Difficult and cost of moving between campuses

**The reviewers made the following recommendations:**

- Curriculum and program delivery
  - Consider adding alternative/additional courses, particularly those that unite the different focus areas
  - Aim to cap time-to-completion for all students at six years
- Student funding
  - Consider how to equally distribute international funded students between CSB and EEB
- Support
  - Initiate better lines of communication between graduate students, the chair, and faculty members regarding financial support and academic progress
  - Initiate more formalize procedures for exams and thesis approval
    - Review and approve MSc theses before they go to examination
    - To regularize standards for PhD candidacy exams, appoint a rotating small group of faculty members to chair exams
  - Consider adding graduate student representation at faculty meetings
  - Obtain formal input from graduate students on the departmental committees that directly affect them
  - Initiate a formal mechanism for graduate students to raise non-academic/research issues of concern
  - Make the UTM shuttle free for all students

### 3 Faculty/Research

**The reviewers observed the following strengths:**

- Overall quality
  - Department is in excellent shape
  - Fulfilling its aspiration to be a premier department in the international context that focuses on cell, molecular, development, and systems biology
- Research
  - Research programs are productive, forward-looking, and cutting edge

- Strengths in animal cell and developmental biology, neurobiology, and plant cellular and molecular biology
- Highly active, and nationally and internationally recognized researchers
- Level of NSERC Discovery Grant funding is well above the national average
- Strong internal program of vetting and mentoring NSERC applications
- Faculty have been quite successful in terms of research productivity as assessed by publication statistics and papers in high impact journals, especially given the challenging funding climate
- Quality research opportunities for undergraduate and graduate students
- CSB PIs are well regarded and well positioned within the University and are good team players as it relates to submission of large, multi-unit grants
- Faculty
  - Solid approach to hiring in 2009-2015 Academic Plan

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

- Overall quality
  - The “systems” aspect of Cell and Systems Biology is not as fully developed as other teaching and research areas
- Faculty
  - CSB faculty members may need to place more focus on “non-traditional” funding opportunities, many relying on collaborations (e.g., NSERC Strategic grants, NSERC CREATE grants, participation in research consortia fundable by Genome Canada)
  - Unlikely to reach goal initial of increasing faculty complement to 35
  - Scientific cultural between faculty members in different areas
  - Very substantial teaching commitments

**The reviewers made the following recommendations:**

- Research
  - Consider carefully the funding potential of future hires, especially beyond NSERC discovery grants
  - Facilitate students finding openings in laboratories
- Faculty
  - Increase the complement beyond its current level to continue success and retain international reputation for cutting edge biology and incorporate “systems biology” into its research and teaching portfolio
  - Add support for CHIR applicants
  - Revisit strategic planning in support of faculty renewal and to bridge existing subgroups within the department
  - Add to the teaching stream to further the department’s aspirations in developing a modern learner centred curriculum

## 4 Administration

### The reviewers observed the following strengths:

- Relationships
  - High faculty and staff morale
  - High level of collegiality and regard among faculty
  - Dramatic improvement in culture since reorganization
  - Good relationship between CSB and Ecology and Evolutionary Biology
  - Excellence in basic science and inclusion of animal, plant cell, and molecular biologists distinguishes department from similar fields in the Faculty of Medicine
  - Congenial relationship with the Human Biology undergraduate program
  - Faculty engage in appropriate levels of outreach to the local Toronto area, including local high schools and other public venues
- Organizational and financial structure
  - Well-functioning unit
  - Very efficient and universally praised administrative and technical staff
  - Vice-chair for research seems to be a very positive aspect of the department's functioning
  - Strong assets of specialized services including, imaging facility, Centre for Analysis of Genome Evolution & Function
- Reputation / Profile
  - Vigorous, healthy unit that is a clear asset to the Faculty and the University
  - Undergraduate program is ranked very highly relative to international institutions (17<sup>th</sup>) and ranked top in Biological Sciences among Canadian universities
  - Graduate program compares very well in quality relative to national and international comparators
  - CSB research indicators comparable with UBC, Queen's, and McGill, and similar departments at large public US research intensive universities such as Michigan State, UC Riverside, UC Davis, and Purdue

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

- Relationships
  - Evolutionary developmental biology has not been as supported since departmentalization, and faculty working in this area have not been replaced
- Organizational and financial structure
  - Need for modern, upgraded facilities to maintaining morale, recruiting graduate students and postdocs, and retaining faculty
  - Plant biologists are located in the Earth Sciences Centre and animal biologists in the Ramsay Wright building, putting limits on interaction between groups
  - Animal and developmental biologists concerned about infrastructure

- Plant biologists face challenge of not having a department name specifically devoted to plants
- Challenges inherent in tri-campus model, specifically transit time

**The reviewers made the following recommendations:**

- Relationships
  - Provide clearer mechanisms for plant biologists to maintain the strength of their unit
- Organizational and financial structure
  - With assistance from the Faculty, investigate the possibility of a new research building for CSB research programs; alternatively, think more intentionally about how to integrate the groups currently located in two different buildings
  - Engage in sustained institutional support at a new level in support of the complement and the physical plant

**ADMINISTRATIVE RESPONSE – Appended**



3 October 2016

Professor Sioban Nelson  
Vice-Provost Academic Programs  
University of Toronto

**Re: Review of the Department of Cell & Systems Biology and its undergraduate and graduate programs**

Dear Sioban,

Along with the faculty, staff and students of the Department of Cell and Systems Biology, I am pleased with the external reviewers assessment of the Department and its undergraduate and graduate programs: Animal Physiology, B.Sc. (Hons.): Major, Cell and Molecular Biology, B.Sc. (Hons.): Major, Developmental Biology, B.Sc. (Hons.): Major, Genome Biology, B.Sc. (Hons.): Major and Cell and Systems Biology, M.Sc., Ph.D.. The reviewers commented that the Department finds itself in “excellent shape” and is achieving its objective to be one of the “premier departments” on an international level focusing on cell, molecular development and systems biology.

As per your letter, I am writing to address the areas of the review report that you identify as key. The response to these items is separated into short-(current-3 months)/intermediate- (3-12 months)/long-(12+months) term action items for the Department, where appropriate. The Department has discussed the reviewers’ comments through consultation with various groups and has begun to implement changes where appropriate and that are consistent with the Department’s mission.

***Curriculum & Program Delivery***

• *The reviewers made a number of recommendations to enhance aspects of the undergraduate curriculum, including adding statistics courses, more lab courses, and an introductory course.*

The reviewers were impressed with the Department’s “application of innovative teaching methods” and their introduction of “online and digital learning” tools. The use of these online courses, specifically in bioinformatics, is having a positive impact beyond the University of Toronto.

The reviewers’ suggested an introductory course for “the different model systems being studied in CSB,” but the Department feels it is important to note that all CSB courses integrate primary model organism research into the curriculum in the form of research descriptions in lectures, reading assignments for tutorial sessions, research paper critiques or reviews (essay and oral presentation formats), etc. Since their 4<sup>th</sup> year courses mainly focus on the use of model organisms in current research, these models are covered here, albeit not in a single course. One of the 4<sup>th</sup> year courses, CSB492H1 Advanced Topics in Cell and Systems Biology, addresses the point more directly. Each week a different CSB faculty member leads a discussion of his or her research, thus exposing students to a wide range of research model systems in CSB.

Short-term response:

- A new lab course will launch in January 2017 (CSB348H1 Laboratory in Comparative Animal Physiology). This course was proposed and designed by Professor Chris Garside. A past internal review of the Animal Physiology Major curriculum identified the requirement for an advanced Comparative Animal Physiology laboratory course that emphasizes physiological research techniques; students will learn about the research process starting with experimental design and finishing with interpretation and presentation of results. This laboratory course will follow on from the foundational courses in the Cell and Systems Biology Animal Physiology program, BIO270H1F and BIO271H1S, and is specifically designed for students enrolled in the Animal Physiology Major program of study. Other than this new course, the Department offers laboratory courses in 1<sup>st</sup> year (BIO130H1); 2<sup>nd</sup> year (BIO230H1 and CSB299Y1 placements in CSB research labs); 3<sup>rd</sup> year (CSB328H1, CSB330H1, CSB350H1, CSB352H1, CSB497/498 placements in CSB research labs, and CSB397Y0 research abroad); and 4<sup>th</sup> year (CSB474H1, CSB491H1 and CSB497/498/499 placements in CSB research labs). In sum, there are a significant number of lab course opportunities available to students.

Intermediate- term response:

- Human Biology, Pharmacology & Toxicology, and Statistical Sciences are developing a proposal for a statistics course geared towards life science students. If the proposal moves ahead, CSB undergraduate students will have access to this new course, which would enhance student learning in the theory and application of statistics in the life sciences.
- Major renovations to the Ramsay Wright teaching laboratories are underway, which will significantly enhance the student laboratory learning experience and potentially increase enrolment capacity. Full occupancy for CSB undergraduate students is expected in early 2017. The modern, interactive design and technology enhancements will transform the way CSB faculty teach laboratory courses.

• *The reviewers reflected graduate students' desire for a more uniform approach to Ph.D. exams and Master's theses.*

The Department appreciates the reviewers' comments on creating a more uniform approach to Ph.D. exams and Master's theses but feels that the current approach is very structured and follows the SGS guidelines. Detailed information about the Master's thesis is available to students in the CSB graduate handbook. The Ph.D. thesis guidelines are very clear and are available to students on the CSB website; the Department has also recently uploaded Ph.D. proposal exam written report guidelines.

***Students***

• *The reviewers encouraged the department to consider the gap between years of funding and average times to completion for graduate students.*

Time to completion is an issue that the Faculty of Arts & Science is aiming to address through various initiatives to be led by the Vice-Dean, Graduate Education. In 2016-17, the Faculty of Arts & Science introduced an increase to base funding for all doctoral-stream students in the funded cohort. The increase is composed entirely of fellowship funds, which reflects an ongoing

effort on the part of the Faculty to reduce the proportion of hourly work that is included in the base funding amount, with the goal of improving time to completion.

Along with the funding increase, the Faculty of Arts & Science introduced two new programs in 2016-17, Milestones and Pathways. These programs are aimed at supporting students as they progress through their studies and prepare effectively for their careers. The Milestones program supports activities to help students reach key milestones in their graduate training in a timely fashion (e.g. candidacy, publication, defense). The Pathways program provides students with the discipline-specific knowledge and skills they need to succeed in both academic and non-academic career pathways. Awareness of, and preparation for, relevant and stimulating professional opportunities may decrease time to completion.

The Department currently provides funding beyond the second year at the Master's level and Ph.D. students receive funding through doctoral completion awards and Research Assistant funds provided by supervisors from their own operating grants.

• *The reviewers observed that there could be better advising and support for undergraduate students.*

The mentoring of undergraduate students is important to both the Faculty and the Department. The Department currently provides mentoring in a variety of ways: discussion groups to advise and support students in 4<sup>th</sup> year independent research courses; on-line videos profiling the career paths of current and graduate students; Backpack 2 Briefcase events; Re-Orientation sessions for program advice after enrolment; and support to the CSB Undergraduate Student Union's mentoring program.

Short-term response:

- The Department is introducing "CSB time" (Tuesday, Wednesday, Thursday from 4:00-6:00 p.m.). CSB course scheduling is minimized during these times to promote student participation in CSB learning community and co-curricular activities that will take place during these times.

Intermediate-to-long term response:

- The Department is proposing to set up learning communities to promote community-building for students and is currently in discussion with members of the Dean's Office to review possible options. If the proposal moves forward students will be connected to a faculty member and a relatively small group of year 2-4 students with a common interest in a particular topic over 2-3 year periods for each student. These connections will foster networking and mentoring among current students as well as contacts with alumni. Also, the Department hopes to include these students in recruitment open houses. The learning communities would meet twice each term with their faculty member to discuss specific topics such as recent research papers, or how to obtain a research position.

**Faculty**

• *The reviewers felt that, though the complement was very strong, there could be a more strategic approach to complement planning, including improving relationships between subgroups and strengthening the “Systems” area of Cell and Systems Biology.*

The Department has introduced a department-wide monthly PI meeting to bring faculty members together to present, informally, their ongoing research to each other. These have been successful and have led to discussions regarding new avenues of research, ideas for developing or improving grant applications and have enhanced interactions between faculty members with representation from all departmental subgroups.

Short-term response:

- The Department has also addressed complement planning with the hire of a faculty member who specializes in the “Systems” area of study (neural circuit development and function).

**Resources and Planning**

• *The reviewers encouraged the department and the Faculty to investigate space and other solutions for integrating faculty currently located in two different buildings, to support programs, research and communication.*

The Chair of CSB and the Dean of the Faculty of Arts and Science are committed to improving the research environment for CSB faculty and students. The Dean’s Office is working proactively with the Department to review resource options, both short- and long-term, to facilitate integrating faculty more closely. This will be an ongoing discussion requiring long-term planning.

To conclude, we appreciate that the external reviewers identified the Department’s strengths and noted a few areas of development. The Department has already begun to move forward with plans to address the recommendations as presented by the reviewers.

Sincerely,



David Cameron,  
Dean and Professor of Political Science

cc. Vince Tropepe, Chair and Graduate Chair, Department of Cell and Systems Biology  
Robert Reisz, Vice-Dean Graduate, UTM  
William Gough, Vice-Dean Graduate Education and Program Development, UTSC



## UTQAP Review Summary

<b>Programs Reviewed:</b>	East Asian Studies, B.A., Hons. (specialist, major, minor) East Asian Studies (M.A., Ph.D.)
<b>Division/Unit Reviewed:</b>	Department of East Asian Studies
<b>Commissioning Officer:</b>	Dean, Faculty of Arts & Science
<b>Reviewers:</b>	<ol style="list-style-type: none"> <li>1. Professor Mikael Adolphson, Japanese Cultural Studies, Department of East Asian Studies, University of Alberta</li> <li>2. Professor Mary Elizabeth Berry, Department of History, University of California, Berkeley</li> <li>3. Professor Misumi Sadler, Director of Undergraduate Study, Department of East Asian Languages and Cultures, University of Illinois at Urbana-Champaign</li> </ol>
<b>Date of review visit:</b>	January 25 – 26, 2016

### Previous Review

**Date:** April 2004

**Summary of Findings and Recommendations:**

**1. Undergraduate Programs (East Asian Studies, B.A. – Spec, Maj, Min; Buddhism and Asian Religions, B.A. – Spec, Maj)**

The reviewers observed the following strengths:

- Impressive recent restructuring

The reviewers identified the following areas of concern:

- Language courses are too large and students have to wait until too late in their programs to take them

**2. Graduate Programs (East Asian Studies, M.A., Ph.D.)**

The reviewers observed the following strengths:

- High quality students

The reviewers made the following recommendations:

- Engage in a comprehensive review of language requirements
- Consider how to accommodate students' funding while they are abroad

### 3. Faculty/Research/Administration

The reviewers observed the following strengths:

- Impressive commitment to East Asian Studies

The reviewers identified the following areas of concern:

- Heavy reliance on non-continuing faculty
- Low levels of external research funding

The reviewers made the following recommendations:

- Provide a minimum three-year appointment to the Director of Graduate Studies
- Prioritize hires in Modern Chinese Literature and Premodern Japanese Literature

**Last OCGS Review Date:** 2007-08

## Current Review: Documentation & Consultation

### Documentation Provided to Reviewers:

Self-Study, Terms of Reference, Faculty CVs

### Consultation Process:

The reviewers met with the Dean, the Vice Dean, Program Reviews, Chairs/Directors of Cognate units, junior and senior faculty members; administrative staff; undergraduate and graduate students.

## Current Review: Findings & Recommendations

### 1 Undergraduate Program

East Asian Studies, B.A., Hons. (specialist, major, minor)

#### The reviewers observed the following strengths:

- Objectives
  - Consistent with Arts & Science and U of T degree objectives, learning outcomes, and core competencies
  - Potential to become a leading program in preparing students for careers
- Curriculum and program delivery
  - Curricula for all three programs reflect the emerging state of the field of Asian Studies, which increasingly positions East Asia in regional and global contexts
  - Innovative curriculum that accommodates an enormous number of students
  - Commendable effort to address ELL students' reading and writing needs through a project developed in consultation with the WIT Program
  - Positive curricular changes include: (1) the development of a three-course, research-focused core sequence; (2) the creation of an academic writing project that

emphasizes reading and writing skills from the point of entry; and (3) successful initiatives to expand the language program through grants

- Assessment of learning
  - Standard and appropriate evaluation methods
- Quality indicators
  - Steady increase in final GPA average of students in the specialist program since 2011-2012
- Enrolment
  - High enrolments are a commendable exception to the declines elsewhere in the humanities
  - Enrolment could clearly grow based on demand
- Students
  - Out-of-class engagement includes workshops on graduate school applications, movie nights, language tables, and “Reading for Fun”

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

- Curriculum and program delivery
  - Concerns linked to enrolment pressures:
    - Long waiting lists for introductory language classes, limited access to popular courses, and over-registration
    - Heavy emphasis on lectures to large groups of students
    - Large tutorials meet only one hour per week, limiting TA support for differentiated learning needs
    - Lack of challenging discussions in sections
    - Lower-than-optimal faculty exposure and service to undergraduates
    - Second and third year course enrolments are significant but below the threshold where markers are mandated; limited range of assignments and exams
  - Language pedagogy doesn't reflect best practices of flipped classrooms, hybrid/web-enhanced, learner-centred approaches
  - No option to do an undergraduate thesis
  - Students frustrated with the core curriculum, which emphasizes breadth over depth or focus
  - Student seek advanced language classes and courses focused on primary texts in the target language
  - High variability of course offerings from year to year make it difficult for students to plan
  - Two-year language requirement for majors is not sufficient to achieve optimal learning outcomes
- Quality indicators
  - No tracking of career outcomes
- Enrolment

- Enrolment levels prevent an extraordinary faculty from delivering an optimal curriculum

**The reviewers made the following recommendations:**

- Curriculum and program delivery
  - Consider expanding language requirements for all undergraduate programs beyond two years and re-establishing language requirement for minor in line with peer programs
  - Offer more advanced language and text-based courses in East Asian languages
  - Engage professional language pedagogues to observe language teaching practices
  - Invest additional resources to keep tutorial size low and make marker appointments both adequate and predictable
  - Develop more hybrid, learner-centered approaches (such as flipped learning, inquiry-based learning, and collaborative learning)
- Assessment of learning
  - Conduct better assessment of learning outcomes, especially of language proficiency in East Asian languages (through standardized testing) and reading and writing skills, especially of students not proficient in English
  - Engage in a professional evaluation of the outcomes in the Read to Write program
- Quality indicators
  - Consider focus groups to better understand undergraduates' career trajectories
- Enrolment
  - Better serve current students before expanding enrolments

## 2 Graduate Program

East Asian Studies (M.A., Ph.D.)

**The reviewers observed the following strengths:**

- Overall quality
  - Strong graduate program served by firm commitment to the various disciplines in the department and cognate units
- Curriculum and program delivery
  - Breadth of specializations available is impressive and enhanced by opportunities to work with faculty in different units
  - Laudable decision to streamline the program through merging two separate programs and to transcend national boundaries
- Assessment of learning
  - Well-conceived and appropriate learning outcomes
- Quality indicators
  - Academic placement appears to be better than in other humanities programs

- Ph.D. exit interviews show considerable improvement over the period 2010 and 2013
- Evaluations of teaching and advising are considerably higher than U of T averages
- 6.8 year time-to-completion is in line with peer programs
- Enrolment
  - Fairly successful in recruiting students internationally, which reflects the reputation of the faculty and the university in general
- Support
  - Students satisfied with mentorship and support for dissertation projects

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

- Curriculum and program delivery
  - Need for advanced reading courses in target languages
  - Combination of undergrads and grads in fourth-year seminars may disadvantage both constituencies
  - Issues with access to courses in cognate departments
- Enrolment
  - 40% attrition rate for Ph.D. program is very high
  - Difficulty in recruiting top international students, especially for the unfunded M.A. program
- Student funding
  - No guaranteed support after five years, resulting in pressure for students to teach summer school and impeding research
  - Heavy teaching load throughout programs; graduate student teach from first semester
- Support
  - Graduate coordinator is the official supervisor for all M.A. students

**The reviewers made the following recommendations:**

- Curriculum and program delivery
  - Offer more advanced language and text-based courses in East Asian languages
- Quality indicators
  - Engage in a granular analysis of Ph.D. candidates' low completion rates
- Student funding
  - Use M.A. tuition to funnel fellowships for top one or two M.A. students
  - Reform Ph.D. funding
- Support
  - Give more attention to alternative career paths

## 3 Faculty/Research

### The reviewers observed the following strengths:

- Overall quality
  - Exemplary faculty achievement, surpassing that of most comparators
  - Preeminent East Asian specialists in a wide range of disciplines
- Research
  - Faculty have wrangled with the diffuse field of East Asian studies by shaping a critically engaged core curriculum as well as generative affinity groups of researchers
  - Good research clusters
- Faculty
  - Recent hires in transnational and media studies have placed the department in a position of strength in comparison to its peers
  - Positive support for assistant professors

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

- Faculty
  - Large number of associate professors “stalled” mid-career
  - Teaching and advising responsibilities unevenly-distributed; language faculty have heavy workload
  - Gaps in Chinese history and Japanese literature
  - Shared appointments strain departments and individual faculty

### The reviewers made the following recommendations:

- Research
  - Examine the impact of research clusters on graduate education
- Faculty
  - Expand the complement to support the department’s mission and consider adding a linguist to the complement to develop language curriculum, lead TA training, etc.
  - Consider how to better share advising duties among the complement
  - Provide for the ongoing career development of faculty

## 4 Administration

### The reviewers observed the following strengths:

- Relationships
  - Extensive and reciprocal relationships with multiple units

- Historically deep and fruitful partnership with the ROM
- Excellent morale and collegial and respectful climate, which extends to the students
- Successful reading group organized through the Asian Institute
- Department plays a powerful service role in the university and supports internationalization goals
- Organizational and financial structure
  - Strong staff support for departmental activities
- Reputation / Profile
  - Undergraduate programs and enrolment numbers are competitive with institutions both in the U.S. and Canada

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

- Relationships
  - Department under pressure to be “all things to students”
- Organizational and financial structure
  - Budget model poses substantial challenges for the department, and has resulted in:
    - Only modest changes to base budget despite enrolment growth
    - Competition for OTO funds with other departments
    - Inadequate funding for TA appointments

**The reviewers made the following recommendations:**

- Relationships
  - Collaborate further with cognate units (e. g., Asian Institute, East Asian Library, Philosophy, Political Science)
  - Increase frequency of speaker series; consider monthly faculty meetings to discuss faculty work in progress
  - Consider engaging in outreach to the large Chinese community locally and nationally
- Organizational and financial structure
  - Increase advancement activity at the department and division levels
  - Better deploy staffing resources in support of student advising
  - Consider hiring students to support office activities

**ADMINISTRATIVE RESPONSE – Appended**



UNIVERSITY OF TORONTO  
FACULTY OF ARTS & SCIENCE

3 October 2016

Professor Sioban Nelson  
Vice-Provost Academic Programs  
University of Toronto

**Re: Review of the Department of East Asian Studies and its undergraduate and graduate programs**

Dear Sioban,

Along with the faculty, staff and students of the Department of East Asian Studies, I am pleased with the external reviewers' assessment of the Department and its undergraduate and graduate programs: East Asian Studies, B.A. (Hons.): Specialist, Major, Minor and East Asian, M.A.; Ph.D. The reviewers were impressed with the "world-class faculty" and the "uncommonly collegial and respectful climate" within the Department of East Asian Studies.

As per your letter, I am writing to address the areas of the review report that you identify as key. The response to these items is separated into short-(current-3 months)/intermediate- (3-12 months)/long-(12+months) term action items for the Department, where appropriate. The Department has discussed the reviewers' comments through consultation with various groups and has begun to implement changes where appropriate and that are consistent with the Department's mission.

***Curriculum & Program Delivery***

• *The reviewers noted multiple issues with language instruction in the department. They found the emphasis on the traditional format of lecture courses and tutorials not to be in step with current innovations in language pedagogy. They encouraged the expansion of language requirements, along with the addition of more advanced language and text-based courses in East Asian languages for undergraduate and graduate students.*

EAS is currently dealing with the challenges associated with a significant increase in student interest arising from a greater appreciation of the significance of East Asia in a changing world. The Department is working with the FAS Dean's office to address issues associated with language instruction.

