



FOR INFORMATION

PUBLIC

OPEN SESSION

TO: Academic Board

SPONSOR: Sioban Nelson, Vice Provost, Academic Programs
CONTACT INFO: (416) 978-2122, vpademicprorgams@utoronto.ca

PRESENTER: Elizabeth Smyth, Chair, Committee on Academic Policy and Programs
CONTACT INFO: liz.smyth@utoronto.ca

DATE: March 3, 2017 for April 20, 2017

AGENDA ITEM: 4a

ITEM IDENTIFICATION:

Follow-up Reports on Reviews:

- a) University of Toronto Mississauga (University of Toronto Mississauga)
- b) Faculty of Music and its programs (Faculty of Music)
- c) Commerce undergraduate programs (Faculty of Arts and Science, Joseph L. Rotman School of Management)
- d) International Relations undergraduate program (Faculty of Arts and Science)

JURISDICTIONAL INFORMATION:

Under the *Policy for Approval and Review of Academic Programs and Units*, the compendium of summaries of review reports of academic units and programs is received by the Academic Board. The same documentation is provided for information to the Executive Committee and the Governing Council.

GOVERNANCE PATH:

1. Committee on Academic Policy and Programs [for information] (March 29, 2017)
2. Agenda Committee of the Academic Board [for information] (April 11, 2017)
- 3. Academic Board [for information] (April 20, 2017)**
4. Executive Committee of the Governing Council [for information] (May 4, 2017)
5. Governing Council [for information] (May 18, 2017)

PREVIOUS ACTION TAKEN:

At its meeting on March 30, 2016, AP&P considered the following reviews:

- a) The November 2015 external review of the University of Toronto Mississauga academic portfolio and its decanal response of March 16, 2016. At that time, AP&P requested a follow-up report in one year from the dean to outline steps taken to respond to the issues and concerns raised by the reviewers.
- b) The September 2015 external review of the Faculty of Music and its programs and the decanal response of March 2016. At that time, AP&P requested a follow-up report in one year from the dean regarding the completion of the strategic academic plan and its implementation, including the prioritized implementation of the issues raised in the External Review.
- c) The January 2015 external review of the Commerce undergraduate programs (Faculty of Arts and Science joint with Joseph L. Rotman School of Management Commerce), together with the decanal response of March 4, 2016. AP&P requested a follow-up report in one year from the Deans (FAS & Rotman) about steps taken to address the issues raised by the reviewers regarding the admission process, organizational structure, student morale and faculty teaching assignments.
- d) The October 2015 external review of the International Relations undergraduate program and the decanal response of March 2, 2016. At that time, AP&P requested a follow-up report in one year about the steps taken to address the concerns identified in the review including issues around resourcing arrangements and curriculum design and delivery.

HIGHLIGHTS:

- a) University of Toronto Mississauga (University of Toronto Mississauga):

UTM undertook a year-long academic and strategic planning initiative that involved broad consultation and participation with the UTM community, resulting in the release of the UTM Vision statement on January 19, 2017. A Strategic Planning Task Force has been struck to advise UTM's leadership on the development of an Academic Plan that will build on the Vision statement and guide new initiatives. Actions in line with UTM's Vision have already resulted in an increase of 30 graduate students affiliated with UTM, and the welcoming of a Traditional Aboriginal Elder to the UTM community. The Chief Administrative Officer established a working group to review support staff levels and effectiveness across departments. A new academic administrative structure has been established in the Dean's Office; all appointments will be in place by July 1, 2017.

- b) Faculty of Music and its programs (Faculty of Music)

The Faculty of Music's Strategic Academic Plan (2016-2021) was approved by Faculty Council in October 2016 and was presented to Planning and Budget Committee and Academic Board in

November 2016. The positive consultative process that produced the Plan allowed the Music community to review and refine its Mission, Vision, and Values. Many elements of the Plan are already implemented or well underway. For example, the Faculty is well into the process of normalizing its programs at 20 credits, has implemented changes to its year 1 and 2 common core, and is currently reviewing upper-level specializations. A DMA working group has been struck, a strategic research plan is underway, and several actions have been taken to improve the resources (physical, financial) available to support programs.

c) Commerce undergraduate programs (Faculty of Arts and Science, Joseph L. Rotman School of Management)

With respect to admission changes, at least two assessors review each candidate's submission for the supplemental applications, and a majority of program offers will now be made in February and March. To build community the program office has introduced a house system for first year students; has improved the space outside the four classrooms in the lower level of Woodsworth Residence, and secured additional space. A curriculum committee was formed in August 2016 and some curriculum changes have already been implemented (e.g., more business courses moved into the first year). Both Faculties have agreed to comprehensively revisit all aspects of the program and its organizational structure.

d) International Relations undergraduate program (Faculty of Arts and Science)

The new International Relations (IR) curriculum will address concerns raised around the need for greater flexibility, a review of course offerings, and the inclusion of courses from cognate departments. These concerns are being addressed primarily through a) the creation of core focus areas designed to provide students with clear pathways through the program while ensuring flexibility within those pathways, along with b) more flexible course offerings, and c) greater access to research opportunities. In the short term, the Program Director is working to ensure that, whenever possible, core IR courses are taught by tenure-stream faculty members from the core departments. The History Department is seeking a new appointment in international history in the current round of FAS faculty appointments.