**Short-to-Intermediate term response:**

- In response to the Department's enrolment pressures, EAS together with the Dean of Arts and Science has initiated a review of the EAS base and OTO budgets with the aim of exploring a plan to accommodate more students interested in EAS language courses. This budget and enrolment review is considering the expansion of language capacity in first year Japanese and Korean by roughly 100 students for each language. This budget and enrolment review will be completed within the next six months.



- EAS has already begun to reduce the size of its tutorials. In 2016-17, class sizes were lowered to 25 students in Japanese and the two core first year courses (EAS103/105). Over the next two years the Department will seek to extend this to first year Korean and Chinese first year language courses.
- With the encouragement of the Department, one of their language teachers has applied to the Learning and Education Advancement Fund (LEAF) program to explore the possibility of using an inverted classroom and various web-based technologies for language study.

Intermediate-term response:

- The external review noted that more advanced and language text based courses are needed. While the review understated the degree to which this is already done in courses as various as HUM299 research courses, fourth year seminars, and one on one informal teaching at the graduate level, EAS agrees more could be done to integrate these text based courses into their curriculum. The EAS Graduate Curriculum Committee (GCC) has been tasked with considering how to incorporate such advanced language study more fully into the graduate program. The aforementioned budget and enrolment review is examining the possibility of the creation of advanced professional language courses at the undergraduate level.
- *The reviewers recommended a number of enhancements to the undergraduate program, including adding an undergraduate thesis option, changing assessment methods, and tracking career outcomes.*

The Department is committed to improving research options in the undergraduate program. Currently, many EAS students do the equivalent of a thesis through independent study courses. EAS already has excellent data on the outcomes of their graduate programs; they note a recent 66% success rate for their Ph.D. students acquiring tenure stream positions.

Short-to-Intermediate term response:

- In The EAS Undergraduate Curriculum Committee (UCC) has been tasked with exploring the possibility of an undergraduate thesis option, as suggested by the External Review. The UCC will assess the advisory capacity to accommodate a thesis for the approximately 130 majors and specialists who graduate with an EAS degree each year.
- EAS will be taking part in an initiative to track the outcome (and impact) of B.A. graduates with an EAS major.

***Students***

- *The reviewers encouraged the department to revamp graduate funding and TA-ships.*

Improving graduate student support has been a key focus of the Faculty of Arts & Science. In 2016-17, the Faculty of Arts & Science introduced an increase to base funding for all doctoral-stream students in the funded cohort, through which they will receive at least \$2,000 more in 2018-19, with the first increase taking effect this fall. The increase is composed entirely of fellowship funds, which reflects an ongoing effort on the part of the Faculty to reduce the proportion of hourly work that is included in the base funding amount, with the goal of improving time to completion and supporting students to focus on their core research.

In addition to the base funding increase, in 2017-18 the Faculty of Arts & Science will introduce new program-level fellowship pools in each of its graduate academic units. These are dedicated pools of fellowship resources which will be allocated to students in the funded cohort, in accordance with each unit's priorities for graduate education. Fellowship pools will be scaled to the number of funded cohort students in a unit, beginning at \$500 per student in 2017-18, and rising to \$1000 per student in 2018-19.

The allocation of these funds must be decided in consultation with a unit's graduate students, to determine how they are best deployed. These funds could be directed towards a variety of priorities: for example, relieving TA responsibilities at certain points in a student's degree program, supporting pilot research, providing top-up funds for students who win external awards, or providing an across-the-board increase for all eligible students. In terms of revamping TAs, demands placed on teaching assistants as a result of oversubscribed tutorials will be addressed by the broader response to the Department's enrolment pressures, described above.

- *The reviewers expressed concern about the high attrition rate for Ph.D. students.*

The Department has examined the attrition rates in the Ph.D. program and notes that the numbers the statistics used by the reviewers included three students as lapsed students who transferred to other departments where they successfully completed their degrees. This would make the true attrition rate 31%, which is still too high but significantly better than the national average for humanities of 44%, as reported in University Affairs (2013). Further, a number of changes have occurred in the Department since 2008, when these data on attrition were collected: EAS has changed its graduate curriculum, adding a new core course and encouraging students to study in other units across FAS. This has diversified course offerings, enabling students to pursue a wider range of interests. In addition, with the generational turnover in the department, supervisory capacity has changed dramatically since these statistics were collected in 2008: at that time, only six members of the Department were full members of SGS: this number has since grown to 13.

#### Short-to-Intermediate response:

- EAS is currently undertaking a number of measures to improve their graduate student experience, including an emphasis on the SGS supervisory committee model in order to decrease a culture of depending largely on a single supervisor; the creation of a Graduate Curriculum Committee (2016); an event series to help students with writing; and collaboration with the EASGSU to develop a series of workshops to encourage presentation of research among their peers. Over the next five years, the effect of these initiatives will be evaluated against a number of measures, including attrition rates.

#### **Faculty**

- *The reviewers encouraged a reconsideration of academic staffing resources to better support the programs and courses offered, including Chinese history and Japanese literature, provide advising for students, and to create more opportunities for faculty to advance their careers.*

The reviewers commented that "EAS cannot replicate those still 'traditional' programs that can continue to provide comprehensive historical, socio-cultural, literary, and linguistic training concerning the individual countries of China, Japan, and Korea." It should be noted, however, that EAS has explicitly and deliberately chosen *not* to follow this traditional model. Instead, the Department has increasingly focused its hiring on intellectual clusters and shared research

themes. The top priority in hiring as identified by the Department in several internal reviews remains 'East Asian popular culture.' Such a position best matches current research trends, is an area of high graduate student demand which currently cannot be met, and fits the research direction of many current faculty members. The Department is not convinced that it would make sense to return to an older model of comprehensive area studies.

The external review suggested EAS hire a linguist to oversee language teaching. This is a model of language teaching that the department turned away from more than 15 years ago, when they decided instead to employ specialists in foreign language teaching to maximize teaching expertise and capacity in classroom pedagogy. This new direction appears to have been successful: EAS language instructors have received numerous teaching awards, including FAS Outstanding Teaching Awards, and receive very positive teaching evaluations.

Short-term response:

- The Department has taken a number of steps to create more opportunities for faculty to advance their research careers. The Department is now participating in the SSHRC bridge funding opportunity offered by the Dean of Arts and Science: seven EAS faculty members have applied for research funding through this program this year alone. Beginning in 2016-17, the Department will be resurrecting a speaker series led by one junior and one senior faculty member.

Intermediate response:

- The Department is funding and organizing manuscript workshops for EAS assistant professors: one will be held in the spring 2017 and another in fall 2017.

***Relationships***

- *The reviewers recommended increasing advancement activity at the department and division levels to support the department's mission and programs.*

The Department of EAS is working closely with the Faculty of Arts and Science's Advancement office to explore available options and initiatives.

- *The reviewers identified opportunities for the department to collaborate more with cognate units to support programs, and encouraged the department to consider the scope of its mission.*

As the external review recognized, EAS has five faculty members with joint appointments and is actively engaged with other academic units for graduate teaching and research.

Intermediate-to-long-term response:

- The Department plans over the next two years to formalize these research and teaching relationships by taking further advantage of the opportunity to appoint faculty from other units as associate members of our graduate faculty. The Department's Graduate Curriculum Committee is currently conducting a comprehensive study to trace which faculty outside the department commonly work with EAS students. Over the next two years, the Department will identify these faculty members and invite them to have a formal relationship with the department.

To conclude, we appreciate that the external reviewers identified the Department's strengths and noted a few areas of development. The Department has already begun to move forward with plans to address the recommendations as presented by the reviewers.

Sincerely,

A handwritten signature in black ink that reads "David Cameron". The signature is written in a cursive, slightly slanted style.

David Cameron,  
Dean and Professor of Political Science

cc. Andre Schmid, Chair and Graduate Chair, Department of East Asian Studies

## UTQAP Review Summary

<b>Programs Reviewed:</b>	History, B.A. (Hons.): Spec, Maj, Min History, M.A., Ph.D.
<b>Unit Reviewed:</b>	Department of History
<b>Commissioning Officer:</b>	Dean, Faculty of Arts & Science
<b>Reviewers:</b>	<ol style="list-style-type: none"> <li>1. Professor Suzanne Morton, Department of History and Classical Studies, McGill University</li> <li>2. Professor Mark Steinberg, Department of History, University of Illinois, Urbana</li> <li>3. Professor Alan Taylor, Corcoran Department of History, University of Virginia</li> </ol>
<b>Date of review visit:</b>	November 16 –17, 2015

### Previous Review

**Date:** April 12, 2009

#### Summary of Findings and Recommendations:

##### 1. Undergraduate Programs

The reviewers observed the following strengths:

- Students report their satisfaction with course and instructor quality

##### 2. Graduate Programs

The reviewers identified the following areas of concern:

- Uncertainty about the effectiveness of graduate training

##### 3. Faculty/Research

The reviewers observed the following strengths:

- Staffed by prominent professionals and very promising younger scholars

The reviewers identified the following areas of concern:

- Mixed faculty achievement

- Concerns about coverage in Canadian History and Chinese history
- Need for more departmental coherence and communication within specializations, as well as better mentoring within the Department

#### **4. Administration**

The reviewers observed the following strengths:

- Administrative staff are dedicated and effective, even in the face of very complex demands
- Department successfully integrates tri-campus graduate faculty in a single program
- Department compares well to the top ten departments of history

The reviewers identified the following areas of concern:

- Individual faculty members are more closely associated with extra-departmental units or interdisciplinary programs
- Perception that the visibility of the Department is less than it should be

The reviewers made the following recommendations:

- Identify priorities, adjust administrative structures and renew professional culture

**Last OCGS Review:** 2006/07

## **Current Review: Documentation & Consultation**

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

Self-Study, Terms of Reference, Faculty CVs

### **Consultation Process:**

The reviewers met with the Dean, the Vice Dean, Program Reviews, Chairs/Directors of Cognate units, junior and senior faculty members; administrative staff; undergraduate and graduate students.

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

### **1 Undergraduate Programs**

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

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

- Overall quality
  - Impressive department offering courses in a wide range of areas, periods and themes
- Objectives
  - Programs and courses offered are consistent with the Faculty's and unit's emphasis on critical and creative thinking, communication, information literacy, quantitative reasoning and social and ethical responsibility
  - Courses are at the core of any liberal arts education

- Department is aware of its responsibility and obligation in providing courses to many area studies and programs such as International Relations
- Curriculum and program delivery
  - Rigorous and attractive program for students that attempts to balance geographic, chronological, and thematic breadth
  - Impressive range of courses offered
  - Students gain skills in analyzing evidence, oral presentation, and persuasive writing
  - Department is revising the undergraduate curriculum, including adding thematic distribution requirement and adding formal structure to unofficial streams
  - Considerable resources allocated to 100-level courses
  - Programs reflect the state of the discipline
  - Flexibility of the minor is attractive to students
- Quality indicators
  - Students gain entry to the top graduate programs in the discipline
  - Department consistently scores above the Faculty mean on student course evaluations

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

- Objectives
  - No evident discussions of learning outcomes or grading standards
- Curriculum and program delivery
  - “Laissez-faire” culture of course development and curriculum planning
    - Currently no required course for any of the undergraduate programs
    - Absence of discussion sections at the 300-level does not support inquiry-based learning and does not reflect best practices
    - Students would like more courses on non-Western areas of study and in newer topical areas
  - Undergraduates not aware of existing research opportunities
  - Students expressed a desire for more thematic courses that reach beyond nations or regions
  - Tension between the desire to include undergraduate in research and the necessity of providing research assistant positions to graduate students
- Assessment of learning
  - Need for department-wide discussion of learning outcomes and assessment, along with the creation of normative expectations
- Enrolment
  - Declining enrolments in History is a trend across North America
- Support
  - Lack of organized departmental advising

**The reviewers made the following recommendations:**

- Curriculum and program delivery

- Consider introducing required historiography and methodology course, starting with Specialist program
- Offer more courses on thematic topics that reach beyond conventional national or regional geographies
- Consider adding discussion sections for 300-level courses
- Assessment of learning
  - Concurrent to undergraduate curriculum reform, engage in a parallel discussion of level-appropriate learning outcomes and types of assessments
- Enrolment
  - Share recruiting and outreach amongst all department members
- Support
  - Could introduce an internship course in cooperation with a Faculty-wide Internship Office
  - Provide more information to students before registration so that they can make informed decisions
  - Provide a space where students are able to meet their Teaching Assistants

## 2 Graduate Programs

History, M.A., Ph.D.

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

- Admissions requirements
  - Requirements for admission are appropriate for both the MA and PhD
- Curriculum and program delivery
  - Broad range of courses offered across geographic and temporal periods
  - Excellent recent revision of graduate fields in global, transnational, and comparative frames
- Quality indicators
  - Size and breadth of coverage is exceptionally high compared to most North American history departments, especially thanks to the tri-campus model
  - Students express high satisfaction with quality of course instruction and graduate supervision
- Support
  - Ongoing attention given to multiple career paths for graduate students
  - Students happy with graduate supervision and course instruction

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

- Curriculum and program delivery
  - Curriculum has changed slowly and without planning
  - Lack of sufficient number of courses in thematic fields



- Main source for learning beyond the classroom is through interdisciplinary centres and institutes, though this comes at the expense of experiences within the department
- Absence of a focused methods/historiography/theory course
- Less coursework required for PhDs coming in with MAs compared to other institutions, specifically those in the US
- Quality indicators
  - Decline in tenure-stream opportunities for PhDs, comparable to patterns at peer institutions
- Student funding
  - Dissatisfaction with levels and length of funding for PhD students, and lack of funding for M.A. students
  - Enrolment and funding limits for international graduate students works against U of T's global position
  - 6-7 years of funding for PhDs is standard at peer programs

**The reviewers made the following recommendations:**

- Curriculum and program delivery
  - Continue attention in hiring faculty to how new hires also contribute to thematic-comparative field expertise
  - Encourage faculty to develop and offer courses on thematic topics
  - Consider annual field caucuses to plan course offerings for both geographic fields and major thematic fields
  - Develop and offer more thematic courses and methodology course for PhD students
  - Consider adding a semester of coursework to the PhD program for students with MAs to ensure a more broad range of training
  - Continue efforts at building departmental programming that includes graduate students (including, for example, workshops on work-in-progress)
  - Consider limits to TA work in the first year and better accommodate field work
- Enrolment
  - Consider decreasing size of incoming graduate cohorts to reflect post-graduation opportunities
- Student funding
  - Seek means to support additional international students in the doctoral program
  - Raise the standard annual graduate support level and consider offering six years of PhD support
  - Consider releasing doctoral students from TA obligations without loss of funding during their first year in the program
  - Consider funding the top ranking MA students who seem likely to seek a PhD

## 3 Faculty/Research

### The reviewers observed the following strengths:

- Overall quality
  - Leadership among Canadian universities during a period of rapid change
  - Compares favourably to leading research-intensive universities in the United States
  - Faculty express overall satisfaction with the intellectual stimulus that they derive from their teaching and research at the U of T
- Research
  - Impressive rate of research publication during the past five years
  - Several faculty members have become active in pioneering media and digital projects
  - Department's Research Committee has helped faculty members improve the quality and success of their grant-writing
  - A third of the faculty have held SSHRC grants during the past five years
  - Department has encouraged greater diversification by identifying other foundations which could offer substantial research support
  - Laudable commitment to assisting the research progress of assistant professors by providing a 2 HCE course release within their first three years and another before the tenure decision
- Faculty
  - Relatively large faculty drawn from three campuses offers unusual breadth
  - Recent growth has focused on extending global and transnational coverage with a greater emphasis on gender, social, and cultural history
  - Chinese history has become a major strength since the last external review
  - Shift toward focusing on twentieth-century history

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

- Faculty
  - Increased demands on the time of associate professors for graduate mentoring, grant writing, university service, and family responsibilities
  - Important complement gaps in Latin American and African fields
  - Frustrations regarding office space, especially on the part of UTM and UTSC faculty who teach and advise at St. George
  - Need to discuss racial and ethnic diversity in the department
  - Female faculty may be proportionally overburdened
  - Relative paucity of faculty in the Early Modern Era when compared to Modern History
  - Undergraduates would like more opportunities to assist in faculty research and pursue their own research projects

- Junior faculty often find it difficult to understand how the department and the university work

**The reviewers made the following recommendations:**

- Faculty
  - Provide mentoring and teaching releases to associate professors
  - Consider how new hires contribute to thematic-comparative field expertise
  - Hire in areas that attract undergraduates in order to sustain enrolment
  - Consider annual field caucuses to plan course offerings
  - Consider discipline-based needs and Faculty needs in establishing future hiring priorities
  - Ensure undergraduates are aware of the research opportunities that exist
  - Provide reasonable accommodation for UTM and UTSC staff working at St. George and some consistency in space allocation across various units

## 4 Administration

**The reviewers observed the following strengths:**

- Relationships
  - Faculty, students, and staff are positive about being part of an outstanding department and university and about the current departmental leadership
  - Strong interdisciplinary associations throughout the University
  - Positive relations with external organizations
  - Excellent social impact as a result of the involvement of faculty in local, provincial, Canadian, and international projects
  - UTM and UTSC faculty appreciate recent efforts to include them more equitably in department decision-making
- Organizational and financial structure
  - Large, complex and vibrant research community offering a diverse range of undergraduate courses and a graduate program linking three campuses
  - Department has undergone significant change in the last twenty years, moving beyond its areas of geographic strengths to increase the importance of transnational themes and connections
  - Praiseworthy efforts by departmental leadership to improve communication and to develop a stronger sense of community

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

- Relationships
  - Most stakeholders identified areas where improvements were desirable and would improve morale

- Strong association of interdisciplinary centres and institutes comes at the expense of thinking about the discipline and building intellectual community
- Many departmental members are in leadership positions in area studies or centres that they may not be available to participate in the life of the department
- Organizational and financial structure
  - Talented and dedicated staff sometimes experience workflow issues, feel alienated from the department
  - Lack of regular faculty TA coordinator is a persistent difficulty and frustration for staff working with TAs
  - Enhanced space in a projected new building at 90 Queen's Park Crescent is of critical importance to improving and integrating the diverse department

**The reviewers made the following recommendations:**

- Relationships
  - Convene workshops and colloquia in the department to draw together historians across fields and approaches to sustain their commonalities
- Organizational and financial structure
  - Consider creating physical newsletter for both external and internal audiences
  - Create an electronic handbook of History Department policies and procedures

**ADMINISTRATIVE RESPONSE – Appended**



3 October 2016

Professor Sioban Nelson  
Vice-Provost Academic Programs  
University of Toronto

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

Dear Sioban,

Along with the faculty, staff and students of the Department of History, I am pleased with the external reviewers' assessment of the Department and its undergraduate and graduate programs: History, B.A. (Hons.): Specialist, Major, Minor and History, M.A., Ph.D. The reviewers complemented the Department on being a "vibrant research community offering a diverse range" of both undergraduate and graduate courses.

As per your letter, I am writing to address the areas of the review report that you identify as key. The response to these items is separated into short-(current-3 months)/intermediate- (3-12 months)/long-(12+months) term action items for the Department, where appropriate. The Department has discussed the reviewers' comments through consultation with various groups and has begun to implement changes where appropriate and that are consistent with the Department's mission.

***Curriculum & Program Delivery***

• *The reviewers emphasized the need for a more deliberate approach to graduate and undergraduate curriculum development and made a number of suggestions to that end, ranging from strengthening assessment practices and adding specific courses, to providing internship opportunities.*

The Department began reviewing their graduate curriculum in 2014-15 and undertook a major revision of their graduate fields and curriculum. The Department's Graduate Program Committee is closely monitoring enrolments and trends in the field to better respond to curriculum needs.

**Short-to-intermediate term response:**

- The Department is currently engaged in a revision of their undergraduate curriculum for the upcoming academic year (2016-17) and will be working closely with the Vice Dean, Undergraduate to ensure changes are made in accordance with the Faculty's degree objectives. The Department will aim to introduce more equity in teaching loads, restoring area collaboration in planning teaching offerings, and reviewing low-enrolment courses to revise curriculum in a bid to improve student experience.
- Consultation with undergraduate students during town hall meetings revealed an interest in courses in historiographical and methodological courses. The Department has since added seven courses in these areas, including a 300-level course on archives that is being taught by a faculty member of the iSchool through the UCDF program, and two additional courses on digital history.

- In order to focus and expand methodological training, the Department has added a group of seminars for all upper level students enrolled in independent studies.

Intermediate-to-long term response:

- The Department agrees with the reviewers' comment that providing internship and experiential learning opportunities would strengthen the student experience and is working with the Dean's Office on finding potential resource options.

*Students*

- *In the context of declining enrolments, the reviewers recommended that the department rethink recruitment strategies at both the undergraduate and graduate level.*

The Department appreciates the reviewers' comment on declining enrolments and has already begun to deal with this issue at the graduate level. A recruitment day was held for top candidates and as a result they were able to recruit several of their top international and domestic candidates. Additionally, the Department was able to direct more funding to MA recruitment which has shown an increase in target acceptances.

Long-term response:

- The Department is in the process of developing a proposal for a professional Master's in Contemporary International History program, with intakes of 15 students each year of a 2-year program.
  - A review of undergraduate enrolments in consultation with the Dean's Office will take place to better understand current enrolment trends.
- *The reviewers encouraged the department to consider the structure of graduate funding and TA roles in relation to the structure and length of the graduate curriculum.*

Time to completion is an issue that the Faculty of Arts and Science is working to address through various initiatives to be led by the Vice Dean, Graduate Education.

Intermediate-term response:

- In the spring 2016, the Department launched a major overhaul of the TA assignment process and will be looking to reduce the number of hours that TAs must work. This will be done in consultation with the Vice Dean, Graduate Education.
- *The reviewers underscored the importance of recruiting and funding international graduate students to strengthen the University of Toronto's global position.*

The Faculty of Arts & Science is currently engaged in a review of its international quota system, led by the Vice-Dean, Graduate Education. The existing quota system, which determines how many international students a department can fund, across all programs and years-of-study, was introduced in 2010-11, and is based on qualitative and quantitative factors. Quotas exist because of the high cost of funding international students, due to higher tuition fees for international students and the lack of per capital government grants for international students. However, it is recognized that the quota system needs to allow units to be more responsive to changes in their international market. The review seeks to determine how best to allocate international quota spots across the Faculty, based on need and demand.

Short-term response:

- The Department has secured a major donation to build an endowment directed solely to assisting international graduate students (Peggy A. Colson Fellowship, \$750,000). The fellowship allowed the Department to recruit their top international candidates for the doctoral program this past year.

**Faculty**

- *The reviewers encouraged complement planning to provide coverage of Latin American and African fields.*

This past spring, the Department submitted requests to the Arts and Science Faculty Appointments Committee (FAC) which approves all of the Faculty searches, for positions in the area of *Latin America-Hispanic World* and *African Diaspora*. They received authorization to search in the area of Latin American history and will continue to make *African Diaspora* a high priority.

- *The reviewers expressed concern about diversity and issues of gender equality.*

The reviewers' concern about diversity and issues of gender equality is an issue the Faculty and the Department both feel strongly about and are aiming to bring in balance. The Department increased their complement by four in spring 2016 and of these four, three are diversity hires. All three are joint appointments with other units (Centre for Medieval Studies and Women and Gender Studies Institute). The Department worked with the Dean's Office to secure funding through the Provost's Diversity Initiative fund to secure one of the hires. The Department has seen an increase in the women faculty complement at the tenured/tenure stream level in the last 16 years (16% to 38%) and will continue to make diversity and gender equality a priority through hiring.

- *The reviewers felt that associate professors might be proportionally overburdened and would benefit from mentoring and teaching releases.*

The Department's associate professors are in great demand and have been recruited for roles both within the Department and within colleges, academic programs and the Dean's Office.

Short-term response:

The Department is working to improve mentoring for associate professors, including regular individual meetings between the Chair and each faculty member. The Department will continue to monitor the demands placed on associate professors and will work to find a balance.

**Relationships**

- *The reviewers encouraged the department to find ways to support collaboration, intellectual community, and communication within the department, while still maintaining connections to interdisciplinary centres and institutes.*

The Department agrees with the reviewers' suggestion that intellectual collaboration both within the department and the community is important. The Department, like many FAS units, works hard to balance intellectual community desires with academic priorities and time constraints. In the past year, the Department has increased book launch events held within the community (e.g., book stores, restaurants) and these have attracted great interest.

Short-term response:

- The Department has recently initiated the “Wrong & Careless” (named for two former chairs of the department) sessions which bring together faculty and graduate students interviewing panels of faculty (both local and visiting) on particular themes, and are followed by a social event.
- The Department has also revived its newsletter and launched a new website which aims to improve communication both internally and externally.
- The Department has increased lectures and workshops that pair faculty with visiting faculty and postdocs; the Department has encouraged visiting lecturers to offer master classes to graduate students during their time at the University.

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

- *The reviewers made a number of forward-looking recommendations for departmental space use and on how to best serve tri-campus faculty.*

The Department has worked closely with the Faculty’s Office of Infrastructure Planning to respond to the needs of graduate students and UTM/UTSC office spaces.

### Short-term response:

- In collaboration with the Faculty, the Department has reconfigured 4 separate rooms into a new open graduate study space that offers 25 carrels in place of 8 former carrels and also includes a lounge area, personal storage spaces and a common workstation.
- The Department redesigned an underused seminar room to provide space for meetings, courses and group study. The Department has provided spaces to all TAs and RAs on the 2<sup>nd</sup> and 3<sup>rd</sup> floor of Sidney Smith Hall to be closer to faculty and staff.

### Long-term response:

- The Department is slated to move into the 90 Queen’s Park building, which will include expanded office space for all tri-campus faculty, improved graduate study and social spaces and improved teaching spaces. This project is currently in the development stages and a completion date has not yet been determined.

To conclude, we appreciate that the external reviewers identified the Department’s strengths and noted a few areas for development. The Department has already begun to move forward with plans to address the recommendations as presented by the reviewers.

Sincerely,



David Cameron,  
Dean and Professor of Political Science

cc. Nicholas Terpstra, Chair and Graduate Chair, Department of History  
Robert Reisz, Vice-Dean Graduate, UTM  
William Gough, Vice-Dean Graduate Education and Program Development, UTSC



## UTQAP Review Summary

<b>Programs Reviewed:</b>	<ul style="list-style-type: none"> <li>• Political Science, B.A., Hons. (specialist, major, minor)</li> <li>• Political Science, M.A., Ph.D.</li> </ul>
<b>Division/Unit Reviewed:</b>	Department of Political Science
<b>Commissioning Officer:</b>	Dean, Faculty of Arts & Science
<b>Reviewers:</b>	<ol style="list-style-type: none"> <li>1. Professor Matthew Evangelista, Ph.D., Department of Government, Cornell University</li> <li>2. Professor Virginia Sapiro, Ph.D., former Dean of the College and Graduate School of Arts and Sciences, Department of Political Science, Boston University</li> <li>3. Professor Arlene Saxonhouse, Ph.D., Caroline Robbins Collegiate Professor of Political Science and Women's Studies, Department of Political Science, University of Michigan</li> </ol>
<b>Date of review visit:</b>	February 22 – 23, 2016

### Previous Review

**Date:** March 6-7, 2006

#### Summary of Findings and Recommendations:

##### 1. Undergraduate Programs (Political Science Specialist, Major, Minor programs)

The reviewers observed the following strengths:

- Enhancements include freshman seminars and senior thesis option
- Commitment to teaching has led to increases in majors and minors and course enrolments

##### 2. Graduate Programs (Political Science, MA, PhD)

The reviewers observed the following strengths:

- PhD program is in good shape
- Laudable use of practice job talks

The reviewers identified the following areas of concern:

- Connection between aspects of the program (methods training, research strategy, thesis prospectus, thesis, preparation for job market) needs to be re-examined
- Resources for the masters program tend to be sacrificed to the PhD program

The reviewers made the following recommendations:

- Reconsider the structure of the research seminar
- Expand job talks to create a discussion seminar

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

The reviewers observed the following strengths:

- Notably successful in grant competitions, Canada Research Chairs, and other awards
- Political Theory subfield is among the top ten in North America
- Positive interactions between the various subfields

The reviewers identified the following areas of concern:

- Geographical coverage remains a challenge as breadth is reduced by retirements

### **4. Administration**

The reviewers observed the following strengths:

- Best political science department in Canada, and a highly reputable one in North America, Europe, and the world
- Excellent relations with the Munk Centre
- Department's governance arrangements appear sound and function well
- Tri-campus configuration has worked well
- Outstanding staff

The reviewers identified the following areas of concern:

- Concerns regarding staff retention

**Last OCGS Review(s) Date(s):** 2007-08

## **Current Review: Documentation & Consultation**

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

Self-Study, Terms of Reference, Faculty CVs

### **Consultation Process:**

The reviewers met with the Dean, the Vice Dean, Program Reviews, Chairs/Directors of Cognate units, junior and senior faculty members; administrative staff; undergraduate and graduate students.

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

### **1 Undergraduate Program**

Political Science, B.A., Hons. (specialist, major, minor)

**The reviewers observed the following strengths:**

- Objectives
  - Students meeting the department's stated objectives
- Admissions requirements
  - Criteria are appropriate
- Curriculum and program delivery
  - Well-designed undergraduate curriculum with links between the study of politics and hands-on policy skills
  - Many research options for undergraduates, including independent study courses with faculty, research participation courses, International Course Modules, and the senior thesis course
  - Impressive commitment of the department to enhance students' writing skills
- Quality indicators
  - Curriculum is well-designed to enhance employability
    - Numeracy requirement helps prepare students for a range of jobs in the public sector and the business world
  - Between 2007 and 2014 the mean GPA of admitted students showed a slight increase across all three programs
- Enrolment
  - Extraordinarily large number of undergraduates
- Students
  - Generally satisfied with the curriculum and the program
- Support
  - Impressive Step Forward program
  - Highly motivated Association of Political Science Students
  - Students benefit from the array of interdisciplinary centres

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

- Curriculum and program delivery
  - Uneven quality of teaching assistants applying inconsistent assessment standards
  - Difficulties establishing appropriate level of challenge in "over/under" undergrad and graduate courses
  - Repetition of material in Canadian politics and international relations
  - Gaps in gender and politics
  - Curriculum coordination handled only by undergraduate director and staff limits support for creating new initiatives that cut across areas
  - Limited courses dealing with issues of diversity – ethnic, sexual, or racial
- Students
  - Students would like more internship or co-op opportunities to enhance their employability

**The reviewers made the following recommendations:**

- Curriculum and program delivery
  - Continue to encourage innovative curricular approaches
  - Create a department-based program to train TAs and hold regular group meetings with TAs for courses with multiple sections
  - Convene a standing undergraduate curriculum committee to address redundancies and gaps in the undergraduate curriculum, and foster the introduction of innovative courses and curricular themes
  - Ensure that issues of racial/ethnic/national diversity are reflected in the courses offered
- Students
  - Consider the creation of a robust program of internships or co-op experiences

## 2 Graduate Program

Political Science, M.A., Ph.D.

**The reviewers observed the following strengths:**

- Objectives
  - MA curriculum provides a broad introduction to research and political science skills
  - PhD program is consistent with the Department's academic agenda of training students primarily for academic careers
- Admissions requirements
  - Admissions processes ensure that students are mentored from the time they arrive
  - Quality of admissions processes is reflected in students' success and employability
- Curriculum and program delivery
  - Considerable experiential learning opportunities for graduate students, including research assistantships, field research, summer programs, and participation in interdisciplinary centres
  - Innovative third-year course ensures that students make progress on their prospectuses
- Assessment of learning
  - Core exams test the students' mastery of the relevant fields in which they are specializing
  - Theses are reviewed by members of each student's thesis committee
- Quality indicators
  - Highly-employable graduate students who contribute to the profession
    - A Toronto PhD in Political Science is recognized as a strong indicator of the quality of the applicant

- High enrolment suggests strong demand for PhD program, in contrast to downward trends elsewhere in North America
- Enrolment
  - Impressive growth in the number of masters and doctoral students
  - Progress in recruiting women doctoral students
- Students
  - Extremely satisfied with their relations with faculty and the quality of their education and thesis supervision

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

- Quality indicators
  - Department recognizes that attention needs to be paid to shorten the time to completion of the PhD
- Enrolment
  - Funding constraints prevent department from competing for international doctoral students as is normally expected of top-tier doctoral programs
- Student funding
  - Lack of sixth year of funding interferes with progress that students are able to make on their theses
  - Stipends in the financial packages for doctoral students fall short of the norm for major research universities in the United States

**The reviewers made the following recommendations:**

- Curriculum and program delivery
  - Enhance course offerings in quantitative and qualitative methods and consider developing a more methodologically focused research design course
- Student funding
  - Consider offering six years of Ph.D. support

### **3 Faculty/Research**

**The reviewers observed the following strengths:**

- Overall quality
  - Very active, engaged research faculty well-recognized by the discipline nationally and internationally for their research contributions with publications in major journals and major presses
- Faculty
  - Faculty appreciate the support they receive from the University for their teaching and research
  - Recent recruitment of excellent young faculty
  - Very good progress in recruiting women faculty

- Department is considering introducing a workshop for new faculty on the tasks involved in faculty supervision of thesis writing
- Junior faculty felt confident that the tenure process was carried out carefully and responsibly
- Associate professors felt that they understood the grounds for promotion to the next level and resources to support research
- Senior faculty felt consulted about the important issues in the Department

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

- Research
  - Research performance of Political Science faculty and graduate students is inadequately tracked when funds flow through other units
- Faculty
  - Faculty less available to teach undergraduate courses; increased dependence on sessional instructors in part due to faculty relationships with other units
  - Department chronically lacks sufficient faculty to cover its teaching programs, leading to reliance on part-time and temporary teaching staff
  - Anticipated losses in the political theory field and international relations, including senior leaders
  - Unclear if expert in sexuality and politics will be replaced

**The reviewers made the following recommendations:**

- Faculty
  - Consider providing support for teaching and citizenship/leadership activities early in faculty careers
  - Create a strategy for protecting the political theory and international relations fields

## 4 Administration

**The reviewers observed the following strengths:**

- Relationships
  - Happy and satisfied faculty, students, and staff
  - Relationships with other units, such as the Munk School, enrich the academic environment, and provide considerable benefits to students and faculty in the department
  - Members of the Department are frequent commentators in the public media
- Organizational and financial structure
  - Devoted staff are doing excellent work
  - Inventive alumni engagement and fundraising
- Reputation / Profile

- One of Canada's and the world's preeminent political science departments, and one of the largest

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

- Relationships
  - Faculty affiliations with other units pose challenges to sense of departmental identity, divert the leadership and teaching efforts of the faculty, and render the department less able to fulfill its obligations
    - Fellowship support for Political Science graduate students not coordinated between the centres and the Department
    - Undergraduate teaching program could better serve interdisciplinary programs in other units, such as Ethics, Society, and Law
- Organizational and financial structure
  - Because of its large size, department makes decisions via smaller groups rather than as a collective group, rarely meeting as a whole
  - Small group decision-making extends to faculty hiring decisions, leading to lack of connections with new faculty
  - Faculty at the suburban campuses sometimes felt obliged to attend meetings about curriculum where their input was actually not necessary
  - Department does not have much control over its finances
  - Staff are overburdened; lean staffing compared to other departments
    - One staff member designated for both undergraduate and alumni/development support
  - Department is space-constrained, exacerbating faculty members' tendencies to move to interdisciplinary centres

**The reviewers made the following recommendations:**

- Relationships
  - Increase coordination between the Department and the various units that benefit from the leadership and participation of Political Science faculty
  - Create more departmental-based interaction opportunities for faculty, which could lead to interdisciplinary collaboration within the department
  - Ensure that the climate for women in the department continues to be positive
- Organizational and financial structure
  - Increase administrative personnel in the department
  - Develop a strong structure of staff support for development/alumni affairs
  - Provide more access to office and common space, leading to more opportunities for productive interaction

**ADMINISTRATIVE RESPONSE – Appended**



UNIVERSITY OF TORONTO  
FACULTY OF ARTS & SCIENCE

3 October 2016

Professor Sioban Nelson  
Vice-Provost Academic Programs  
University of Toronto

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

Dear Sioban,

Along with the faculty, staff and students of the Department of Political Science, I am pleased with the external reviewers' assessment of the Department and its undergraduate and graduate programs: Political Science, B.A. (Hons.): Specialist, Major, Minor and Political Science, M.A.; Ph.D. The reviewers commented that the Department of Political Science is "one of Canada's and the world's pre-eminent political science departments." It has brought together "an engaged, active, productive faculty."

As per your letter, I am writing to address the areas of the review report that you identify as key. The response to these items is separated into short-(current-3 months)/intermediate- (3-12 months)/long-(12+months) term action items for the Department, where appropriate. The Department has discussed the reviewers' comments through consultation with various groups and has begun to implement changes where appropriate and that are consistent with the Department's mission.

***Curriculum & Program Delivery***

• *The reviewers recommended the creation of a centralized curriculum committee to address redundancies and gaps in the undergraduate curriculum.*

The Department is in agreement with the reviewers that regular, systematic reviews of curricular offerings are useful. They currently undertake such reviews annually within the diverse area groups that comprise the department. The system is flexible and works well for the department.

Short-term response:

- The Department will establish a cross-area-group committee to assess the curriculum at least once within every five-year period. The committee will be convened by the Chair. The committee will focus on rationalizing course offerings, the deployment of faculty resources, and consideration of new initiatives. There are ongoing discussions within the Department on particular issues, such as our practice of combining fourth-year and graduate seminars, and these will also be examined by the committee.



- *The reviewers reflected undergraduate students' desires for more internship or co-op opportunities to enhance their employability.*

The Department has in the past years offered an internship initiative for undergraduate students but has found that focusing staff on communications and mentorship programs has been a more effective use of departmental resources. The Department does offer some co-op style courses but availability depends on faculty research interests and the availability of funding. Political Science faculty members have regularly received funding for international course modules, which typically incorporate hands-on training in field research.

Intermediate response:

- The Department will consult with the University's Career Centre to review options for providing internship opportunities for its program students.

- *The reviewers recommended improving graduate course offerings in quantitative and qualitative methods.*

The Department is committed to the improvement and enhancement of methods training at the graduate level. They now have mandatory quantitative and qualitative courses for all Ph.D. students, and a general research design/methods course for M.A. students.

Short-to-Intermediate term response:

- In September 2016, the Department began offering the new research design course specifically aimed at facilitating and accelerating the preparation of Ph.D. dissertation proposals. This course will become mandatory for all incoming students as of September 2017.
- With new faculty joining the Department, they can now offer a cycle of more advanced quantitative / statistical courses on a regular basis.

***Students***

- *The reviewers expressed concern over the uneven quality of teaching assistants, and recommended implementing TA training at the department level.*

The Department has a new TA coordinator, who has been working to place TAs in courses matching their particular area of interest and utilizing their special skill sets. The Department has annual training sessions which focus on expectations and norms regarding grading and providing ways to approach discussion seminars. The Department offers special training for students with interests connected to indigenous studies. They also encourage mentoring/training between faculty and the TAs of their courses.

Short-to-Intermediate response:

- The Department will consult with the Vice Dean, Graduate Education to review options for TA training, and in particular to explore options for optimizing TA training at the departmental level.

- *The reviewers encouraged the department to consider offering six years of Ph.D. support.*

The Department, with support from the Faculty of Arts & Science, offers five years of funding for Ph.D. students. In 2016-17, the Faculty of Arts & Science introduced an increase to base funding for all doctoral-stream students in the funded cohort, through which they will receive at

least \$2,000 more in 2018-19, with the first increase taking effect this fall. The increase is composed entirely of fellowship funds, which reflects an ongoing effort on the part of the Faculty to reduce the proportion of hourly work that is included in the base funding amount, with the goal of improving time to completion and supporting students to focus on their core research. The funding increase may also reduce financial need for students who are entering their 6<sup>th</sup> year.

There are challenges involved in extending base funding into the sixth year. Students in their sixth year are eligible to receive a variety of other types of funding, however, including the Doctoral Completion Award, departmental thesis completion awards, and TAships awarded as part of the subsequent appointment process. In 2015-16, for example, the Department had \$96,000 in Doctoral Completion Award funding to distribute to full-time students beyond the funded cohort, who remained in good standing and within the time limit of their degree program.

While we are not in a position to add an additional year of funding across the board, we are considering options for a more targeted approach to addressing the needs of the post-funded cohort. In 2016-17, the Faculty of Arts & Science launched two new programs, Milestones and Pathways, aimed at supporting students as they progress through their studies and prepare effectively for their careers. The Milestones program supports activities to help students reach key milestones in their graduate training in a timely fashion (e.g. candidacy, publication, defense). The Pathways program provides students with the discipline-specific knowledge and skills they need to succeed in both academic and non-academic career pathways. These programs, together, constitute a plan for assisting students at all stages of their degree program, with a particular emphasis on facilitating time to completion and enhancing professionalization opportunities.

### ***Faculty***

• *The reviewers remarked that there are gaps in coverage due to several recent and upcoming retirements.*

The Department is aware of “gaps in coverage” as more faculty members are opting for phased retirement and on occasion are taking positions at other institutions. The Department has engaged in internal consultations to best determine how to fill these “gaps” and where best to deploy resources.

### **Short-term response:**

- The Department is actively searching to fill seven new positions across the three campuses, including a brand-new position in Sexual Diversity Politics, a joint position with the Bonham Centre for Sexual Diversity Studies at University College.

### **Intermediate response:**

- The Department will consult with the Dean’s Office to review areas where “gaps” are beginning to emerge to determine how best to address them.

### ***Relationships***

• *The reviewers recommended that the department ensure that the climate for women continues to be positive and that issues of racial/ethnic/national diversity are furthered in the student body and in the courses offered.*

The Department is in complete agreement with the reviewers and is committed to these objectives. The Department has an expanding cohort of assistant professors, of which 50% are women. The Department is also working hard to increase coverage of indigenous, racial, and

ethnic issues across their curriculum. Indeed, a recent Department-wide session with members of the University's Truth and Reconciliation Taskforce was aimed at providing a new impetus and focus in these areas. A search for a joint appointment between the Department and the Centre for Indigenous Studies (CIS) will begin once the appointment of a new Director for the CIS is confirmed.

• *The reviewers noted that the department's relationships with other units, such as the Munk School, have enriched the academic environment, but divert the leadership and teaching efforts of the faculty away from the department.*

The Department's faculty members are in constant demand to lead programs, centres and labs outside the unit. A discussion with the Dean's Office on how best to address the diversion of faculty to other units and possible options will be needed to resolve this concern.

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

• *The reviewers encouraged more centralized decision-making structures in the department, which has traditionally made decisions via small groups.*

The Department has quite extensive coordination and communication within the Department and across the three campuses. The chair and associate chairs for graduate studies are continually working to ensure communication is effective. A department-wide Appointments Committee has been created to redefine priorities across fields and redeploy faculty resources as required. The reviewers themselves commented in their preamble that the planning and administrative practices of the Department appear to be resulting in very favourable outcomes across the board.

• *The reviewers observed that the department does not have much control over its financial situation and that resources seem highly constrained.*

The Department has recently been successful in attracting external donations and endowments, which have helped them to pursue new initiatives.

### **Short-to-Intermediate response:**

- The Department will consult with the Dean's Office to review its financial situation and obligations to better assess what options are available.

To conclude, we appreciate that the external reviewers identified the Department's strengths and noted a few areas of development. The Department has already begun to move forward with plans to address the recommendations as presented by the reviewers.

Sincerely,



David Cameron,  
Dean and Professor of Political Science

cc. Louis Pauly, Chair, Department of Political Science  
Robert Reisz, Vice-Dean Graduate, UTM  
William Gough, Vice-Dean Graduate Education and Program Development, UTSC

## UTQAP Review Summary

<b>Program Reviewed:</b>	Ethics, Society, and Law, B.A. (Hons.): Major
<b>Division/Unit Offering Program:</b>	Faculty of Arts & Science
<b>Commissioning Officer:</b>	Dean, Faculty of Arts & Science
<b>Reviewers:</b>	<ol style="list-style-type: none"> <li>1. Professor Michael Milde, Dean, Faculty of Arts and Humanities, University of Western Ontario</li> <li>2. Professor Daniel Weinstock, Director, McGill Institute for Health &amp; Social Policy, McGill University</li> </ol>
<b>Date of review visit:</b>	January 14 – 15, 2016

### Previous Review

**Date:** March 6 – 7, 2006

**Summary of Findings and Recommendations:**

**1. Undergraduate Programs (Ethics, Society, and Law)**

The reviewers identified the following areas of concern:

- Concerns about intellectual coherence of the program, with only two core courses; one has no guaranteed access for ES&L students
- Limited sense of community; may be improved by the association with the new Centre for Ethics

The reviewers made the following recommendations:

- Offer additional dedicated courses

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

**3. Faculty/Research/Administration**

The reviewers observed the following strengths:

- Administrators involved in the program are dedicated to making it intellectually rewarding

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

# Current Review: Documentation & Consultation

## Documentation Provided to Reviewers:

Self-Study, Terms of Reference, Faculty CVs

## Consultation Process:

The reviewers met with the Dean, the Vice Dean, Program Reviews, Chairs/Directors of Cognate units, junior and senior faculty members; administrative staff; undergraduate and graduate students.

# Current Review: Findings & Recommendations

## 1 Undergraduate Program

Ethics, Society, and Law (major)

### The reviewers observed the following strengths:

- Overall quality
  - Rich academic experience for students that combines the impressive, internationally recognized research accomplishments of the Faculty of Arts & Science (FAS) with the interdisciplinary, community oriented, small class focus of Trinity College
- Objectives
  - Undergraduates address complex social issues from a variety of disciplinary points of view
  - Interdisciplinary program that is distinct within FAS's offerings
  - Allows Trinity College to fulfill its historical academic missions
- Curriculum and program delivery
  - Small-group courses have significant pedagogical distinctiveness
  - Students are very appreciative of the educational experience afforded by the program, particularly the community oriented courses [Community Research Partnerships in Ethics (CRPE) and Humanities for Humanity (H4H)]
  - Numerous opportunities for students to conduct research and prepare for publication, including through the Law Workshops and the student journal, *Mindful*
  - Plans to offer a new, innovative comprehensive paper course to prepare students for the world of academic publication
- Assessment of learning
  - Familiar and appropriate methods across the range of arts, humanities and social science subjects
- Quality indicators
  - Graduates are highly qualified and well suited to a variety of outcomes, including graduate school and law school

- Program is well positioned to attract strong students
- Students
  - Students are appreciative of their educational experiences, especially the small course sizes and commitment of the teaching faculty

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

- Curriculum and program delivery
  - Distinctive courses under threat due to lack of funds
    - CRPE is labor intensive and has had to cut back on experiences
    - Not all students in the program have access to the not-for-credit experiences funded for Trinity students
    - H4H is not strictly designed for ES&L students; open to all Trinity students but not to the 70% of students in the program who are not enrolled in Trinity
  - Minimal program structure results in limited cohort cohesion among students and degrees that are somewhat formless
  - Some courses listed are no longer offered or don't meet the needs of students
  - Students have difficult registering for courses that fulfill program requirements
  - Students discover the program after the first year, and then have to catch up – may extend completion time
- Quality indicators
  - Evidence regarding post-graduation employment is only anecdotal
- Students
  - Despite explicit efforts to avoid characterization of ES&L as a “pre-law program”, many students plan to pursue further education at a law school

**The reviewers made the following recommendations:**

- Admissions requirements
  - While grades may be a good indicator of academic readiness, consider adding other indicators that allow students to show their interest in the program
- Curriculum and program delivery
  - Find resources to support the program's distinctive courses and activities to be under threat
  - In consultation with the relevant department chairs, re-visit and edit the collection of 80+ courses that complement the core interdisciplinary Trinity College courses
  - Consider introducing streams, or bundles, of courses as pathways through the degree program
  - Organize an annual meeting for departmental chairs to discuss contributions to the program

## 2 Graduate Program

n/a

## 3 Faculty/Research

**The reviewers observed the following strengths:**

- Overall quality
  - Dedicated director and teaching staff delivering the program
  - FAS faculty who teach in the program are world-class researchers publishing highly relevant research
- Research
  - FAS faculty who teach in the program publish in highly regarded venues and conduct impressively wide-ranging research

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

- Faculty
  - The lack of tenure-stream teaching staff delivering core courses creates a risk that they will not reflect the current state of research
  - Low morale of core teaching staff, who are appointed in categories that are not attractive to researchers
  - Director does not have a permanent appointment
  - Difficulty inherent in structuring federated teaching staff appointments

**The reviewers made the following recommendations:**

- Faculty
  - Find solutions to improve the situation of teaching staff and the Director

## 4 Administration

**The reviewers observed the following strengths:**

- Relationships
  - Centre for Ethics has provided office space, lecturing, ethics courses that are particularly well suited for students in the program
  - Deepened relationship with the Faculty of Law, especially through the creation of the Law Workshop
  - High societal impact, particularly through CRPE and H4H

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

- Relationships
  - Challenges and opportunities created by deepening the relationship with the Faculty of Law; risk that the program's reputation as a pre-law programs will become more ingrained
  - Complex relationship between FAS, Trinity, and U of T hinders support for the program
- Organizational and financial structure
  - Program faces serious sustainability challenges

**The reviewers made the following recommendations:**

- Relationships
  - Deepen and develop strategic alliances with other units on campus
  - Take steps to reaffirm FAS's role in the program
- Organizational and financial structure
  - Address program sustainability challenges
  - Provide the Director with greater administrative resources
  - Consider whether Trinity and the Centre for Ethics should jointly administer the program
- Reputation / Profile
  - Look to McMaster University's Justice, Political Philosophy and Law Program as a comparator program

**ADMINISTRATIVE RESPONSE – Appended**





UNIVERSITY OF TORONTO  
FACULTY OF ARTS & SCIENCE

3 October 2016

Professor Sioban Nelson  
Vice-Provost Academic Programs  
University of Toronto

**Re: Review of the Ethics, Society and Law Undergraduate Program**

Dear Sioban,

Along with the faculty, staff and students of the Ethics, Society and Law Program, I am pleased with the external reviewers' assessment of the program: Ethics, Society & Law, B.A. (Hons.): Major. The reviewers commented that the program "combines the impressive, internationally recognized research accomplishments of the University of Toronto's FAS, with the interdisciplinary, community oriented, small focus of Trinity College."

As per your letter, I am writing to address the areas of the review report that you identify as key. The response to these items is separated into short (current-3 months), intermediate (3-12 months), and long (12+months) term action items for the Program, where appropriate. The Program has discussed the reviewers' comments through consultation with various groups and has begun to implement changes where appropriate and that are consistent with the Program's mission.

***Curriculum & Program Delivery***

• *The reviewers found the program offered students considerable curricular freedom, but cautioned that there are a number of costs associated with this, including a lack of cohort cohesion, inattention to the courses listed as fulfilling program requirements, and the potential for students' educational experiences to be unstructured.*

The Ethics, Society, and Law (ES&L) program is aware of the need to balance curricular freedom, which is seen by the external reviewers as a strength of the program, with the need to ensure cohort cohesion and overall program structure.

**Short-term response:**

- The program, in the last year, introduced two new courses - TRN203H1 *Society, its Limits and Possibilities*, and TRN204H1 *Introduction to Law and Legal Reasoning*. These courses were taken through governance in the 2015-16 cycle and are being taught for the first time in the program in 2016-17. Critically, these two courses are both required by, and also restricted to students in the program. As such, they bring together the entire incoming class of 70-75 students in their first year of registration in the program. The courses therefore provide every incoming program student with a shared foundation in relevant academic competencies as well as opportunities to connect with their cohort colleagues in classes and tutorials.

- TRN203H1 is being resourced by Trinity College. TRN204H1 is the result of collaboration with the Faculty of Law in which the program and Trinity worked with the Office of the Dean of the Faculty of Arts and Science to establish an Undergraduate Course Development Fund (UCDF) agreement with the Faculty of Law. The cohort-building impact of TRN203H1 and TRN204H1 will be monitored by the director of the program. It is expected that the impact will be positive and continue into the medium and longer terms. The establishment of TRN203H1 and TRN204H1 as core required courses means that each year of the program now includes required courses that are restricted to program students, resulting in significantly increased program structure. Over time, we expect this to result in increased cohort cohesion.

Intermediate-to-long term response:

- The program will establish an Advisory Committee, discussed in more detail below, with a mandate to advise on curriculum changes, program planning and resources. The Committee will be responsible for reviewing the balance between required and optional courses within the program and ensuring that the optional courses in the program are relevant and available.
- With respect to admissions to the program, the external reviewers commented: *“While grades may be a good indicator of academic readiness, consider adding other indicators that allow students to show their interest in the program.”* We note the reviewers concerns in this area; the Advisory Committee will review ES&L’s current status as a Type II program (in which admission is determined by grades).
- The development of resources to support the program’s distinctive optional courses and activities is an important priority. It should be noted that the relevant co-curricular activities, while clearly of interest to students in the ES&L program, are neither required activities nor restricted to students in the ES&L program. Typically these activities fall under the umbrella of activities that enrich the undergraduate experience and in the case of students from Trinity and Victoria, they are exemplified by the Humanities for Humanity (“H4H”) suite of student engagement and community outreach programs. Equivalent enrichment activities certainly occur at other Colleges and ES&L students clearly participate in such activities at their respective Colleges. All ES&L program students regardless of College affiliation are eligible to apply for the program’s distinctive optional courses, such as the Community Research Partnerships in Ethics (CRPE) course (TRN407Y1), which combines service learning in the community and senior undergraduate research supervised by University of Toronto faculty members. CRPE is supported by Trinity College and has been funded in part by STEP Forward (2014-17).

***Faculty***

• *The reviewers stressed the importance of having greater stability in the faculty involved in delivering the program to ensure both program quality and to improve morale among the teaching staff.*

The Faculty of Arts and Science, Trinity College and the program are aware of the challenges associated with the employment of sessional instructors. The use of sessional instructors means that student teaching evaluations become an extremely important measure and means of ensuring continued program quality, and it is reassuring in this context that the courses in the ES&L program taught by sessionals are routinely assessed by the students as being above the Faculty of Arts and Science means.

Intermediate-to-long term response:

- The program will continue to explore, together with the Faculty of Arts and Science and cognate Departments and Centres, the means to stabilize the positions of faculty engaged in delivery of the ES&L program. This will be facilitated in the medium to longer terms by the Ethics, Society, and Law Advisory Committee, bringing together as it will the leadership of stakeholder Departments and Centres.

***Resources and Planning***

• *The reviewers expressed concern over structural challenges in the academic program and complexities in academic governance. They noted problems arising from the complex relationship between the Faculty of Arts & Science, Trinity College, and the University, noting that the majority of students in the program are not members of Trinity College. They recommended that the program develop greater ties with other units. In particular, the reviewers noted the importance of consultation and communication with the Chairs of those departments involved in delivering key courses in the program.*

An Ethics, Society, and Law Advisory Committee will be established to include Chairs of the key cognate Departments—Philosophy, Sociology, and Political Science—the Director of the Centre for Ethics, the Director of the Centre for Criminology and Sociolegal Studies, and representation from the Faculty of Arts and Science Dean’s Office in addition to the Director of the ES&L program.

The mandate of the Committee will be to ensure smooth lines of communication between the program and its partners, including at the Departmental and unit level within the Faculty of Arts and Science and between Trinity College and the Faculty of Arts and Science. Included in the mandate of the Committee, as discussed above, will be continuing review of courses within the program, admission criteria, ensuring the maintenance of a strong program core and the relevance and availability of optional courses. The Committee will also provide the appropriate forum for ensuring continued effective delivery of key courses in the program in the medium and longer terms.

The program has already strengthened ties with both the Faculty of Law, culminating in the establishment of UCDF funding for the TRN204H1 course within the last year, and with the Centre for Ethics, under the leadership of Acting Director Dr. Peggy Kohn. We hope that the strengthening of ties with the Centre for Ethics will continue under the leadership of the Centre’s new Director, Dr. Markus Dubber.

The recruitment of a new Administrative Assistant in the Faculty of Arts at Trinity College in February 2016 has provided the Program Director with increased administrative support.

To conclude, we appreciate that the external reviewers identified the Program’s strengths and noted a few areas of development. The Program has already begun to move forward with plans to address the recommendations as presented by the reviewers.

Sincerely,



David Cameron,  
Dean and Professor of Political Science

cc. Michael Ratcliffe, Dean of Arts, Trinity College  
John Duncan, Director, Ethics, Society and Law Program

## UTQAP Review Summary

<b>Programs Reviewed:</b>	Molecular Genetics and Microbiology, B.Sc. (Hons.): Spec, Maj (Faculty of Arts & Science) Genetic Counseling, M.Sc. Molecular Genetics, M.Sc., Ph.D.
<b>Unit Reviewed:</b>	Department of Molecular Genetics
<b>Commissioning Officer:</b>	Dean, Faculty of Medicine
<b>Reviewers:</b>	<ol style="list-style-type: none"> <li>1. Professor Phillip Hieter, Ph.D., Department of Medical Genetics, Department of Biochemistry and Molecular Biology, University of British Columbia</li> <li>2. Professor Richard P. Lifton, M.D., Ph.D., Sterling Professor of Genetics and Professor of Medicine (Nephrology); Chair, Department of Genetics; Investigator, Howard Hughes Medical Institute, Yale School of Medicine</li> <li>3. William McGinnis, Ph.D., Richard C. Atkinson Endowed Chair, Dean, Distinguished Professor, Section of Cell and Developmental Biology, University of California, San Diego</li> </ol>
<b>Date of review visit:</b>	October 19 – 20, 2015

## Previous Review

**Date:** April 2010

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

#### **1. Undergraduate Programs (Molecular Genetics and Microbiology, B.Sc. (Hons.): Spec, Maj (Faculty of Arts & Science))**

The reviewers observed the following strengths:

- Students have very positive view of the program and greatly appreciate the lab courses

The reviewers identified the following areas of concern:

- Small number of students in the specialist program does not reflect the importance of the discipline in modern biology and further limits teaching opportunities for graduate students
- Department faculty have been excluded from teaching in genetics for undergraduate medical students

The reviewers made the following recommendations:

- Further develop undergraduate programs beyond the positive addition of a major
- Better publicize the benefits of the MGY programs, including the focus on research experiences and the importance of the topics covered to health care
- Increase the variety of courses of interest offered to the students in MGY and other majors to increase enrollments and stabilize the program

#### **2. Graduate Programs (Genetic Counseling, M.Sc.; Molecular Genetics, M.Sc., Ph.D.)**

The reviewers observed the following strengths:

- Improved since the last review
- Overall the students seemed to have a high opinion of the program and faculty are pleased with the quality of the students

The reviewers identified the following areas of concern:

- Level of participation of a subset of the faculty in graduate program activities, in part because of the complexities of the relationship between campus-based and off-campus partners
- Research expectations for doctoral students
- Low levels of research stipends

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

The reviewers observed the following strengths:

- Faculty associated with the Department of Molecular Genetics are world class, highly productive, well-funded, are publishing in top journals, and are winning recognition for their excellence

#### **4. Administration**

The reviewers observed the following strengths:

- Department has achieved excellence and created a whole that is greater than the sum of its parts

The reviewers identified the following areas of concern:

- Space issues are a major challenge
- The large, diffuse and diverse nature of the Department and its programs create challenges for departmental administration

**Last OCGS Review:** Genetic Counseling (2005/06), Molecular Genetics (2005/06)

## **Current Review: Documentation & Consultation**

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

Terms of Reference; Self-Study Report; Schedule; Dean's Report 2015; Faculty of Medicine Strategic Academic and Research Plans; Previous External Review, and Dean's and Chair's Response.

### **Consultation Process:**

The reviewers met with the following:

1. Dean, Faculty of Medicine
2. Vice-Dean, Graduate and Academic Affairs, Faculty of Medicine
3. Vice-Dean, Graduate Education and Program Reviews, Faculty of Arts & Science
4. (Acting) Associate Dean, Undergraduate, Faculty of Arts & Science
5. Executive Committee
6. Cognate Department Chairs and Research Institute Directors
7. Undergraduate Education Academic Administrators
8. Graduate Education Academic Administrators
9. Undergraduate Students, Faculty of Arts & Science
10. Graduate Students
11. Postdoctoral Fellows
12. Full Professors
13. Associate Professors
14. Assistant Professors
15. Faculty – Across Three Research Themes
16. International Partnerships – Associate VP, Research and Innovation, Vice-Dean, Research and Innovation, Associate Chair, International Partnerships
17. Lab Technicians
18. Research Associates
19. Directors of Collaborative Programs
20. Advancement – Academic Administrators and Administrative Staff

21. Administrative Staff
22. Chair

## Current Review: Findings & Recommendations

### 1 Undergraduate Program

Molecular Genetics and Microbiology, B.Sc. (Hons.): Spec, Maj (Faculty of Arts & Science)

#### The reviewers observed the following strengths:

- Overall quality
  - Extremely strong department
- Curriculum and program delivery
  - Impressive number and breadth of courses
  - Praiseworthy new online course in genetics
- Students
  - Have a very high opinion of their education and faculty availability
  - Highly appreciative of their interactions with professors and research opportunities

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

- Curriculum and program delivery
  - Though laudable, the expansion of the major has required a great deal of faculty effort

#### The reviewers made the following recommendations:

- Curriculum and program delivery
  - Consider adding a full-time lecturer to support undergraduate teaching

### 2 Graduate Program

Genetic Counseling, M.Sc.; Molecular Genetics, M.Sc., Ph.D.

#### The reviewers observed the following strengths:

- Overall quality
  - Uniquely strong master's degree program in Genetic Counseling
- Curriculum and program delivery
  - Ph.D.
    - Large, strong program
    - Students pleased with their research and academic training
    - QBMG and CBMG tracks are well conceived and have great potential
  - Genetic Counseling

- Peerless program, attracting brilliant students, providing great instruction
  - Strong support from the Department Chair
- Quality indicators
  - Graduate predominantly going towards post-doctoral fellowships upon graduation
- Students
  - Excellent camaraderie in the Ph.D. program despite being spread across different labs
- Outreach / Promotion
  - Students impressed with new recruitment efforts

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

- Curriculum and program delivery
  - Molecular genetics faculty play a small role in educating MD students, which seems to be an oversight, given the critical nature of the discipline to the future of the profession
- Quality indicators
  - Current time-to-degree of 6.5 years is seen as acceptable by some faculty, which runs counter to the efforts in most peer institutions

**The reviewers made the following recommendations:**

- Curriculum and program delivery
  - Consider expanding Genetic Counseling program, given the hospital base and evident quality of current students
  - Consider taking a greater role in the education of MD and MD-PhD students, which would help attract students to research in Molecular Genetics laboratories
- Quality indicators
  - Though students appreciate of current efforts to reduce time-to-completion, continue to work to improve it even further

### 3 Faculty/Research

**The reviewers observed the following strengths:**

- Overall quality
  - Department is gem of Canadian science and education
- Research
  - Broad and highly successful research program
  - Terrific center of research with an extraordinarily high international reputation:
    - Reputation supported by the quality and number of research publications, the invitations received by its scientists to international meetings, faculty awards, independent ranking studies, the high quality of the PhD students



that are trained by Department faculty, and the exceptional level of the faculty's extramural funding

- Five out of six of the faculty's thematic areas have improved since the last review
- Faculty
  - Very involved in education, with strong programs in undergraduate teaching and training of Ph.D. students
  - Incredibly impressive awards

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

- Research
  - Slowed research activity in molecular medicine and human genetics/genomics
    - Faculty feeling that the department is no longer at the forefront of this field, despite exceptional clinical resources in surrounding hospitals
- Faculty
  - Little or no faculty turnover for another 5 years, creating a potential 10-year gap in faculty hiring, which would be detrimental to maintaining the department's vibrancy
  - Some faculty have not had extramural research funding in several years, though they have significant research space

**The reviewers made the following recommendations:**

- Research
  - Promote and catalyze develop of the human genetics and genomics area in companion institutions, and promote the use of genomics, gene editing and model systems to understand fundamental mechanisms linking genotypes to human phenotypes
- Faculty
  - Recruit new faculty to the department to maintain vibrancy
  - Consider consolidating research space for unfunded faculty to make room for new hires

## **4 Administration**

**The reviewers observed the following strengths:**

- Relationships
  - Important new inroads into internationalization, with formal agreements on research internships and a Ph.D. cotutelle with the University of Hong Kong
  - High morale and cohesiveness among individual department members, as well as among the different research thematic groups in the Department
  - High staff morale, even given high demands (e.g. supporting all 250 graduate students)

- Organizational and financial structure
  - Though an unusually large department, organizational structure appears to function well with responsible, dedicated faculty in key roles
  - Spare spending and modest facilities
- Planning / Vision
  - Dean places high value on basic science in the future of the School of Medicine; department has enthusiasm for decanal objectives
- Reputation / Profile
  - Department is the most impactful basic biological research unit in the University, and probably in Canada
  - Well-recognized gem in the international science community
  - Exceptional, with remarkable depth and breadth, with the potential for continued world pre-eminence

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

- Organizational and financial structure
  - Current research space is dismal, especially compared to the research space in nearby research institutes and the Donnelly Centre
    - Risk losing new recruits and graduate students due to antiquated research space
    - No room for an expanded complement
  - Unsustainable financial model
    - Will result in lost productivity in research and teaching if not rectified
    - At a crisis point; operating with a significant deficit as of 2014/15
    - Large scale erosion of Departmental reserves over many years, accelerated in 2012/13 with salary increases, budget cuts, and the termination of external salary awards
    - Surplus has been erased; funding gaps left by lack of external funding cannot be remedied, creating drastic effects on science and the individual careers of highly committed faculty and trainees
    - Financial structure dependent on year-to-year graduate student numbers, promoting competition among departments
    - No central funding for international graduate students
  - Unsuccessful fundraising; no fulfillment of commitment to raise endowments for 5 named professorships
    - Surprising to have no endowed chairs; unprecedented for such as successful basic science department

**The reviewers made the following recommendations:**

- Organizational and financial structure

- Renovate or add new space to recruit and retain faculty, including consolidating existing space
- Immediately correct and stabilize the financial model, especially given the decline in funding levels for basic science at CIHR and NSERC and changes to CIHR adjudication and the potential for the university's top faculty to be recruited away
- Carefully evaluate the approach of the Faculty's Development/Advancement areas to better support the department
- Planning / Vision
  - Empower the new chair to hire a significant number of faculty

**ADMINISTRATIVE RESPONSE – Appended**



UNIVERSITY OF TORONTO  
FACULTY OF MEDICINE

L. Trevor Young, MD PhD FRCPC

Dean

*Vice Provost, Relations with Health Care Institutions*

October 14, 2016

Prof. Sioban Nelson, Vice Provost, Academic Programs  
University of Toronto  
Simcoe Hall, Room 225  
27 Kings College Circle  
Toronto, ON M5S 1A1

Dear Professor Nelson,

**RE: (Joint) Decanal Response | External Review of the Department of Molecular Genetics**

Thank you for your letter regarding the recently conducted review of the Department of Molecular Genetics and its degree programs. As requested, I am now providing the Dean's response, addressing specifically the areas that you highlighted and that were raised by the reviewers. These include,

1. CURRICULUM AND PROGRAM DELIVERY

*The reviewers observed that the Department plays a limited role in the education of MD students, which they deemed an oversight given the importance of molecular genetics in understanding human health and disease.*

**Response:**

In the immediate term, the undergraduate medical curriculum is currently undergoing a fairly dramatic revision, to be implemented beginning in September 2016. These changes will include the integration of genetics/genomics into all aspects of the curriculum, which will provide an opportunity for the Department to participate in the education of medical students. We welcome the expertise of Department members. The new Chair will need to work with the Department to overcome any barriers that may limit the engagement in our MD curriculum: time commitment, highly-structured schedule and format, etc.

*With respect to the undergraduate life sciences program, please refer to the joint decanal response by the Faculty of Arts & Science and the Faculty of Medicine on page 3.*

2. STUDENTS

*The reviewers drew attention to time to completion for PhD students and felt they could be improved.*

**Response:**

In the immediate term, improving the time to completion issue is a high priority for the Faculty of Medicine. The University, through the School of Graduate Studies, has introduced a number of new initiatives to address this problem, including providing for an Innovation Fund that Faculties can access to support innovative initiatives to address this issue. The Faculty of Medicine plans to apply for these funds to help support students who have been reluctant to take a leave of absence for health-related reasons because they could not to manage financially without their stipend. Our analysis has revealed that this has been a factor in increasing time to completion.

In the medium term, the Faculty of Medicine is exploring the possibility of not providing stipendiary support to MSc students beyond year 3 and to PhD students beyond year 7 of their training. This proposal received initial widespread support among the Faculty's Graduate Chairs this academic year, but concerns expressed by students lead to postponing implementation until further discussion could occur over the next year or two. In addition, in the intermediate term, the Faculty of Medicine will consider not allowing supervisors who have graduate students beyond year 7 in their training to take any new students until these students graduate. There was general support for this among the Graduate Chairs, but there are logistical issues involved in implementation that require further examination.

More specific to the Department of Molecular Genetics, the Chair and Graduate Coordinator(s) in this program have been working with faculty members and graduate students to implement multiple policies and procedures aimed at reducing time to completion. Toward this end, in the immediate term, the Department has shortened the allotted time to complete the writing phase of both the MSc thesis from a total of 16 weeks to 12 weeks, and the PhD thesis from a total of 24 weeks to 18 weeks.

### 3. FACULTY AND RESEARCH

*The reviewers encouraged consideration of faculty renewal to maintain currency in areas of strength and support programmatic directions.*

**Response:**

In the immediate term, an international search for the next Chair of the Department has just concluded. In the medium term, once a new Chair is in place, the Faculty will support the recruitment of at least two new junior faculty.

### 4. RESOURCES AND PLANNING

*The reviewers emphasized the need for refreshed and consolidated laboratory spaces.*

**Response:**

In the immediate term, the Faculty of Medicine will be providing new state-of-the-art laboratory space at MaRS Tower 2 and renovating MSB, which will benefit members of this and other basic science Departments.

*The reviewers questioned the sustainability of the unit's current financial model. They also encouraged a reconsideration of fundraising efforts to support the Department, as well as an examination of the funding structure for international graduate students.*

**Response:**

In the immediate to medium term, the Faculty of Medicine will be investing in the Department through new recruitment, new space, and an influx of operating funds to stabilize the Departmental budget. In addition, the Faculty of Medicine is now providing \$6,000 for each meritorious second-year international graduate student to defray the cost of higher tuition for these students. The Department of Molecular Genetics has and will continue to benefit from this new funding stream for international students.

Please let me know if you have any further questions regarding this review.

Sincerely,



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

**BACHELOR OF SCIENCE**

**Joint Decanal Response | Faculty of Arts & Science and Faculty of Medicine**

The Faculty of Arts & Science thanks the reviewers for their comments on the undergraduate molecular genetics program. We will continue to work with the Faculty of Medicine to ensure the quality of the program.



David Cameron, PhD, FRSC  
Dean and Professor of Political Science  
Faculty of Arts & Science



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

cc: David Cameron, Dean, Faculty of Arts & Science  
Allan Kaplan, Vice Dean, Graduate and Academic Affairs, Faculty of Medicine  
Penelope (Poppy) Lockwood, Vice Dean, Academic Planning & Strategic Initiatives, Faculty of Arts & Science  
Leah Cowen, Chair, Department of Molecular Genetics  
Daniella Mallinck, Director, Academic Programs, Planning and Quality Assurance  
Justine Garrett, Coordinator, Academic Planning and Reviews  
Anastasia Meletopoulos, Academic Affairs Specialist, Faculty of Medicine  
Teresa Nicoletti, Administrative Coordinator, Office of the Dean, Faculty of Arts & Sciences

## UTQAP Review Summary

<b>Programs Reviewed:</b>	<ul style="list-style-type: none"> <li>• French Studies, B.A. (Hons.): Specialist, Major, Minor</li> <li>• French and Italian, B.A. (Hons.): Specialist</li> <li>• Italian, B.A. (Hons.): Specialist, Major, Minor</li> <li>• Language Teaching and Learning: French, B.A. (Hons.): Major</li> <li>• Language Teaching and Learning: Italian, B.A. (Hons.): Major</li> <li>• Language Teaching and Learning: French and Italian, B.A. (Hons.): Specialist</li> <li>• Linguistic Studies (Major/Minor)</li> <li>• Education Studies (Minor)</li> <li>• English Language Linguistics (Minor)</li> <li>• Francophone Studies (Minor)</li> <li>• Functional French (Minor)</li> </ul>
<b>Unit Reviewed</b>	Department of Language Studies
<b>Commissioning Officer:</b>	Vice-Principal, Academic and Dean, UTM
<b>Reviewers:</b>	<ol style="list-style-type: none"> <li>1. Professor Andrea Ciccarelli, Ph.D., Dean, Hutton Honors College, Department of French &amp; Italian, Indiana University Bloomington</li> <li>2. Professor Lucie Hotte, Ph.D., Research Chair in Cultures and Francophone Literature of Canada, Department of French, University of Ottawa</li> </ol>
<b>Date of review visit:</b>	February 29 – March 1, 2016

### Previous Review

**Date:** November 12 – 13, 2008

**Summary of Findings and Recommendations:**

**1. Undergraduate Programs**

Language Teaching and Learning: French and Italian, BA: Spec; French Language and Literature, BA: Spec, Maj; French Language and French Linguistics, BA: Maj; Language Teaching and Learning: French, BA: Maj; German Studies, BA: Maj; German Cultural Studies, BA: Maj; Italian Language Teaching and Learning, BA: Maj; Italian, BA: Spec, Maj; Experimental Linguistics, BA: Maj; Cinema Studies, BA: Min

The reviewers observed the following strengths:

- Teaching excellence in terms of student support by teaching and administrative staff, quality of instruction, student satisfaction surveys, faculty members with UTM Undergraduate Teaching Excellence Awards
- Attractive French course offerings
- Italian Teaching and Learning option is an important asset
- Theatre courses with performances sets the Department's Italian section apart from more conservative Italian programs in North America

The reviewers identified the following areas of concern:

- Unusual amount of program options in French in a medium size department

The reviewers made the following recommendations:

- Locate Cinema Studies minor in the Department of English and Drama or the Institute of Communication and Culture
- Carefully monitor class sizes to provide students with sound pedagogy in second-language acquisition
- Seize the opportunity to offer graduate seminars on a trial basis and see if they are sustainable

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

## **3. Faculty/Research**

The reviewers observed the following strengths:

- High quality instruction offered by nationally and internationally recognized faculty
- Collegial group of teachers and scholars with a strong commitment to the enhancement of the quality of the Department as a whole through individual and collective efforts

The reviewers made the following recommendations:

- Hire new faculty to accommodate the recent, dramatic student growth
- Continue to seek research grants

## **4. Administration**

The reviewers observed the following strengths:

- Positive organizational structure, collegial culture, governance system, and morale

The reviewers made the following recommendations:

- Make decisions about the status of the new languages and their sustainability

**Last OCGS Review Date:** n/a



# Current Review: Documentation & Consultation

## Documentation Provided to Reviewers:

Department of Language Studies Self Study, 2016  
Previous Review Report and Administrative Responses  
UTM Degree Level Expectation Guidelines  
UofT Facts & Figures, 2014  
UTM Divisional Academic Plan  
UTM Academic Calendar, 2015-2016  
UTM Viewbook, 2016-2017  
UofT Domestic Viewbook, 2016-2017  
Tri-Campus Framework

## Consultation Process:

The reviewers met with the Interim Vice-Principal Academic and Dean; the Acting Vice-Dean Undergraduate; the Chair of the Department of Language Studies at UTM, Graduate Chairs from the Departments of French, Italian Studies, Germanic Languages and Literature, Linguistics, as well as for the Institute for Studies in Education-Curriculum; junior and senior faculty members; undergraduate students; and administrative staff.

# Current Review: Findings & Recommendations

## 1 Undergraduate Program

- French Studies, B.A. (Hons.): Specialist, Major, Minor
- French and Italian, B.A. (Hons.): Specialist
- Italian, B.A. (Hons.): Specialist, Major, Minor
- Language Teaching and Learning: French, B.A. (Hons.): Major
- Language Teaching and Learning: Italian, B.A. (Hons.): Major
- Language Teaching and Learning: French and Italian, B.A. (Hons.): Specialist
- Linguistic Studies (Major/Minor)
- Education Studies (Minor)
- English Language Linguistics (Minor)
- Francophone Studies (Minor)
- Functional French (Minor)

### The reviewers observed the following strengths:

- Overall quality
  - High quality, popular programs with sharp, high-achieving students
- Admissions requirements

- Very high GPA for admission
- Curriculum and program delivery
  - Remarkable Italian program with the right mix of language/cultural instruction, reflecting the strong community base in Toronto
  - Impressive French course offerings, especially considering the size of the department
  - Teaching and Learning curriculum includes courses in language acquisition, psycholinguistics, and pedagogy as well as in literature and language proficiency
  - Chinese, Arabic, and Spanish have strong potential for growth
  - All programs use a variety of experiential learning tools
  - Very successful Italian play class, linking the program with the external community and creating strong fundraising appeal
  - Strong outreach programs with excellent reputations, including French Summer Camp and study abroad programs
- Assessment of learning
  - Assessments of learning are diversified and are geared toward the development of writing, reading, and communication skills
  - Analytical skills are developed through the study of literature
- Quality indicators
  - Students in all programs able to find employment
- Students
  - Considerable recent enrolment increases
- Support
  - Department offers scholarships, editorial and research assistantships

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

- Curriculum and program delivery
  - Replacing the French and Italian Specialist with a Specialist in Romance Languages would necessitate the development of a Minor in Spanish
  - Some courses not offered regularly, making it difficult for students to plan
  - Language Teaching and Learning programs were impacted negatively by the phasing out of the Concurrent Teacher Education Program
- Students
  - Retention rate was down in 2013 and graduation rates are still low

**The reviewers made the following recommendations:**

- Curriculum and program delivery
  - Consolidate the programs under the four disciplines: French, Italian, Linguistics and Teaching and Learning
  - Examine frequency of course offerings and, with new hires, offer popular cultural classes on a regular basis

- To address overcrowding in some disciplines (e.g., Spanish), hire new full-time personnel and allow for more sections and for more upper classes in those subjects
- Consider developing current language studies—especially Chinese, Arabic and Spanish—into programs, including rethinking the current teaching staff and planning some teaching stream positions in these fields
- Consider adding a co-op option, expanding upon the experiential education offered
- Wait to convert programs to Romance Languages, in favour of strengthening French and Italian language offerings
- Consider offering more summer session courses
- Support
  - Add job counseling for students
- Outreach / Promotion
  - Maintain outreach and study abroad programs which are a strong asset of the Department
  - Alleviate the workload of professors in charge of outreach programs or programs coordinators by funding students assistantship or by offering work-study programs for students

## 2 Graduate Program

(n/a)

## 3 Faculty/Research

**The reviewers observed the following strengths:**

- Research
  - Strong linguistics research
  - Some teaching stream faculty publish on literature, linguistics, teaching and learning, and culture
- Faculty
  - Highly productive faculty, especially given the small size of the complement

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

- Research
  - Heavy teaching loads, administrative duties, large course enrolments, and the management of outreach activities are detrimental to research
- Faculty

- Feelings of inequity from perceived heavier workload relative to St. George counterparts
- Academic programs are sound, but may be compromised by lack of sufficient full-time faculty lines
- Italian program administered by pre-tenure faculty and CLTA lecturer

**The reviewers made the following recommendations:**

- Research
  - Foster and increase research productivity through hires, course reduction and grant incentives, while balancing the teaching potential and opportunities already in place
  - Implement measures to encourage professors to ask for research funding such as internal funding and course releases when a grant has been obtained
  - Develop research clusters since the diversity of expertise in the department is not conducive to research teams
  - Finance research assistantships
- Faculty
  - Increase the strength of the backbone programs—French, Italian and Linguistics—focusing on specific hires in fields that need developing and have strong outreach potential (Francophone, Italian Drama, language pedagogy, etc.)
  - Strengthen complement of tenure stream professors in Italian and French in order to consolidate the programs and replace or flank upcoming retirements with full-time research stream positions
  - Address workload issues and bring the teaching load from 2.5 to 2 courses per semester, as is the case in other humanities units at UTM

## 4 Administration

**The reviewers observed the following strengths:**

- Relationships
  - Very collegial work environment
  - Many professors collaborate with colleagues in other universities and organizations on research projects
  - Department maintains excellent ties to the community thanks to its outreach activities such as the Italian play and the French Summer Camp
- Organizational and financial structure
  - Department is well guided and has a history of good leadership
  - Sound organizational structure with well-handled finances
  - Personnel are courteous and dedicated to the administrative and academic mission of the department
- Reputation / Profile

- Clearly a strong, well-balanced unit, with a great potential for increasing its already impressive ranking

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

- Relationships
  - Low morale due to heavy administrative duties
- Organizational and financial structure
  - Staff have increasing workload, due to new and demanding activities or sudden issues

**The reviewers made the following recommendations:**

- Relationships
  - Capitalize on the fundraising opportunities afforded by programs such as the Italian Play and the French Summer Camp
- Organizational and financial structure
  - Hire student assistants to help with new administrative duties
- Planning / Vision
  - Preserve strong, positive collegiality through future leadership
- Reputation / Profile
  - Hire new full-time faculty with strong research interests to preserve and possibly increase the already strong reputation of the department

**ADMINISTRATIVE RESPONSE – Appended**



October 3, 2016

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 Language Studies (DLS), which was held in February of 2016. I am pleased with the largely favorable review, which praised the collegial work environment and strong outreach work of the Department along with the tremendous productivity of the faculty. It is great to see reviewers acknowledging the Department for offering high quality and popular programs that attract and produce high-achieving students. I envision that, with continued support, the Department will continue to provide leading programs in the field. An implementation plan with timelines can be found at the end of this letter.

### **Curriculum and Program Delivery**

*The reviewers recommended consolidating the programs under the four disciplines—French, Italian, Linguistics, and Teaching and Learning—in order to build on current strengths.*

The Department agrees with the reviewers' recommendation to consolidate the programs under the four disciplines. Consultations and discussions with student groups, cognate departments (that may be affected) and faculty are being initiated. These discussions will lead to a decision to be taken during a planned May 2017 departmental retreat, in time to initiate Major Curriculum changes for the fall of 2018 if needed.

The Department has also decided to streamline their program offerings through the closure of the Francophone Studies Minor and the French and Italian Specialist degrees. They are in the process of scheduling meetings with my Office to enquire and gather information about administratively suspending admissions prior to the potential closure of admissions through the UTM governance process.

*The reviewers encouraged the department to examine the frequency of course offerings and a clear calendar of course offerings, the possibility of summer courses, and, as the complement expands, offer classes with a popular cultural focus on a more regular basis.*



The department will increase the number of courses offered yearly by reducing the number of courses currently offered in rotation. This will help create a clearer picture of course offerings at any given time. This increase in course offerings is now possible due to faculty positions added in 2015 and 2016 (in French and in Linguistics) and to two new positions approved for July 2017 in Linguistics and in Italian (searches are in progress).

### **Faculty**

*The reviewers encouraged the department to reflect on the right mix of responsibilities and appointment categories to support its many programs and courses and to support the research mission.*

The DLS values the reviewer's suggestion in this regard, and feels further encouraged and motivated to reflect on the right mix of responsibilities and appointment categories to support their programs, courses, and research. The Department is confident that this particular issue will be addressed as the faculty complement grows. In addition, this challenge will be discussed and addressed at the retreat in May 2017. We note that the Department hopes to specifically explore possibilities for the equitable assignment of duties across all faculty in hopes of reaching a better balance of responsibilities to support their programs.

*While the reviewers supported the eventual expansion of existing language studies courses (e.g., Arabic, Chinese, etc.) into full academic programs, they noted that this would require a rethink of the current complement, and recommended instead that the department focus on supporting existing programs in terms of faculty growth and research output, specifically in French and Italian.*

As far as eventual program expansion is concerned, the reviewers caution against adding new programs in growing enrolment areas in the languages (Arabic and Chinese) without accompanying increases in faculty complement. The DLS agrees that their efforts should be focused on strengthening existing programs at the moment and to support the expansion of existing language courses. In terms of faculty hiring and research output in areas of priority, the DLS intends on also discussing this item at the upcoming Department retreat in May 2017.

Since their academic plan of 2012, the DLS has added 5 positions (3 teaching stream in FRE, LIN and ITA and 2 tenure stream in LIN and FRE). They are also currently searching this year for a tenure track hire in Linguistics and a 5-year Contractually Limited Term Appointment in Italian. With a recent retirement of a faculty member in the DLS, they

believe it is also urgent to replace that faculty compliment in the area of Quebec French literature.

The growth in other language areas is going to be monitored carefully. Student enrolment has increased in some of the languages for which there are no programs, such as in Chinese and Spanish. The DLS anticipates eventually proposing new minor programs and faculty hires in these two areas when warranted, given that these two language areas have grown steadily for the past 5 years. Adding such programs will only strengthen the mandate of the Department.

### **Relationships**

*The reviewers found the outreach programs offered by the department to be very strong, and made recommendations to help maintain them.*

DLS was happy to read that the reviewers recommended maintaining their unique and popular outreach programs. The DLS believes that outreach and study abroad opportunities are strong assets and crucial to the success of their academic programs. As a result, they fully intend to continue excelling in this regard.

The DLS is also discussing whether increases to staffing compliments are needed, especially given the reviewers recommendation that in order to continue the high number of outreach programs, more staff persons are required. We continually monitor administrative staffing levels in all our departments to ensure that their needs are being met, including adequate support for their priority initiatives, extra-curricular activities, internships, experiential learning opportunities, international studies, and overall learning and writing improvement.

### **Implementation Plan – Department of Language Studies; UTM**

The Dean undertook in consultation with the Department to support the following changes:

- Immediate Term (6 months)
  - Consolidating the programs under the four disciplines—French, Italian, Linguistics, and Teaching and Learning
    - Consultations and discussions with student groups, cognate departments (that may be affected) and faculty are being initiated.
    - Decision to be made during retreat in May 2017
    - The Department will administratively suspend admissions prior to the potential closure of admissions through the UTM governance process.





- Examination of the frequency of course offerings
  - The department will increase the number of courses offered yearly by reducing the number of courses currently offered in rotation.
- Supporting existing programs in terms of faculty growth and research output
  - Since their academic plan of 2012, the Department has added 5 positions (3 teaching stream in FRE, LIN and ITA and 2 tenure stream in LIN and FRE). They are also currently searching this year for a tenure track hire in Linguistics and a 5-year Contractually Limited Term Appointment in Italian.
- Maintain outreach
  - The Department believes that outreach and study abroad opportunities are strong assets and crucial to the success of their academic programs. As a result, they fully intend to continue excelling in this regard. They are also discussing whether increasing staffing compliments are needed to support their high number of outreach programs.
- Medium Term (1-2 years)
  - Consolidating the programs under the four disciplines—French, Italian, Linguistics, and Teaching and Learning
    - Based on decision made at retreat in May 2017, major curriculum changes for the fall of 2018 can be initiated if needed.
  - Establishing the right mix of responsibilities and appointment categories to support programs, courses and the research mission
    - The Department is confident that this particular issue will be addressed as the faculty complement grows. In addition, this challenge will be discussed and addressed at the retreat in May 2017.
  - Supporting existing programs in terms of faculty growth and research output
    - The Department anticipates eventually proposing new minor programs and faculty hires in the two areas of Chinese and Spanish. Adding such programs would strengthen the mandate of the department.

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

Sincerely,

A handwritten signature in cursive script that reads "Amrita Daniere".

Amrita Daniere  
Vice-Principal, Academic and Dean

## UTQAP Review Summary

<b>Programs Reviewed:</b>	<ul style="list-style-type: none"> <li>• Bioinformatics, B.Sc. (Hons.): Specialist</li> <li>• Computer Science, B.Sc. (Hons.): Specialist/Major/Minor</li> <li>• Information Security, B.Sc. (Hons.): Specialist</li> <li>• Mathematical Sciences, B.Sc. (Hons.): Specialist/Major/Minor</li> <li>• Statistics, Applied, B.Sc. (Hons.): Specialist/Major/Minor</li> </ul>
<b>Division/Unit Reviewed:</b>	Dept. of Mathematical and Computational Sciences
<b>Commissioning Officer:</b>	Vice-Principal, Academic and Dean, UTM
<b>Reviewers:</b>	<p>1. Professor Michael Bennett, Ph.D., Department of Mathematics, UBC</p> <p>2. Professor Greg Dudek, Ph.D., James McGill Chair, Director, McGill School of Computer Science, McGill University</p>
<b>Date of review visit:</b>	January 25 – 26, 2016

### Previous Review

**Date:** October 29 – 30, 2007

**Summary of Findings and Recommendations:**

**1. Undergraduate Programs** (Computer Science, BSc: Spec, Maj; Information Security, BSc: Spec; Mathematical Sciences (Science): Spec, Maj; Statistics, BSc: Spec, Maj)

The reviewers observed the following strengths:

- Student experience is positive in part due to smaller class size and the availability of friendly faculty and staff

The reviewers identified the following areas of concern:

- Over-reliance on non-continuing instructors, temporary staff, graduate and undergraduate students for teaching needs
- Lack of unified admission standards amongst U of T campuses

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

**3. Faculty/Research**

The reviewers observed the following strengths:

- Research profile reflects a remarkable variety
- Strong faculty collegiality
- Impressive dedication to teaching

The reviewers made the following recommendations:

- Strengthen research through better communication with St. George to hold joint seminars and research lectures
- Provide a variety of incentives to enhance the presence of postdoctoral fellows and research assistants on campus

#### **4. Administration**

The reviewers identified the following areas of concern:

- Need for space is currently a serious obstacle to further cohesion and community building in the Department
- No significant effort has been made to leverage the significant local presence of mathematical and computer science related industry around the U of T Mississauga campus
- Sense of lack of co-operation with St. George campus

The reviewers made the following recommendations:

- Move to a common building
- Recruit a co-op coordinator to liaise with local industry

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

## **Current Review: Documentation & Consultation**

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

Department of Mathematical and Computational Sciences Self Study, 2016

Previous Review Report and Administrative Responses

UTM Degree Level Expectation Guidelines

UofT Facts & Figures, 2014

UTM Divisional Academic Plan

UTM Academic Calendar, 2015-2016

UTM Viewbook, 2016-2017

UofT Domestic Viewbook, 2016-2017

Tri-Campus Framework

### **Consultation Process:**

The reviewers met with the Interim Vice-Principal Academic and Dean; the Vice-Dean Undergraduate; the Chair of the Mathematical and Computational Sciences, UTM; the Graduate Chairs for the Departments of Mathematics, Statistics, and Computer Science; junior and senior faculty members; graduate and undergraduate students; and administrative staff.

# Current Review: Findings & Recommendations

## 1 Undergraduate Program

- Bioinformatics, B.Sc. (Hons.): Specialist
- Computer Science, B.Sc. (Hons.): Specialist/Major/Minor
- Information Security, B.Sc. (Hons.): Specialist
- Mathematical Sciences, B.Sc. (Hons.): Specialist/Major/Minor
- Statistics, Applied, B.Sc. (Hons.): Specialist/Major/Minor

### The reviewers observed the following strengths:

- Overall quality
  - Department provides a very sound educational experience to its undergraduate students, with excellent facilities and support staff (including IT)
- Objectives
  - Reasonable and consistent with the university mission, enhanced through links to larger academic units based at St. George
- Admissions requirements
  - Sound and realistic, with reasonably high quality undergraduates joining the programs
- Curriculum and program delivery
  - Impressive programs
  - Course practices and student quality are well managed
  - Small class sizes and more personal interactions with students positively differentiate programs
  - Extensive use of TAs, though unusual, appears to be working quite well
- Enrolment
  - Teaching quality is very high, despite growing enrolment
- Students
  - Impressive levels of students satisfaction
  - Noteworthy level of community and camaraderie
- Support
  - Unusual department choice of having computer labs rather than personal laptops is impressive, and has clear advantages for collaboration and morale

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

- Curriculum and program delivery
  - Continuity for students is impacted by the dependence on limited term faculty and the number of tenure-track appointments

- Limited complement reduces the otherwise robust selection of upper year courses and undercut research options for undergraduates
- Enrolment
  - Significant growth has created pressure to increase class sizes

## 2 Graduate Program (n/a)

## 3 Faculty/Research

### The reviewers observed the following strengths:

- Research
  - Active research faculty with very impressive records
- Faculty
  - Very impressive instructional faculty
  - Praiseworthy efforts of faculty advisors in mentoring junior faculty and providing TA supervision and coordination

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

- Research
  - Ability of existing research faculty to actually engage in research at UTM is compromised by the lack of critical mass
- Faculty
  - Marked shortage of research faculty, particularly in Computer Science and Statistics, is a serious source of concern and impacts virtually every aspect of academic life in the department, including retention of existing faculty, failed searches, high ratio of teaching-stream to tenure-stream faculty, and reduced visibility of graduate students and postdoctoral research fellows at UTM
  - Teaching loads for teaching-stream faculty in the Department range from high to very high
    - Mathematics faculty are loaded at 8 courses per year, higher than other top North American universities
  - Budget allocation for short-term teaching positions is many times higher than at peer institutions

### The reviewers made the following recommendations:

- Faculty
  - Devote energy and resources into hiring research faculty

- Consider changing the basic mechanisms for searches
  - Consider broadening searches and making simultaneous offers
  - Provide additional incentives to top candidates, such as Canada Research Chairs, reduced teaching loads, postdoctoral support, and increased salaries
  - Hire faculty who will be based at UTM
- Make strategic research cluster hires whose laboratory needs can be met at UTM
  - Possible areas include Cryptography and Security, Robotics, Software Engineering, Digital Fabrication and Data Science
  - Consider areas centred in Mathematics with strong connections to Computer Science and/or Statistics
  - Make a senior hire to anchor the cluster
- Use a portion of the funds currently allocated to short-term positions to hire regular instructional faculty
- Lower teaching stream loads

## 4 Administration

### The reviewers observed the following strengths:

- Relationships
  - Impressive morale, collegiality, and departmental leadership
  - Interactions with the other U of T campuses are frequent and positive
  - Community outreach programs— including math camps and competitions—are notable strengths
- Organizational and financial structure
  - New facilities inhabited by the Department have alleviated many of the space concerns identified in the previous review

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

- Organizational and financial structure
  - Next chair faces considerable challenges in hiring new faculty
  - Bus between UTM and St. George is uncomfortable
  - Frustration with Registrar's office, due to enrolment increases and accompanying challenges
- Reputation / Profile
  - Research performance indicators fail to adequately represent the character, strengths and weaknesses of the Mississauga campus as a research environment

### The reviewers made the following recommendations:

- Organizational and financial structure

- Give department control over enrolment increase, to preserve the small class sizes and personal interactions
- Consider appointing a chair from Computer Science or Statistics

**ADMINISTRATIVE RESPONSE – Appended**



October 3, 2016

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 Mathematical and Computational Sciences (MCS), which was held in January of 2016. I am pleased with the largely favorable review which praised the quality of the undergraduate programs and the impressive research records of the faculty. The reviewers commended the support staff for their high morale and also applauded the computer lab space of the Department, which facilitates opportunities for collaboration and further community building among all members. An implementation plan with timelines can be found at the end of this letter.

### **Students**

*The reviewers expressed concern about the apparent lack of say the department has had in recent enrolment increases, which were overseen by the Registrar's Office. They encouraged giving the department more control over enrolment in order to preserve distinctive features of the programs.*

As elsewhere in the University, there has been a large increase in student numbers in computer and mathematical sciences in recent years. At UTM, the Office of the Registrar administers the admissions process into first year studies and has been asked to consult more directly with the MCS Department. Some of the growth in demand, however, is coming from students in many other disciplines who have unexpectedly decided to study mathematics and computer science at a significant level of intensity. While the MCS does see uncontrollable increases causing problems, they also recognize that an increase in student numbers creates exciting opportunities for their own Department's growth and development. It is this positive outlook, demeanor, and perspective that contributes to their delivery of high quality programs. The MCS Department is planning to meet with members of the Registrar's Office in January 2017 to discuss enrolment numbers.



## Faculty

*The reviewers underscored the serious shortage of research faculty, and corresponding over dependence on sessional and other short-term instructors, specifically in Computer Science and Statistics. They recommended considering strategic “cluster” hiring as part of new searches, and reconsideration of the large budget allocated to short-term teaching positions.*

At the time of the review, MCS had only one research stream faculty in Statistics, and two in Computer Science. Multiple searches were conducted for two successive years and were unsuccessful at recruiting new members to the Department. Last year, however, searches were very successful. MCS hired six new research stream faculty members (two in Mathematics, two in Statistics, and two in Computer Science). This was an extremely important improvement, increasing their research stream faculty compliment and at the same time, resulting in a significant boost in morale to the entire Department. MCS continues to pursue hires in all three disciplines and has authorization to hire five additional faculty members during the 2016-17 academic year.

The Department agrees with the recommendation for cluster hiring, which was aimed primarily in the area of Computer Science. Their needs, specific to the teaching of required upper level courses, require research presence in different areas of Computer Science, in particular in Core Systems. However, the hiring of faculty in Computer Science is rather complex, as high quality hires in specific fields may not always be able to teach undergraduate courses in almost any area, as is the case in mathematics. I should note that the Dean’s Office in concert with UTM’s Vice Principal, Research is working with the graduate chair of the Department of Computer Science to identify a cluster research area that will be based at UTM and built up through strategic hiring over the next five years.

*The reviewers remarked on the high teaching loads for teaching stream faculty.*

To deal with understaffing, MCS has been approved to conduct faculty searches for two full time teaching-stream positions in Mathematics, plus three more research stream positions (one in Mathematics, and two in Computer Science).

With respect to the high teaching loads of teaching stream faculty, this problem has been addressed. The teaching loads of teaching stream faculty were reduced from 4.0 FCE to 3.5 FCE. In addition, credit is given for coordination of multi-section courses. In combination, these two implemented changes create teaching loads that have become more sustainable.

Implementation Plan – Department of Mathematical and Computational Sciences; UTM

The Dean undertook in consultation with the Department to support the following changes:

- Immediate Term (6 months)
  - Enrolment Increases
    - At UTM, the Office of the Registrar administers the admissions process into first year studies and has been asked to consult more directly with the MCS Department.
    - The Department is planning to meet with members of the Registrar's Office in January 2017 to discuss enrolment numbers.
  - Addressing the high teaching loads for teaching stream faculty
    - The Department has been approved to conduct faculty searches for two full time teaching-stream positions in Mathematics, plus three research stream positions (one in Mathematics, and two in Computer Science).
    - The teaching loads of teaching stream faculty were reduced from 4.0 FCE to 3.5 FCE. Credit is also given for coordination of multi-section courses.
- Medium Term (1-2 years)
  - Shortage of research faculty, and corresponding over dependence on sessional and other short-term instructors
    - Last year, however, searches were very successful. MCS hired six new research stream faculty members (two in Mathematics, two in Statistics, and two in Computer Science).
- Long Term (3-6 years)
  - Shortage of research faculty, and corresponding over dependence on sessional and other short-term instructors
    - The Dean's Office in concert with UTM's Vice Principal, Research is working with the graduate chair of Department of Computer Science to identify a cluster research area that will be based at UTM and built up through strategic hiring over the next five years.

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

Sincerely,



Amrita Danieri  
Vice-Principal, Academic and Dean

## UTQAP Review Summary

<b>Programs Reviewed:</b>	<ul style="list-style-type: none"> <li>• Art History, B.A., Hons.: Specialist, Major, Minor</li> <li>• Art &amp; Art History, B.A., Hons.: Specialist/ Major (joint program with Sheridan)</li> <li>• Cinema Studies: Minor</li> <li>• Visual Culture &amp; Communication, B.A., Hons.: Specialist</li> <li>• Visual Culture: Minor</li> </ul>
<b>Unit Reviewed</b>	Department of Visual Studies
<b>Commissioning Officer:</b>	Vice-Principal, Academic and Dean, UTM
<b>Reviewers:</b>	<p>1. Professor John Osborne, Ph.D., Professor of Art History, former Dean of the Faculty of Arts and Social Sciences, Carleton University</p> <p>2. Professor A. Joan Saab, Associate Professor and Art History/Visual and Cultural Studies, Chair of the Department of Art and Art History, University of Rochester</p>
<b>Date of review visit:</b>	February 25 – 26, 2016

### Previous Review

**Date:** Department established in 2010. Art and Art History, Art History, and Visual Culture and Communications programs previously reviewed with Institute of Communication and Culture, October 16-17, 2008. Cinema Studies program previously reviewed with Department of Language Studies, November 12 – 13, 2008.

#### Summary of Findings and Recommendations:

**1. Undergraduate Programs** (Art and Art History, BA: Spec, Maj (joint with Sheridan College); Art History, BA: Spec, Maj. (joint with Sheridan College); Visual Culture and Communication BA: Spec (with CCIT); Cinema Studies: Min)

The reviewers observed the following strengths:

- Generally high student satisfaction (ICC)
- Students enrolled in the joint programs “appreciated the combination of practical and theoretical training” (ICC)

The reviewers identified the following areas of concern:

- Course offerings with respect to future careers and graduate studies (ICC)

- Writing skills preparedness (ICC)

## 2. Graduate Programs (n/a)

## 3. Faculty/Research

The reviewers identified the following areas of concern:

- Recent search failures symptomatic of larger issues and morale (ICC)

## 4. Administration

The reviewers observed the following strengths:

- Building is well-equipped and able to meet the needs of technology-based teaching, although the available equipment should be reviewed (ICC)

The reviewers made the following recommendations:

- Disestablish ICC due to disparate nature of the programs offered (ICC)
- Relocate Cinema Studies program in either the Department of English and Drama or the Institute of Communication and Culture (Language Studies)

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

# Current Review: Documentation & Consultation

## Documentation Provided to Reviewers:

Department of Visual Studies Self Study, 2016  
Previous Review Report and Administrative Responses (ICC)  
UTM Degree Level Expectation Guidelines  
UofT Facts & Figures, 2014  
UTM Divisional Academic Plan  
UTM Academic Calendar, 2015-2016  
UTM Viewbook, 2016-2017  
UofT Domestic Viewbook, 2016-2017  
Tri-Campus Framework

## Consultation Process:

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

# Current Review: Findings & Recommendations

## 1 Undergraduate Program

- Art History, B.A., Hons.: Specialist, Major, Minor
- Art & Art History, B.A., Hons.: Specialist/ Major (joint program with Sheridan)

- Cinema Studies: Minor
- Visual Culture & Communication, B.A., Hons.: Specialist
- Visual Culture: Minor

**The reviewers observed the following strengths:**

- Objectives
  - Extensive learning outcomes are consistent with other Humanities/Arts programs and are clearly communicated to students through syllabi
- Admissions requirements
  - Consistent with other BA programs at UTM and elsewhere
- Curriculum and program delivery
  - Programs' curricula represent a good balance of tradition and innovation
  - Art & Art History program may be unique in Canada with its 50/50 balance of art history and studio art courses
  - Art & Art History expands from a traditional focus to incorporate a broader global vision
  - UTM teaching assistantships seen as highly desirable by graduate students, who have the opportunity to teach tutorial sections of second-year courses
  - Popular Visual Culture and Cinema Studies minors offer exciting possibilities with a strong emphasis on theoretical approaches
  - Offering separate introductory courses for each of the programs seems to be working well
  - Opportunities for student learning outside the classroom include a wide range of field trips, visiting speakers, and study abroad programs
  - Curriculum resembles international competitors, in that it combines historical investigation and studio practice
- Assessment of learning
  - Appropriate and effective
- Quality indicators
  - Entering averages at or above the UTM average
  - Student satisfaction ahead of UTM as a whole
  - DVS graduates hold their own in other U of T graduate programs
- Student funding
  - Student are eligible for the Dr. Annie Smith travel award
- Support
  - Exceptionally strong support for students in the Art & Art History program due to the state of the art studio facilities and small class sizes at Sheridan
  - Art & Art History enrichment activities, such as trips to New York and active visiting artists program
  - Praiseworthy undergraduate advisor

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

- Curriculum and program delivery
  - Classrooms and lighting are not adequate for the presentation of visual material
  - Art & Art History students have the impression that they are taking two programs, not one
  - Cinema Studies cannot keep up with the growing demand for its courses, necessitating offering multiple sections of the introductory course
  - Though the Visual Culture and Communication specialist is distinctive, student interest in the program is waning significantly, possibly due to very rigid degree requirements
- Quality indicators
  - Employment information not available
- Enrolment
  - Declining numbers in the humanities and humanistic social sciences make it difficult to predict future enrolments
- Support
  - Not enough writing support for an increasing number of ELL students, though the quality of what is offered through the Gillespie Centre is excellent
  - Minimal communication between the Sheridan faculty and DVS faculty; coordination of work on the two campuses could be improved

**The reviewers made the following recommendations:**

- Curriculum and program delivery
  - Explore adding a certificate in Curatorial Studies, considering the Blackwood Gallery's excellent track-record of curate exhibitions and the existing internship courses
  - Establish a major in Cinema Studies to meet demonstrated student demand
  - Devote more time and attention to the relationship with Sheridan, and hold at least one meeting per term for Sheridan and DVS faculty to discuss curriculum, delivery, recruitment, etc.
  - Continue to expand on the global focus of the Art & Art History program by hiring in non-Western areas, ideally in Islamic art and architecture, reflecting the importance of the Aga Khan Museum in Toronto
  - Consider replacing Visual Culture and Communication specialist with a major; or start a major in Visual Culture and encourage students to pursue it in conjunctions with the major offered by the Institute of Communication, Culture, Information and Technology (ICCIT)
  - Work with UTM administration to improve lighting in classrooms used for the delivery of visual material
- Quality indicators
  - Track graduates' employment outcomes
- Student funding
  - Work with the Advancement office to increase the number of student awards available and increase the size of smaller student awards

- Support
  - Consider hosting events involving students and faculty from both Sheridan and DVS to build a better sense of program identity
  - UTM administration should address the levels of English language skills in undergraduates

## 2 Graduate Program (n/a)

## 3 Faculty/Research

### The reviewers observed the following strengths:

- Overall quality
  - Scope, quality, and relevance of faculty research activities are appropriate to their academic interests and teaching responsibilities
- Research
  - High rate of success with SSHRC grants
- Faculty
  - On par with faculty at international comparators in terms of teaching and research

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

- Faculty
  - Instances of UTM faculty being treated differently than their peers at other campuses

### The reviewers made the following recommendations:

- Faculty
  - Add a position in Islamic art and architecture to strengthen the Art History program
  - Consider adding another Cinema Studies faculty appointment to meet student demand
  - Ensure equitable treatment for all of those teaching in the joint graduate programs at St. George

## 4 Administration

### The reviewers observed the following strengths:

- Relationships

- Faculty, administrative staff, TAs, and students praised the nurturing atmosphere, due in no small part to the high standard of collegiality set by departmental leadership
- Generally strong morale
- St. George graduate units, in which DVS faculty teach and supervise, were unanimous in praising the faculty
- Happy and fruitful collaborative relationship with the UTM Library
- Blackwood Gallery represents an enormous advantage for the department
  - Reputation for curation of innovative and cutting edge exhibitions
  - Strongly integrated into pedagogical activities, including the MVS offered by the Daniels Faculty of Architecture, Landscape, and Design
- Arts and humanities play a major role at UTM
- Commendable efforts of the Cinema Studies faculty to engage with the Toronto International Film Festival
- Organizational and financial structure
  - Excellent department, and one which merits the full confidence of the senior administration at UTM
  - Departmental status gives visual studies at UTM more stability than programs found at universities elsewhere
- Reputation / Profile
  - Compares favourably to similar programs in the United States and the UK

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

- Relationships
  - Inadequate appreciation of, and support for, the Blackwood Gallery by UTM administration
    - Inadequate lighting, non-congruent spaces, off-site storage and offices
  - “Broken” relationship with the Advancement office; difficulty in seeking an endowed chair or professorship
  - Arts and humanities could be more valued by senior administration
- Organizational and financial structure
  - Substantial growth in the workload of the financial officer, shared with ICCIT
  - Because of departmental structure, DVS faculty fill many roles across the majors that the department offers

**The reviewers made the following recommendations:**

- Relationships
  - Build on the growing international reputation of the Blackwood Gallery
    - Make it a centrepiece for outreach relationships with the local Mississauga community
    - Consider opportunities for other programs to participate in the activities of the Blackwood Gallery



- Give the gallery appropriate and prominent space in the next new building
- Explore the creation of a “Friends of the Blackwood Gallery”
- Consider hiring a graduate student or post-doctoral fellow as an outreach officer
- Identify a senior-level advocate for the Department of Visual Studies, and the Humanities programs more broadly
- Form strategic alliances with institutions across the GTA to enhance the global media focus of the visual culture offerings
- Organizational and financial structure
  - Increase administrative support for financial activities
  - Consider reimbursing TAs for travel costs and scheduling back-to-back tutorials in the same classroom

**ADMINISTRATIVE RESPONSE – Appended**



October 3, 2016

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 Visual Studies (DVS), which was held in February of 2016. I am pleased with the largely favorable review which praised the supportive atmosphere of the department along with noting the strength of the faculty's scholarly accomplishments, the quality of the programs' learning outcomes and the caliber of their communication with students. As noted in the report, with proper resources and continued support, the Department will continue to provide leading programs in the field. An implementation plan with timelines can be found at the end of this letter.

### **Curriculum and Program Delivery**

*The reviewers reflected students' concern that communication between Sheridan and the Department of Visual Studies could be improved, noting that students felt that they are taking two programs instead of one.*

The Department acknowledges that the physical distance between the two campuses (Sheridan and UTM) and the very different nature of the classes offered to students on each campus can sometimes be difficult to navigate and balance. The Art and Art History program does have two very distinct sides but the Department does not see this as a weakness since it is one of the unique and positive aspects of the program. The program is distinctive in its combination of academic rigour and intensive studio experience.

The DVS will help students better manage these differences by offering time management workshops and offering more discussion about the nature of the different sides of the program at orientation and in classes at the beginning of each year. There is collegial communication between Sheridan AAH faculty and the DVS concerning curriculum, recruitment and other matters, though the DVS can and will do more to encourage cross-institutional faculty interaction, through meetings, social events, and special events.



*The reviewers found that resources to support English language learners could be improved.*

Decanal Priorities funding for the DVS's English Language Learners (ELL) Initiative has been renewed, which means that the DVS can continue to offer peer advising for ELL and international students. The DVS will also continue to offer optional ELL tutorials in conjunction with its core introductory courses. These have been developed by Dr. Laura Taylor, the Robert Gillespie Academic Skills Centre's ELL Specialist, in consultation with the relevant instructors. The tutorials focus on helping students acquire foundational vocabulary and gain confidence in speaking in tutorial-sized groups. This year the DVS will also be offering the option of a Co-Curricular Record annotation in discipline-specific language skills to students who attend and participate in a sufficient number of the tutorials.

*The reviewers recommended that classroom lighting be improved, especially given the visual nature of the disciplines taught.*

Visual Studies classes have particular lighting needs which are currently difficult to meet due to space constraints on campus. The administration has just finished refurbishing two large lecture halls for Cinema Studies courses, equipping them with appropriate sound systems, projectors, and lighting conditions. A new building under construction on campus, North2, scheduled to open in September of 2018, includes a large number of smaller classrooms that will have the kind of functionality needed by DVS. More important, that additional capacity will ease pressures on overall classroom supply, making it easier for DVS to be scheduled into already existing (properly equipped) classrooms.

### **Program Development**

*The reviewers encouraged the department to expand its program offerings, including adding major options to the popular Cinema Studies and Visual Culture minors and creating a certificate in Curatorial Studies. They also noted the waning interest in the Visual Culture & Communication specialist.*

Developing a Cinema Studies Major is a DVS priority. Discussions are underway and a question of timeline is now being considered, with respect to resource requirements. While the Visual Culture Minor continues to grow, it was introduced just two years ago and consideration for the creation of a Major can be deferred for another few years. The DVS proposal for a Certificate in Curatorial Studies is currently moving through the governance process. The DVS will consider ways to update the Visual Culture and

Communication Specialist curriculum and make it more distinctive in the hopes of regaining lost numbers.

### **Faculty**

*The reviewers recommended that the faculty complement plan include expansion in cinema studies and Islamic art and architecture.*

The DVS currently has these positions in their own plan and is encouraged to know that the external reviewers presented such a recommendation concerning priority areas of hires and the urgency for those hires. Increasing the faculty complement is an important priority for UTM, and the allocation of such increases will aim to continue the support of programs, areas and fields with high student interest, demand, and pedagogical warrant.

### **Relationships**

*The reviewers noted concerns over participation in the tri-campus graduate program.*

DVS faculty do participate actively in their tri-campus graduate programs as supervisors, instructors, and in other ways. However, they share concerns about financial and other pressures that sometimes prevent equitable consideration for administrative positions in their tri-campus graduate units with which they are affiliated. Addressing tri-campus graduate issues is a priority of the Vice Principal, Academic and Dean and we are hoping to have productive discussions with the Dean of the School of Graduate Studies and others related to issues of participation, inclusion and resources over the next year.

*The reviewers underscored the importance of providing better support for the Blackwood Gallery, noting its potential for providing connections to the local community and beyond.*

The Blackwood Gallery has already received additional support in terms of staffing and equipment. The Blackwood's staff complement has been increased from 1.6 to 3.0 FTE, and funds have been allocated for equipment and infrastructure upgrades over the next year. The new administration recognises the Blackwood's potential for providing connections to the local community and beyond.



*The reviewers remarked that the department would benefit from a stronger relationship with advancement to support the department's goal of creating an endowed chair.*

Since the external review took place, Advancement has met with the Chair of the DVS and the Director/Curator of the Blackwood Gallery twice to discuss needs and goals. Better communication has been established about funding sources, prospective donations, and the like.

#### Implementation Plan – Department of Visual Studies; UTM

The Dean undertook in consultation with the Department to support the following changes:

- Immediate Term (6 months)
  - Improving the communication between Sheridan and the Department of Visual Studies in order to address the perception by students of taking two programs instead of one.
    - The Department is offering time management workshops and offering more discussion about the nature of the different sides of the program at orientation and in classes at the beginning of each year.
    - The Department will do more to encourage cross-institutional faculty interaction, through meetings, social events, and special events.
  - Improving the resources available to support English language learners.
    - The Department has received Decanal Priorities funding for their English Language Learners (ELL) Initiative. As a result, they will continue to offer optional ELL tutorials in conjunction with its core introductory courses.
  - Improving classroom lighting.
    - The administration has just finished refurbishing two large lecture halls for Cinema Studies courses, equipping them with appropriate sound systems, projectors, and lighting conditions.
  - Expansion of program offerings and creation of a certificate.
    - The Department is now discussing and anticipating to develop a major in Cinema Studies. Within the Department, they are finalizing their anticipated timeline and resource requirements.
    - The Department proposal for a Certificate in Curatorial Studies is currently moving through the governance process.
  - Providing better support for the Blackwood Gallery.
    - The Blackwood's staff complement has been increased from 1.6 to 3.0 FTE, and funds have been allocated for equipment and infrastructure upgrades over the next year.



- Establishing a stronger relationship with Advancement.
  - Better communication has been established about funding sources, prospective donations, and the like following two meetings between the Department and Advancement.
- Medium Term (1-2 years)
  - Improving classroom lighting.
    - A new building under construction on campus, North2, is scheduled to open in September of 2018, and will include a large number of smaller classrooms that will have the kind of functionality needed by the Department.
  - Expansion of faculty complement in areas of cinema studies and Islamic Art and Architecture.
    - Increasing the faculty complement is an important priority for UTM and the Dean's Office will work with the Department to address this, given that such positions are already in their own plan.
  - Participation in tri-campus graduate program
    - Addressing tri-campus graduate issues is a priority of the Vice Principal, Academic and Dean. The Dean's Office is planning to have productive discussions with the Dean of the School of Graduate Studies and others related to issues of participation, inclusion and resources over the next year.
- Long Term (3-6 years)
  - Expansion of faculty complement in areas of cinema studies and Islamic Art and Architecture.
    - Increasing the faculty complement is an important priority for UTM and the Dean's Office will work with the Department to address this, given that such positions are already in their own plan.

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

Sincerely,

A handwritten signature in cursive script that reads 'Amrita Danieri'.

Amrita Danieri  
Vice-Principal, Academic and Dean

# UTQAP Review Summary

<b>Programs Reviewed:</b>	English, B.A. (Hons.): Spec, Maj English Literature: Minor Literature and Film Studies: Minor Creative Writing: Minor
<b>Unit Reviewed:</b>	Department of English, University of Toronto Scarborough (UTSC)
<b>Commissioning Officer:</b>	Dean and Vice-Principal (Academic), UTSC
<b>Reviewers:</b>	<ol style="list-style-type: none"><li>1. Professor Ross Leckie, Ph.D., Department of English, University of New Brunswick</li><li>2. Professor Teresa Mangum, Ph.D., Director, Obermann Center for Advanced Studies, College of Liberal Arts and Sciences, University of Iowa</li><li>3. Professor Marjorie Stone, McCulloch Chair, Department of English, Dalhousie University</li></ol>
<b>Date of Review Visit:</b>	December 17 – 18, 2015

## Previous Review

**Date:** June 11, 2011 (Review of programs only)

### Summary of Findings and Recommendations

#### **1. Undergraduate Programs (English, B.A.: Spec, Maj, English Literature: Min; Literature and Film Studies: Min)**

The reviewers observed the following strengths:

- Innovative approach to the discipline with strong emphasis on theory and application of analytic methods
- Appropriate, well designed course sequencing
- Provides a first rate undergraduate education to its students

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

- Mission statement is too vague to distinguish this from any other programs in the humanities
- A majority of students need five years to complete their degree
- High numbers of students on waitlists for C-level courses; C and D-level courses too large

**The reviewers made the following recommendations:**

- Create a viable mix of class sizes, with larger courses at A and B levels and smaller courses at the C and D levels
- Introduce specializations within the major
- Track graduates to find out percentage admitted to graduate school

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

**3. Faculty/Research**

**The reviewers observed the following strengths:**

- Commendable mentoring for junior faculty
- Active researchers with good publication records

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

- Faculty/student ratio does not compare favourably to other English departments
- Gaps in faculty specialization
- Tension between teaching and research
- No clear vision for the future presented

**The reviewers made the following recommendations:**

- Add tenure-stream faculty lines to the complement to reduce class sizes and waiting lists, and allow for innovative expansion and proper coverage of traditional canon
- Create research focus groups

**4. Administration (n/a)**

Last OCGS review(s) date(s): n/a

## Current Review: Documentation and Consultation

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### Documentation Provided to Reviewers

- Documentation about the university: UTSC Strategic Plan, 2014-15 to 2018-19; UTSC by the Numbers; UTSC Admissions Viewbook, 2016-17; UTSC Academic Handbook, October 2012.
- Documents about the review process: Terms of Reference; Site Visit Schedule
- Documents about the department: Unit Academic Plan, April 2015; Unit Self Study, October, 2015;



- Documents about programs and courses: Description of Programs, 2015-16 UTSC Academic Calendar; Description of Courses, 2015-16 UTSC Academic Calendar; Course Enrolments, 2007-15; Course Syllabi
- Faculty CVs

## Consultation Process

The reviewers met with the Vice-Principal Academic and Dean, Vice-Dean, Undergraduate, Assistant Dean, Academic Programs Officer, Vice-Principal, Research, the Graduate Chair of the Department of English, the UTSC Department Chair, junior and senior members of the faculty, undergraduate students and administrative staff.

## Current Review: Findings and Recommendations

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### 1. Undergraduate Program

The reviewers observed the following strengths:

- Overall quality
  - Objectives
    - Programs are aligned with the President’s Three Priorities and UTSC’s five strategic directions
    - Four clusters of teaching/research/innovation: Creative Writing, Literature and Science, Literature and Other Arts, and Critical Race and Ethnicity Studies
    - Undergraduate programs examined and reinvented through a process of intensive curriculum review and the creation of two new minors (Creative Writing and Literature and Film Studies), as well as innovative forms of experiential learning for students
    - Fully abreast of transformations in literary and cultural studies that manifest and foster transnational citizenship
  - Curriculum and program delivery
    - Positive addition of curricular “Routes through the Program”
    - Many signs of innovation and creativity in program content or delivery
    - Critical Race and Ethnicity Studies are represented across a number of fields
    - Welcome addition of Creative Writing Minor and the Literature and Film Studies Minor
    - Highly inventive classes integrating and leverage Scarborough locations and UTSC campus culture
    - Writer-in-Residence provides students with important opportunities for experiential learning with some of Canada’s leading writers
    - Capstone provides senior students with new opportunities for developing a variety of skills
    - Very successful Liaison Library Program

- Students receive excellent training in analytical writing, enriched by the diverse offerings in creative writing courses
- Assessment of learning
  - Innovative and unusual assignments and assessments of learning
  - Methods are consistent with best practices in English departments
- Quality indicators
  - High quality teaching reflected in very high teaching scores
  - Overall impressive average time-to-degree of five years
  - Students find classes compelling, expectations clear, and the means of evaluation appropriate to the courses
- Students
  - Exhilarating students who are inspiring and enthusiastic, with a strong commitment to the department and the university
  - Very active student organizations in the Department that organize events, produce outstanding journals, and provide experiential learning opportunities
  - Career days offered where former graduates share career advice
  - Extensive resources and services to support students

The reviewers identified the following areas of concern:

- Curriculum and program delivery
  - Challenge of balancing a “historical coverage” model with a more strategic and selective “cluster” approach to delivering the curriculum
  - Not enough spaces in upper level Creative Writing courses to meet student demand
  - Students are interested in diversifying the curriculum to include more racial, ethnic, religious, and gender perspectives to better match their own diversity
  - It is difficult to navigate the long list of courses offered by the department
  - Class duration times dictated by Registrar’s Office, not necessarily by discipline-specific pedagogical preferences
  - Larger tri-campus structure means that a significant proportion of the available teaching resources at UTSC are dedicated to delivery of the graduate program at the St. George campus
  - Same core courses for specialists and majors

The reviewers made the following recommendations:

- Curriculum and program delivery
  - Implement plan to provide clear mapping of “Routes through the Program” clarifying structures and requirements for students in the various programs offered by the department

- Consider how course timing, structure, and formats best serves students and the discipline
- Investigate the possible creation of guidelines or policies that might accommodate the needs of students working many hours each week to finance their studies, while also often spending many hours a week commuting to campus
- Add international exchanges for students
- Look for more experiential and service-learning opportunities in the community for students
- Seek ways to further enrich the diversity of the curriculum, to match the diversity of the UTSC student population, taking special care to incorporate this diversity in required classes, such as its “Charting Literary History” classes for English specialists and majors
- Continue to assess student response to reintroducing a survey course requirement
- Consider introducing a new second year course that is designed to attract a broad range of students
- Students
  - Consider fundraising for scholarships and to raise the profile of the department and its programs

## 2. Graduate Program

n/a

## 3. Faculty/Research

The reviewers observed the following strengths:

- Overall quality
  - Faculty are energetic and enthusiastic about their work together, their students, and their future
  - Very high quality teaching
  - Very strong research that measures against international comparators
  - Moving away from traditional coverage to a more distinctive “coverage with specialization” approach
- Research
  - Outstanding research across the wide variety of subjects that reflects the curriculum and two of the three fields of study represented as majors or minors
  - Impressive historical and geographical coverage especially given the size of the complement
  - Faculty actively involving students in research and making their research more visible at the UTSC campus
  - Important research cluster in critical race and ethnicity studies

- Faculty
  - Number of faculty with research and/or teaching interests in eco-criticism, literature and sustainability, and especially in health and the humanities (e.g., literature and medicine, literature and psychology)

The reviewers identified the following areas of concern:

- Faculty
  - Because of tri-campus graduate program, proportionally less faculty teach undergraduates than would be expected in a department this size
  - Proposal for Creative Writing Major doesn't include tenure-stream faculty appointments; no current tenure-stream Creative Writing appointments
  - Acknowledged gap in 18<sup>th</sup> Century Literature coverage and Environmental Literary Studies
  - Instability of appointments and contracts for part-time lecturers; contracts come very late
  - Heavy burdens of service work for associate professors

The reviewers made the following recommendations:

- Research
  - Working with the Dean and Vice-Principal, Research, provide more research opportunities and funding appropriate for humanities students, like the planned new UTSC research award for library research
  - Engage third and fourth-year students more as RAs for research projects and grant-funded research (both external grants and smaller internal grants provided to support larger scale applications)
  - Seize the opportunities provided by the large numbers of graduate students in English at the University of Toronto by teaming up graduate RAs with undergraduate RAs for work on research grants, including pedagogical research
  - Profile research by faculty, graduate student TAs, and senior undergraduate students in research fairs or events on the UTSC campus, including events attended by potential donors, or events with a friendly, competitive dimension
- Faculty
  - Make diversity a key priority in hiring
  - Stabilize part-time lecturer appointments so that curriculum can be offered reliably
  - Provide base funding for a Writer-in-Residence, leveraged for external funding from the granting agencies such as the Canada Council for the Arts

- Prioritize creation of a shared position with CTL in Critical Writing with an emphasis on the new media for the training of students for the contemporary job market
- Consult with the Dean about the possibility of converting existing “teaching stream” positions in Creative Writing into “research stream” appointments
- Revise hiring plans to request that its next two faculty positions in Creative Writing be tenure-track research positions, and seek to have these positions filled as soon as possible
- Add a tenure-track position in Eighteenth-Century British Literature and Environmental Literary Studies
- Explore opportunities to collaborate with related units to form clusters of courses or team-taught courses
- Work with other departments to determine what courses English could offer with their students in mind, especially writing courses
- Carefully monitor the relationship between the research and teaching streams to ensure that the present collegial, harmonious, and dynamic relationship between the two is preserved and enhanced
- Ensure that promotion and tenure protocols adequately recognize and reward the vital nature of departmental service

#### **4. Administration**

The reviewers observed the following strengths:

- Relationships
  - Welcoming, thriving, and creative departmental culture in which faculty and students come together on projects of shared interest outside the classroom as well as in it
  - Inspiring morale of faculty, staff, and students
  - Dynamic networking with the broader Scarborough community, including public readings through its Writers-in-Residence program and events with the East Scarborough Storefront
- Organizational and financial structure
  - Staff are clearly dedicated to their work and deeply appreciated by the Chair and faculty members
- Planning/vision
  - Impressive accomplishments within department’s five years of existence
  - Promising areas of new program development, including Creative Writing major
  - Plans to create innovative new spaces including a “Writers’ Room” and a “Teaching Garden”
  - Clearly articulated five-year departmental plan is well-calculated to advance U of T’s three strategic priorities and UTSC’s five priorities

- Complement plan seems judicious, realistic, and focused on areas that will both grow enrolments and enhance the quality of education by addressing significant gaps in fields of specialization
- Innovative plans for addressing enrolment growth and the needs of prospective students
- Reputation/profile
  - Programs compare quite favourably with those of other departments in North America

The reviewers identified the following areas of concern:

- Relationships
  - Unexplored collaborations with cognate units
  - Distance between campuses poses constant challenges for graduate students and faculty members
  - Outreach programs hindered by lack of space
- Organizational and financial structure
  - Concerns that shared Business Officer is overburdened
  - Inadequate infrastructure and scheduling for films

The reviewers made the following recommendations:

- Relationships
  - Work with the University of Toronto downtown campus (e.g., the Jackman Humanities Institute) to organize more research-related activities at UTSC
  - Investigate the creation of international exchange programs for students in English programs that might further the University of Toronto strategic priority of deepening "International Outreach"
  - Working with the Alumni office, continue to organize events that profile post-graduate employment in areas such as the cultural industries, publishing, the civil service
  - Seek more information on graduates and the careers they have pursued, and profile alumni online
- Organizational and financial structure
  - Add an assistant for the Business Officer
  - Establish a state-of-the-art screening space for film and explore the possibilities of revenue generation from film
  - Work with the Dean and administration to establish the planned "Writer's Room" multi-purpose space and "Teaching Garden"
- Planning/vision
  - Actively pursue well-articulated plans for growing enrolment, and investigate new classes or other initiatives that might promote this
  - Make succession plans for a new Chair a priority

- Investigate ways to ensure that administrative service is appropriately recognized and rewarded
- Make the promotion of more diversity a key priority in their hiring, and encourage the senior administration to consider including enhancing the diversity of its faculty among UTSC strategic priorities

**Administrative response—appended**



3 October 2016

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

Dear Sioban,

**Administrative Response:**  
**External Review of the Department of English and its Programs**

Thank you for your letter of June 9, 2016 requesting my administrative response to the external review of the Department of English and its programs [B.A. (Honours): Specialist, Major, English Literature Minor, Literature and Film Studies Minor, Creative Writing Minor]. I appreciate the seriousness with which the reviewers approached the external review process, and am grateful for the careful consideration they have given to the unit and the programs. I note with pleasure that the reviewers were very impressed by the high quality of the Department's programs and research, as well as the exceptionally strong morale among faculty, students and staff.

The external review report was sent to the Chair of the Department to be shared widely within the academic unit. The decanal group, including myself, the Vice-Dean, Undergraduate, and Assistant Dean, Academic, met with the Chair and Associate Chair of the Department on September 8, 2016 to discuss the external review, and the recommendations from the review report. I am pleased with the depth of the discussion that has taken place. We are taking the recommendations of the reviewers seriously and already have begun to act upon them.

As you know, the UTSC campus has been actively engaged in an academic planning process. The Campus Academic Plan was recently finalized and taken through governance. Many of the initiatives included in the academic plan – strategic enrolment management, curriculum mapping, ensuring students develop strong communication skills, and developing alumni outreach – will be central to the Department of English's ongoing activities.

Let me address now the specific points raised in your letter:



### ***Curriculum and Program Delivery:***

- The reviewers found the programs to be of consistently high quality, and they made a number of recommendations for their enhancement, including increasing upper level course offerings; examining how course timing, structure, and format best serve students and the discipline; and involving more students in research.

As the review team acknowledged, the Department already has undertaken an intensive curriculum review. They are moving forward with their plan to introduce clear mapping of routes through the program in order to clarify structures and requirements for students. A working group, led by the Associate Chair, has been meeting over the summer to revise existing, and create new, *Calendar* entries. These changes will be implemented for the 2017-18 academic year, and will describe clusters of courses students can use to shape their programs.

The Department recognizes that the number of upper-level courses serving the Minors in Creative Writing and Literature and Film Studies needs to be increased to match the growth of these programs. This process has already begun with respect to Literature and Film Studies: a D-level offering in Iranian Cinema has been approved for 2016-17, and, and a C-level offering in Cinema and Migration is being developed for 2017-18. Both courses will be taught by the Department's recently hired specialist in Cinema Studies. With regard to Creative Writing: the Department has offered two upper-level courses on stipend, when appointed faculty were on leave. In the short term the Department can do so again if an outstanding teacher-writer can be found. In the longer term, it is worth noting that Creative Writing is a younger program than Literature and Film Studies, and it is also resource intensive, so that growth must be considered within the context of the whole Department. The Department will be in a better position to move forward with developing additional upper-level offerings in Creative Writing once the additional hire, specializing in Creative Writing and planned for 2019-20, is in place.

The reviewers noted that students would like to see more flexibility in course timing, structure, and format. The Department is committed to streamlining pre-requisites to enable students to move through their chosen programs more easily, something that the work on routes through the program has facilitated. The Department will also consider offering more courses in the evening, but only after careful analysis of the extent to which evening courses have drawn healthy enrolment. Considerations of pedagogical effectiveness remain paramount in the Department's preference for teaching most courses twice per week in 90-minute blocks, rather than moving toward scheduling courses once per week in 3-hour blocks. The Department will aim for greater flexibility to the extent that it can be accommodated to their principles, and by the spaces available to them on a campus that is critically short of classroom and, especially, screening spaces.

Involving undergraduate students in humanities research can be challenging, particularly when the tri-campus Graduate Department of English struggles to find similar opportunities for its graduate students. The Department does showcase undergraduate research annually in the Undergraduate Research Conference and in *The Scarborough Review*. The conference and journal are both refereed by faculty and highlight outstanding achievement in literature and film courses. In addition, a small number of

faculty have taken advantage of the Work Study program to involve students in research; to develop class projects that make student research available online; and to arrange other public presentations of student work. In the coming year, the Department will investigate programs at other institutions, such as the one at Ithaca College led by Professor Katherine Kittredge that enables undergraduates to travel to academic conferences with their supervising professors. The faculty member would announce at the start of the year the possibility of going to the conference and work with the interested students to develop abstracts and papers.

- The reviewers reflected students' desire to see more representations of diversity in the curriculum and in the faculty complement, matching the diversity of the UTSC population.

The Department notes that representations of diversity already exist in their course offerings; however, they acknowledge that these courses currently may not be readily apparent to students. As noted above, the Department plans to identify clusters of courses that students can use to shape their programs according to their interests. In addition, the Department will focus its inaugural year-long theme on Diversity and Discomfort. Over the coming year, the faculty will highlight diversity issues in their courses, and have events in support of this theme. The idea of focusing events and courses around a theme arose prior to the external review of the Department as a way to help students make connections across their courses, to keep conversations going outside of the classroom, and to apply the knowledge and methods they gain from literary studies in a broader social context. The theme will put diversity issues front of mind for both students and faculty, so that they will look with new eyes at every course they take.

In addition to looking at all existing courses through the lens of promoting diversity, in 2017-18, the Department will revive its course on Native North American literature as part of the campus-wide initiative to develop Indigenous Studies. The new course will be titled "Indigenous Literature in Canada/Turtle Island" and will be taught at the C-level to allow for greater contextualization of Indigenous literatures as well as contact with Indigenous literary criticism.

The Dean has initiated a search for a Vice-Dean Faculty Affairs and Equity, with the expectation of making an appointment by the end of the Fall 2017 semester. An important component of the Vice-Dean's mandate will be to focus on issues of diversity in the faculty complement, and to work with the Vice-Dean, Undergraduate on issues of diversity in the academic content of course and programs

- The reviewers recommended that the Department should pursue its well-articulated plans for growing enrolment.

The Department identified enrolment growth as a high priority, and they have developed a number of strategies for dealing with this challenge, including: building on the success of the Minor offerings in Literature and Film Studies and in Creative Writing; and offering a new general-interest writing course to students in programs outside of English.

The Department also will give serious consideration to the reviewers' recommendation of promoting a Minor in English as a useful complement for students in other disciplines, and introducing a new course at the B-level that will help to draw students into the program. In addition, the Department plans to review the structure and content of its website and related publicity materials, as well as curricular elements like course titles to ensure that these elements are helping to maximize enrolment.

***Faculty:***

- The reviewers encouraged the Department to determine the right mix of appointment categories within the faculty complement to support current programs, and the planned Major in Creative Writing.

The Department met over the summer to discuss the issue of the right balance of research and teaching stream faculty for the Creative Writing program. The faculty believe the review team's recommendations result, at least in part, from an imperfect understanding of the role of teaching stream faculty at the University of Toronto; however, the Department agrees that some adjustments to teaching load may be needed in the future to ensure faculty will have sufficient time to pursue their creative writing.

***Relationships:***

- In line with the Department's current plans, the reviewers recommended adding more experiential learning opportunities, including international exchanges and service-learning in the community.

The Department is committed to building experiential learning opportunities into its programming. It already has had success with outreach initiatives like the Scarborough Storefront, which has brought faculty members into dialogue with the broader community. Other short-term priorities include the development of a Teaching Garden. The Department plans to explore further opportunities for service-based learning, notably through the outreach-based credits offered through UTSC's Centre for Teaching and Learning, and to increase student awareness around opportunities for international exchange and study abroad.

- The reviewers noted that there are unexplored possibilities for collaboration with cognate units.

The Department recognizes the importance of collaboration with cognate units for maximizing enrolment within its courses as well as highlighting interdisciplinary opportunities for students. In September, the Chair and Associate Chair met with representatives from Health Studies in order to plan for collaboration within the proposed Health Humanities Minor. Furthermore, the Department will explore possible collaboration with cognate disciplines in ACM (Drama, Journalism, and New Media Studies), along the lines of existing collaborations with the Department of Historical and Cultural Studies (African Studies and Women's and Gender Studies).

***Resources and Planning:***

- The reviewers expressed concern regarding the staffing levels to support the Department's administrative functions.

The Department of English shares staff with two other academic units, and all three unit heads have expressed the need for additional staff. The Dean is working with UTSC HR Services to review the staffing needs of these units and will consider their recommendations.

- The reviewers noted there was room for improvement in the scheduling and showing of films.

There are significant problems with respect to showing films on the UTSC campus. There are no dedicated screening rooms and sound and visual components built into campus spaces that are currently utilized as screening rooms are inadequate. In the short term, the Department will encourage faculty to apply for teaching grants to be used to purchase suitable portable sound and projection equipment. In the long term, the screen needs of the Department will be accommodated within the campus space plan.

Regards,

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

Professor William Gough  
Vice-Principal Academic and Dean (Interim)

## UTQAP Review Summary

<b>Programs Reviewed:</b>	Environmental Science, MEnvSc, PhD
<b>Division/Unit Reviewed:</b>	Graduate Department of Physical and Environmental Sciences
<b>Commissioning Officer:</b>	Vice-Principal Academic and Dean, UTSC
<b>Reviewers:</b>	<ol style="list-style-type: none"> <li>1. Prof. Edward Nater, PhD, Department of Soil, Water and Climate, University of Minnesota</li> <li>2. Prof. John Smol, PhD, Department of Biology, Queen's University</li> <li>3. Prof. Philippe Van Cappellen, PhD, Department of Earth and Environmental Sciences, University of Waterloo</li> </ol>
<b>Date of review visit:</b>	March 31 – April 1, 2016

### Previous Review

n/a

Last OCGS Review Dates: MEnvSc, 2008. PhD approved to commence, 2010.

### Current Review: Documentation & Consultation

#### Documentation Provided to Reviewers:

- Documentation about the university: UTSC Strategic Plan, 2014-15 to 2018-19; UTSC by the Numbers.
- Documents about the review process: Terms of Reference; Site Visit Schedule
- Documents about the department: Unit Academic Plan, April 2015; Unit Self Study, March, 2016;
- Documents about programs and courses: Description of Programs, 2015-16 School of Graduate Studies Calendar; Description of Courses; Course outlines/syllabi;
- Faculty CVs, including core faculty, cross-appointed faculty, and adjunct/status-only faculty.

#### Consultation Process:

The reviewers met with the following groups: the Vice-Principal Academic and Dean, Vice-Dean Undergraduate, Assistant Dean Academic, UTSC Campus Graduate Administrator, and Academic Programs Officer; Vice-Principal Research; heads of cognate units including FAS, the

Dept. of Chemistry, FASE, the Dept. of Earth Sciences, the Dept. of EEB, the Dept. of Geography and Planning, the Faculty of Forestry, and the School of the Environment; the Graduate Chair; faculty in the BITAS area; faculty in CCIA area; faculty in the CB area; teaching-stream faculty; students in the MEnvSc and PhD in Environmental Science; technical staff; and administrative staff.

## Current Review: Findings & Recommendations

### 1 Undergraduate Program

n/a

### 2 Graduate Program

Environmental Science, MEnvSc, PhD

**The reviewers observed the following strengths:**

- Overall quality
  - MEnvSc and PhD programs have grown rapidly and fill important niches, representing a significant increase in the graduate education and research capacity of UTSC
  - MEnvSc program offers a blueprint on how to develop a successful professional master's program
- Objectives
  - Consistent with the University's mission, UTSC Strategic Plan and the Department academic plan
  - Very successful in responding to the growing demand for professional master's graduates in the environmental area
- Admissions requirements
  - Admissions requirements are appropriate
  - Students generally satisfied with admissions requirements
- Curriculum and program delivery
  - Three fields of study appear to be equally successful in attracting students by offering challenging and timely professional training
  - Fields cover all the major current topics in contaminant fate and transport, remediation, conservation and biodiversity, and climate adaptation
  - PhD is small, but a growing program
  - MEnvSc program length is appropriate for the material covered and program expectations
  - Climate Change Impact Assessment (CCIA) field in the MEnvSc is the first of its kind in Canada, filling an important niche that is otherwise not addressed

- Strong environmental chemistry focus of the MEnvSc Biophysical Interactions in Terrestrial and Aquatic Systems (BITAS) field of the MEnvSc and the PhD program distinguish these programs from other environmental programs
- Ample opportunities for laboratory experiences and field trips in BITAS and CB fields
- MEnvSc offers excellent internship opportunities, which most students choose to engage in rather than a research paper
- Faculty desire to create an additional, regular 2-year research (thesis) MSc degree
- Assessment of learning
  - Appropriate and adequate, comparable to programs in Canada and the USA
- Quality indicators
  - Compares favorably against the majority of programs in environmental sciences in North America
- Enrolment
  - MEnvSc CCIA field and the PhD program attract large numbers of international applications
  - PhD program has improved faculty's ability to recruit high quality graduate students
- Students
  - High quality PhD students
  - Very positive student experiences
- Student funding
  - Guaranteed PhD funding for up to five years

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

- Curriculum and program delivery
  - Lack of clarity around Biology faculty's involvement in the CB field of the MEnvSc program
  - Fewer field trip opportunities for students in the CCIA field, though this is being addressed by faculty
  - Mandatory courses in the Conservation Biology field (EES3000H Applied Conservation Biology and EES3002H Conservation Policy) have excessive content overlap
  - Most of the examples used to explain concepts in the CB field focus on fish or aquatic habitats
  - Uneven coursework workload balance in the CCIA field between the first and second semesters
  - Number of team-taught courses in the program is relatively low in comparison to other environmental science programs
  - Removal of the CB field would not be in the interest of the MEnvSc program, as biology is a foundational component of any environmental sciences program

- Student funding
  - Unclear if five years of funding produces additional benefits

**The reviewers made the following recommendations:**

- Curriculum and program delivery
  - Address issue of incorporating Biology faculty in the MEnvSc program
  - Offer more field trips in the CCIA field, given the crucial importance of community-level partnerships and engagement in climate adaptation practice
  - Engage in broad-based consultation with all concerned faculty and cognate academic units in the development of a two-year MSc in order to clearly differentiate the program from the current 1-year professional MEnvSc, and (b) optimize its complementarity with other MSc programs being considered at UT, in particular the master's degree in environmental studies in the School of Environment
  - Develop more team-taught courses (e.g., a climate change-conservation biodiversity course), and clarify policies regarding team taught courses
- Student funding
  - Reduce student funding for the PhD program from up to five years to four, which is the norm for almost all PhD programs in Canada and the US

### 3 Faculty/Research

**The reviewers observed the following strengths:**

- Overall quality
  - Productive and collegial faculty, supported by a dedicated administrative and technical staff
  - Recent faculty additions reflect a willingness to expand beyond traditional strengths and explore new, interdisciplinary avenues of graduate study and research
- Research
  - Addresses real world environmental problems that are relevant to society
  - Supported by excellent laboratory facilities, in particular in areas of environmental analytical chemistry
  - NMR centre is one of the top labs of its kind in the world
  - Research productivity ranks in the upper third of comparable departments in the US and Canada
  - Research conducted is appropriate for the graduate program
- Faculty
  - Highly productive faculty with excellent publication records

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



- Faculty
  - Biology faculty members in the CB field of the MEnvSc feel left out of many of the discussions and decisions; some CB faculty indicated they had never been to a faculty meeting
  - Complement plan seems adequate but could benefit from a more strategic approach

**The reviewers made the following recommendations:**

- Research
  - Administration should engage in a more aggressive campaign for putting faculty forward for awards, such as FRSC etc.
- Faculty
  - Engage critical re-evaluation of the faculty complement plan
    - Consider holding a retreat to engage in a SWOT analysis
    - Evaluate which aspects of the program have been most successful, which need improvement or change, what are unmet opportunities and what are potential threats before committing to new tenure-stream hires
    - Identify new, emerging interdisciplinary research areas in which the department can make its mark, rather than to try to fill all (sub)disciplinary “holes”
    - Make new hires that would allow GDPES to grow further while differentiating itself from other national programs in the environmental area, possibly through the contaminant-health-climate change nexus
  - Hold a retreat that includes all faculty, student representatives, and key staff of GDPES in the near future, to fully engage the CB component of the MEnvSc program and explore ways to more closely integrate the three streams
  - Hold regular meetings of all GDPES graduate faculty to strengthen the collective ownership of the program
  - Strengthen the teaching program through non-tenure stream faculty or through collaboration with other programs/departments

## 4 Administration

**The reviewers observed the following strengths:**

- Relationships
  - Morale is very high
  - Exceptionally high and consistent levels of satisfaction
  - Good relations with cognate academic units
  - Individual faculty members maintain strong research collaborations with other universities and institutes
  - Noteworthy relationships with consulting companies in the Greater Toronto Area, as well as with relevant government labs and agencies

- MEnvSc program fills a need for well-trained, environmental professionals, which has a positive impact on the local economy and employment
- Rapidly growing number of alumni, many of whom are moving directly into jobs in the private and public sectors
- Organizational and financial structure
  - Staff are highly devoted to the program and committed to helping students succeed.
  - Notable enthusiasm and morale of staff, who take clear pride in the program and the work they have been doing to make it a success
  - Reorganization seems appropriate given the rapid growth of the graduate programs
- Planning / Vision
  - MEnvSc program will likely serve as a blueprint for other post-graduate professional programs at University of Toronto
- Reputation / Profile
  - Compares well with most other Environmental Science graduate programs in North America.

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

- Relationships
  - Given the plans for new graduate programs in the School of the Environment, it is important to avoid duplication and coordinate marketing and delivery of the programs
- Organizational and financial structure
  - Time-consuming commute and poor transit service between UTSC and the other campuses complicates managing course attendance with TA-ships, and diminishes the advantages of belonging to a large and diverse research and education community
  - Workshop technician is needed to help design and construct research equipment

**The reviewers made the following recommendations:**

- Relationships
  - Explore further possibilities to more closely involve some of the cognate units (e.g., Faculties of Forestry and Applied Science and Engineering)
  - Use the internship program as a vehicle for further strengthening relationships with external organizations
  - Explore potential alumni events, which may, in the long run, lead to direct and indirect sources of revenue
- Organizational and financial structure
  - Consider how to more closely involve the CB stream faculty members in the MEnvSc program

- Make a modest investment in video-conferencing and distance learning equipment to help alleviate some of the problems associated with the time-consuming commute between the UTSC and downtown campuses
- Find a replacement for the workshop technician

**ADMINISTRATIVE RESPONSE – Appended**



UNIVERSITY OF  
**TORONTO**  
SCARBOROUGH

OFFICE OF THE VICE-PRINCIPAL ACADEMIC & DEAN

3 October 2016

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

Dear Sioban,

**Administrative Response:**  
**External Review of the Graduate Department of Physical and**  
**Environmental Sciences and its Programs**

Thank you for your letter of June 30, 2016 requesting my administrative response to the external review of the Graduate Department of Physical and Environmental Sciences (GDPES) and its programs [Environmental Science: Doctor (PhD); Professional Master (MEnvSc)]. I appreciate the seriousness with which the reviewers approached the external review process, and am grateful for the careful consideration they have given to the unit and the programs. I note with pleasure that the reviewers were very impressed by the high quality of the GDPES's programs and research, as well as the exceptionally strong morale among faculty, students and staff.

The external review report was sent to the Chair of the GDPES to be shared widely within the academic unit. The decanal group, including myself, Vice-Dean Graduate, Vice-Dean Undergraduate, and Assistant Dean Academic, met with the Chair of the GDPES, the Chair of the UTSC Department of Biological Sciences, the Chair of the Department of Physical and Environmental Sciences (DPES), and faculty and staff on September 20, 2016 to discuss the external review, and the recommendations from the review report. I am pleased with the depth of the discussion that has taken place. We are taking the recommendations of the reviewers seriously and already have begun to act upon them.

As you know, the UTSC campus has been actively engaged in an academic planning process, and the Campus Academic Plan was finalized and taken through governance during the 2015-16 academic year. As we note in the Plan, graduate education and program development will continue to be an exciting area of focus for the UTSC campus. Our goals, which include clarifying the role of Chairs of graduate units, will be central to the GDPES's ongoing planning activities.

Let me address now the specific points raised in your letter:

***Curriculum and Program Delivery:***

- The reviewers made recommendations to enhance the strong professional MEnvSc program, by eliminating content overlap, balancing the intensity of requirements, and offering sufficient experiential learning opportunities in all fields.

In their report, the reviewers highlighted three student-raised concerns: too much content overlap between EES3000H and EES3002H, and too great a focus on fish and aquatic habitats as examples in the Conservation Biodiversity (CB) field of the MEnvSc; and a workload imbalance between the first and second semesters in the Climate Change Impact Assessment (CCIA) field of the MEnvSc. GDPES has given careful consideration to these concerns. The CB faculty met in mid-August to discuss the perception of overlap between EES3000H and EES3002H, and concluded that it is complementary in nature rather than repetitive: EES3000H considers how conservation theory is put into practice in Canada, while EES3002H considers the legislation, regulations, and policies that form the foundation for the conservation of biodiversity in Canada. Going forward, they will make the synergies between these perspectives more explicit for the students. With regard to the focus on fish and aquatic habitats as examples, GDPES notes that they have taken this comment to heart and made a conscious effort to balance perspectives to include a diversity of relevant examples, and that a planned future hire with a terrestrial background will resolve this concern. Finally, GDPES is aware of the heavier workload in the first semester of the CCIA field. They note the courses have been carefully sequenced to ensure students are well positioned, both in terms of background and available time, to select and prepare for their internship in the second semester.

The reviewers expressed concern regarding the fewer opportunities available for laboratory experiences and field trips for students in the CCIA field than exist in the Biophysical Interactions in Terrestrial and Aquatic Systems (BITAS) and CB fields. Since the CCIA field is focused on climate modelling and data analysis, pedagogically fieldtrips are a less relevant part of the students' training than in the other two fields. However, the Department is working hard to find, and incorporate, more experiences for students, including a planned excursion in October, 2016.

- The reviewers recommended that the faculty in geoscience be given an opportunity to present a proposal to add Environmental Geoscience as a fourth field in the MEnvSc.

GDPES is open to the introduction of a field in Environmental Geoscience, and discussed this option at the June 20, 2016 faculty meeting. The geoscientists have been invited to bring forward a full proposal during the 2016-17 academic year.

- The reviewers encouraged the Department to explore opportunities for team teaching, to reflect the breadth and interdisciplinary nature of the programs.

GD PES is having active discussions about how to actualize team teaching opportunities in ways that are consistent with the best pedagogy. In particular, on the CB side of the program the faculty are working on a team-taught course on Biodiversity Methods.

- The reviewers endorsed the Department's plans for the creation of a two-year research Master's degree, but they recommended that the Department engage in broad-based consultations with all faculty, and with cognate units.

Over the coming year, in consultation with the Office of the Vice-Provost Academic and the Chairs of DPES and Biological Sciences, the GD PES Chair will be working closely with the Vice-Dean Graduate to develop a proposal. The intention is to consult very broadly with faculty in all cognate units.

- The reviewers recommended that the guaranteed funding for PhD students be reduced from "up to 5 years" to 4 years.

GD PES notes that the current funding structure for the PhD works extremely well given that there is currently no research Master's program. Moreover, they believe this structure may be contributing to the majority of students completing their program in a timely fashion (the average time to completion is currently 4.86 years). However, as GD PES works towards the launch of a research Master's, they will revisit the funding structure for the PhD and adjust it as necessary.

***Faculty:***

- The reviewers recommended that the Department revisit its complement plan and hire strategically in emerging areas.

Although formal complement planning takes place in the departments of Physical and Environmental Science, and Biological Sciences, the needs of the graduate programs can, and do, inform decision-making. Both the DPES and the UTSC Department of Biological Sciences have new hiring lines over the next four years that will support the graduate programs. In addition, teaching stream faculty will also be given more opportunity to teach in the programs to broaden the range of topics to which the students can be exposed.

***Relationships:***

- The reviewers encouraged the Department to find ways to better include all faculty in decision making, especially those in Biology.

The Graduate Chair met with the Biology faculty on June 17, 2016 to discuss ways to better integrate them into the program in the short term. This fruitful discussion was continued at meeting of the GD PES faculty on June 20, 2016, and again with the Dean on June 29, 2016. Facilitated by the Vice-Dean Graduate, the role of Biology in the program over the long term will be under active discussion in the coming months.

- The reviewers recommended that the Department explore closer involvement with cognate units, specifically the Faculty of Forestry and the Faculty of Applied Science and Engineering.

The GDPES is fully open to closer ties with cognate units. They note there are already cross-appointed faculty from both the Faculty of Forestry and the Faculty of Applied Science and Engineering who are active in the PhD program, and they will continue to expand on these as opportunities arise.

Regards,

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

Professor William Gough  
Vice-Principal Academic and Dean

## UTQAP Review Summary

<b>Program(s) Reviewed:</b>	Health Studies – Population Health, B.Sc. (Hons.): Major, Major Co-op  Health Studies – Health Policy, B.A. (Hons.): Major, Major Co-op
<b>Division/Unit Offering Programs:</b>	UTSC Department of Anthropology
<b>Commissioning Officer:</b>	Dean and Vice-Principal, Academic, UTSC
<b>Reviewers:</b>	<ol style="list-style-type: none"> <li>1. Olena Hankivsky, School of Public Policy, Simon Fraser University</li> <li>2. Elizabeth Watkins, Department of Anthropology, History and Social Medicine, University of California, San Francisco</li> <li>3. Annalee Yassi, School of Population and Public Health, University of British Columbia</li> </ol>
<b>Date of review visit:</b>	May 31 - June 1, 2016

### Previous Review

**Date:** Jan. 17 – 18, 2008 (with Department of Social Sciences and its programs)

**Summary of Findings and Recommendations:**

**1. Undergraduate Programs (Health Studies, BA/BSc: Maj, Co-op)**

The reviewers observed the following strengths:

- Attractive to students

The reviewers identified the following areas of concern:

- Program lacks intellectual rigor and rationale
- Student needs not being met
- Students under the impression that enrolling in the program was a means to enter medical school

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

**3. Faculty/Research**



The reviewers made the following recommendations:

- At least one full time appointment is necessary for the viability of the program

#### **4. Administration**

The reviewers made the following recommendations:

- Health Studies program needs a comprehensive review by a task force of strong faculty members

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

## **Current Review: Documentation & Consultation**

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

- Documentation about the university: UTSC Strategic Plan, 2014-15 to 2018-19; UTSC Academic Plan, 2015-20, UTSC by the Numbers; UTSC Admissions Viewbook, 2016-17
- Documents about the review process: Terms of Reference; Site Visit Schedule
- Documents about the department: Health Studies Academic Plan, April 2015; Health Studies Self Study, April, 2016;
- Documents about programs and courses: Description of Programs, 2016-17 UTSC Academic Calendar; Description of Courses, 2016-17 UTSC Academic Calendar; Course Enrolments, 2008-16; Course Syllabi
- Faculty CVs

### **Consultation Process:**

The reviewers met with the following groups: the Vice-Principal Academic and Dean, Vice-Dean Undergraduate, Assistant Dean Academic, and Academic Programs Officer; the Vice-Principal Research; the Chair of the Department of Anthropology; heads of cognate academic units, including the Institute of Health Policy, Management and Evaluation, and the Dalla Lana School of Public Health; the Associate Chair of Health Studies; junior and senior members of the faculty; undergraduate students; administrative staff from the Office of Arts and Science Co-op, departmental administrative staff; and library staff.

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

### **1 Undergraduate Program**

Health Studies – Population Health, B.Sc. (Hons.): Major, Major Co-op

Health Studies – Health Policy, B.A. (Hons.): Major, Major Co-op

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

- Overall quality
  - Notable commitment of the faculty, staff, students, and administration to the success of the program and enabling it to realize its full potential

- Objectives
  - Program fills a unique and exciting niche
  - Aligned with central priorities of “Community Building” and “Re-examining and Reinventing Undergraduate Education”
  - Strong interdisciplinary integration of arts and humanities distinguishes it from other programs
  - UTSC has the opportunity to become a leader in training the next generation in this field
- Admissions requirements
  - Open door admission policy has attracted a large and growing number of students
- Assessment of learning
  - Assessment decisions handled by individual course instructors
- Students
  - Immensely popular with students, who fill this program to capacity and beyond
  - Active student association
  - Students appreciate the quality of the educational experience provided by the Health Sciences faculty
  - Students are enthusiastic, loyal, and committed to the program
- Support
  - Excellent advising by undergraduate program adviser and supervisor of studies

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

- Curriculum and program delivery
  - Current program organization does not reflect the current thinking in population health and health policy with respect to the need for a fully integrated understanding of health
    - Students could graduate from the program with a skewed and not fully-integrated understanding of health and therefore lack the skills to address the complexity of health issues or to go on to graduate programs in related fields
  - Existing separate BA and BSc streams is a hindrance rather than a facilitator to showcasing the programs’ interdisciplinary niche
  - Concern among the faculty about the need to hire enough faculty to offer “science- specific” courses to fill perceived gaps in the biological science expertise in the program
- Assessment of learning
  - Students would like to move away from multiple choice question exams
- Quality indicators
  - No completion rates, time-to-completion, or post-graduation information available
- Support

- Students consider the current system of tutorials to be weak; rather than tutorials that repeat classroom learning, students would prefer tutorials that expand classroom learning and provide more guidance on assignments
- The current level of student advising provided by the Undergraduate Advisor is unsustainable given large enrolments

**The reviewers made the following recommendations:**

- Objectives
  - Interdisciplinary approach should be showcased and further strengthened in strategic hiring
- Admissions requirements
  - Ensure the program stays popular not just because of the lack of entry requirements, but rather for its innovation and timeliness
- Curriculum and program delivery
  - Create a single course of study in health studies leading either to the BA or BSc, rather than offering separate programs in population health (BSc) and health policy (BA)
  - Keep the Foundations courses, but improve the use of tutorials and adopt a greater emphasis on problem-based learning
  - Develop a plan for collective implementation for community-based assignments, group problem solving, and problem-based learning, to ensure that the curriculum is meaningful, innovative, and integrated
  - Provide more training for TAs and develop more innovation in assessment and teaching methods
  - Consider starting an MA in Health Studies and include 4+1 option, as well as certificate options
  - Pursue more community-based learning opportunities to strengthen co-op programs, including articulating learning objectives and identifying opportunities that would benefit students
    - Consider adding placements with organizations that serve marginalized populations
    - Offer community-based learning courses at the B-level and the D-level
  - Offer introductory courses in biological and physical sciences, social science and the humanities, and statistics and health research methods in the first term of year 2 to ensure a baseline of understanding for all students in the program
  - Consider offering certificate programs in areas such as community health and art practice
- Assessment of learning
  - Use assessment methods where students can more deeply engage with the material, such as open book tests
- Quality indicators

- Track graduates' outcomes, to ensure that the curriculum is adequately preparing students for advanced degrees or for appropriate jobs in the public and private sectors
- Students
  - Further strengthen student association with more funding
  - Hire additional faculty to reduce the faculty/student ratio
- Support
  - Apportion student advising and mentoring duties across all faculty
  - Provide students with more information in terms of assignments and course expectations
- Outreach / Promotion
  - Refrain from outreach or promotion until more faculty are hired to reduce the faculty/student ratio

## 2 Graduate Program

[n/a]

## 3 Faculty/Research

**The reviewers observed the following strengths:**

- Faculty
  - Multidisciplinary complement

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

- Faculty
  - Current complement is very junior and somewhat diffuse in terms of overlapping research interests and strengths, reflecting the lack of overall strategic plan for the program

**The reviewers made the following recommendations:**

- Research
  - Highlight the provision of an integrated approach to health studies and refine research streams into two or three core areas
- Faculty
  - New hires should demonstrate deep commitment to the integrated vision of the program and have experience working across disciplines and facilitating various forms of experiential learning
  - Commit to hiring three new tenured and tenure-stream faculty

- Ensure that one of the new hires is devoted to overseeing a suite of courses on community-based health service/community practice for health equity
- Consider cross-appointing new hires between departments (such as Political Science, International Development Studies, Historical and Cultural Studies, or Environmental Science) to create teaching and research synergies
- Consider the correct balance between teaching stream and tenure stream positions in the complement
- Match junior faculty with senior faculty who can serve as mentors to provide meaningful guidance to building successful careers at UTSC

## 4 Administration

### The reviewers observed the following strengths:

- Organizational and financial structure
  - Excellent support staff with remarkably high morale
  - Solid university support (e.g. library, co-op program, research office)
- Planning / Vision
  - UTSC has been forward-looking in its support and development of undergraduate programs in Health Studies
  - Opportunity to become a leader in training the next generation of workers and scholars in this field
  - Potential not only to continue to attract large numbers of students, but also to attract and educate the best and brightest
  - Potential to attract considerable research funds from the Canadian Institutes of Health Research, the Social Science and Humanities Research Council, and elsewhere
- Reputation / Profile
  - At the leading edge in Canada for health humanities

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

- Relationships
  - Faculty morale negatively affected by perceptions that the program is inherently dysfunctional, and suffers from a lack of stable leadership, strategic thinking/planning, and transparent decision-making
  - No indication of partnerships beyond the University, other than those relationships forged by individual researchers as part of their own program of research
- Organizational and financial structure

- Staff have extremely heavy administrative loads, especially compared to similarly situated individuals in other institutions, due to supporting multiple units, limited cross training, and large student populations
- Lack of hands-on faculty involvement in the hiring of tutorial assistants
- Current position within the Anthropology Department doesn't serve the programs, faculty, or students

**The reviewers made the following recommendations:**

- Relationships
  - Work to develop extensive national and international collaborations in addition to more robust connections with other UTSC departments, including Critical Development Studies and Historical and Cultural Studies
- Organizational and financial structure
  - Establish Health Studies as a department and distinguish it as an innovative, cutting-edge, and state-of-the art unit
  - Hire an experienced mid-career or senior interdisciplinary scholar to run the new department; seek someone capable of and eager to assume both visionary strategic leadership and day-to-day management
  - Distribute administrative duties among program director, administrative staff, and tenure-stream faculty
  - Hire a program assistant to deal with the demands of running such a large undergraduate program and support the implementation of new initiatives
  - Apprise staff of the progress of faculty searches and engage them early in the process of on-boarding faculty

**ADMINISTRATIVE RESPONSE – Appended**



3 October 2016

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

Dear Sioban,

**Administrative Response:**  
**External Review of the Undergraduate Program in Health Studies**

Thank you for your letter of September 20, 2016 requesting my administrative response to the external review of the undergraduate program in Health Studies [B.A. (Honours): Major/Major Co-op in Health Studies – Health Policy; B.Sc. (Honours): Major/Major Co-op in Health Studies – Population Health]. I appreciate the seriousness with which the reviewers approached the external review process, and am grateful for the careful consideration they have given to the program. I note with pleasure that the reviewers highlight the “immense potential” of the program, and the exceptional research productivity of the faculty.

The external review report was sent to the Chair of the Department of Anthropology to be shared with the Health Studies faculty. The decanal group, including myself, the Vice-Dean, Undergraduate, and Assistant Dean, Academic, met with the Acting Chair of Anthropology, the Associate Chair of Health Studies, and the Health Studies faculty on September 7, 2016 to discuss the external review, and the recommendations from the review report. I am pleased with the depth of the discussion that has already taken place and will continue in future. I am confident the ongoing discussion will prove to be productive. We are taking the recommendations of the reviewers seriously and already have begun to act upon them.

As you know, the UTSC campus has been actively engaged in an academic planning process. The Campus Academic Plan was finalized and taken through governance during the 2015-16 academic year. Many of the initiatives included in the academic plan – strategic enrolment management, curriculum mapping, ensuring students develop strong communication skills, and developing alumni outreach – will be central to Health Studies’ ongoing activities.

Let me address now the specific points raised in your letter:

***Resources:***

- The reviewers strongly encouraged the creation of an appropriate academic home for Health Studies, which would provide a base for content knowledge, research activity, and program delivery. This structure would allow for the development of future academic programs, ensure ongoing quality, and provide support for the tenure and promotion process.

The Dean's Office has actively engaged with the Health Studies faculty, the Department of Anthropology, and the Provost's Office to explore alternative administrative structures, including EDU: B, EDU: A, and department status.

The Health Studies faculty and the Department of Anthropology are strongly supportive of an alternative structure that provides autonomy to both the Health Studies programs and faculty. For this reason, they have expressed reservations about the EDU: B structure. While it provides more autonomy and a direct report to the Dean, it has a complicated appointment structure that only allows up to 49% of a faculty member's appointment to be in the EDU: B. Our pre-tenure and pre-promotion faculty have expressed unease with this structure.

My Office will continue to explore different options, in consultation with your Office and working closely with the Health Studies group, with a goal of making a decision regarding the optimal pathway to follow by the end of the year. Together we will examine the concerns of the pre-tenure and pre-promotion faculty, and seek ways of moving forward that will minimize uncertainty.

***Curriculum and Program Delivery:***

- The reviewers encouraged reconsideration of the programs' curricular pathways to facilitate student learning and highlight the programs' interdisciplinary strengths.

Early in September, the Health Studies faculty had a fulsome discussion on the curriculum and program delivery issues that were identified by the reviewers. There is consensus at the broad level about the changes they would like to make over the course of the next year. These include developing a new introductory course in Epidemiology and introducing a new freestanding Minor in Health Humanities. There is also consensus that, as they continue to modify their curriculum, the faculty will promote interdisciplinarity, and focus more attention on scaffolding and continuity of courses from one level to the next.

In response to the reviewers recommendation to ensure that courses incorporate case-study/problem-based learning and ecosystem/eco-health approaches, the faculty note this already takes place to a very great extent, despite the complications caused by the current organization of the programs into separate BA and BSc streams.

The faculty agree with the reviewers' assertion that the current organization of the programs into separate BA and BSc offerings "perpetuates false binaries between



biological and social sciences and between population health and health policy.” They are considering ways to integrate the BA and BSc streams into a single program. This will include establishing a core of courses that will be required of all students. Upon completion of the core, students would then be able to take additional science or social science/humanities courses. Students taking sciences courses would be working towards a BSc, while students taking social science/humanities courses would be working towards a BA. This structure would ensure that all students are well grounded in a core interdisciplinary approach to health studies, and also able to concentrate their studies at the upper levels.

***Faculty and Staff:***

- The reviewers recommended reviewing the faculty complement size and structure to ensure balance and adequate support for the academic programs.

The Dean’s Office has allocated three new positions to this group over the next three years, one of which is being searched in 2016-17. At present the complement consists of two full professors, four assistant professors and one assistant professor, teaching stream. The Dean’s Office is supportive of mid or later career hires in the searches that will take place over the next three years to provide a more balanced demographic distribution.

- The reviewers observed that administrative duties could be better distributed and more appropriately supported.

This problem has been identified across all of the social science units that share administrative support. The Dean’s Office will ask UTSC HR Services to review the staffing needs of the unit, and will consider their recommendations.

Regards,



Professor William Gough  
Vice-Principal Academic and Dean

## APPENDIX I

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

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

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

Unit	Program(s)	Accrediting Agency	Status
Leslie Dan Faculty of Pharmacy	Doctor of Pharmacy, Pharm.D.	Canadian Council for Accreditation of Pharmacy Programs (CCAPP)	Full accreditation granted 2016-2019. Accreditation period may be extended based on receiving an interim report that addresses any concerns identified by the CCAPP Evaluation Report. The interim report is due no later than December 1, 2018.
Department of Physical Therapy	Master of Science in Physical Therapy, M.Sc.P.T.	Physiotherapy Education Accreditation Canada (PEAC)	Full accreditation until April 30, 2022. The accreditation status requires two progress reports, the first due by August 15, 2016, and the second due by April 30, 2018.