FINANCIAL IMPLICATIONS:

Not applicable.

RECOMMENDATION:

For Information.

DOCUMENTATION PROVIDED:

a) University of Toronto Mississauga (University of Toronto Mississauga) Follow-Up Letter from Dean Amrita Daniere, March 6, 2017

b) Faculty of Music and its programs (Faculty of Music) Follow-Up Letter from Dean Don McLean, March 8, 2017

c) Commerce undergraduate programs (Faculty of Arts and Science, Joseph L. Rotman School of Management) Follow-Up Letter from Deans Tiff Macklem (Rotman) and David Cameron (FAS), March 1, 2017

d) International Relations undergraduate program (Faculty of Arts and Science) Follow-Up Letter from Dean David Cameron, March 1, 2017



March 6, 2017

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

Dear Sioban,

I am writing to provide a follow-up report to the November 2015 external review of the UTM Academic Portfolio and the Administrative Response of March 16, 2016.

This report will provide an update on the five areas previously identified as requiring immediate attention, followed by a brief discussion on our next steps and long term goals.

Vision & Planning

The need for a UTM Vision Statement that describes UTM's identity was recognized by the campus-wide external review that took place during the 2015-16 academic year. Consequently, creating consensus around a Vision was the first step in a year-long academic and strategic planning initiative at UTM to create both a Vision Statement and Academic Plan that are forward-thinking, comprehensive, and inclusive.

During the Fall of 2016, we engaged in broad consultation and participation with the UTM community (faculty, librarians, staff, students, alumni and others) to listen and ensure that feedback on the draft versions of a UTM Vision were received. On January 19, 2017, we released the UTM Vision statement (https://www.utm.utoronto.ca/dean/sites/files/dean/public/shared/UTM%20Mission%20Vision_finalfinal%20_1.pdf).

Using this Vision, the Offices of the Vice-President & Principal and Vice-Principal Academic & Dean are spearheading an academic and strategic planning process to develop goals and objectives, set priorities and create a roadmap to implement the Vision via the Academic Plan over the next planning cycle (i.e. the next five years). A Strategic Planning Task Force has been formed

to help advise on the design of the UTM Academic and Strategic Plan; its membership can be found at <https://www.utm.utoronto.ca/dean/initiatives/FinalVision/strategic-planning-task-force-membership>. Academic units, administrative offices, and students have been asked to share with the Task Force a summary of their own Academic Plans and strategic priorities for implementation, focused on links to the key attributes of our identity and the advancement of our Vision. The Task Force will review all submissions and is also holding open drop-in consultation sessions where members of the UTM community are able to further contribute thoughts, opinions, and submissions.

We are committed to using the Vision Statement, each unit's Academic Plan, the opinions and submissions shared during drop-in sessions, and further material to create a UTM Academic Plan that is strategic in nature.

Workload Issues

A working group has been established by our Chief Administrative Officer to review support staffing levels and effectiveness across departments. The group has been meeting regularly throughout the Fall 2016 term with the goal of having a comprehensive report available in April 2017. This report will make recommendations on strategies to develop a transparent process for determining the most appropriate allocation of support staff resources. The report and recommendations will be shared with all UTM Departments, Units, and Offices and will help inform the strategic plan described above.

Administrative Restructuring

Implementation of a new administrative structure within the Office of the Dean began in Summer 2016. The existing roles of Vice-Dean Undergraduate, Vice-Dean Graduate, and Assistant Dean were re-examined and re-organized into more comprehensive and better focused portfolios that will support the growth of UTM as well as our shared identity, vision, and purpose. Three new Vice-Dean roles were created, with mandates as follows:

1. Vice-Dean Faculty – to develop a divisional hiring plan and support strategic complement growth;
2. Vice-Dean Teaching & Learning – to spearhead programmatic growth (with an emphasis on cross-discipline collaboration) and innovation that will carry out the academic mission of the campus; and
3. Vice-Dean Academic Experience – to develop rich and diverse intellectual academic opportunities for students; to support integration of academic opportunities and student services throughout UTM.

In addition to the Vice-Dean positions, two new Associate Dean roles, Associate Dean Undergraduate and Associate Dean Graduate, were created to focus on the undergraduate and graduate mission of UTM, respectively. Both of these Associate Deans will support the Vice-Dean Teaching & Learning.

An advisory committee was struck in late Summer 2016 for the combined search of the Vice-Deans and Associate Deans. The search was extremely successful, with appointments for all five positions announced throughout Fall 2016. Our Vice-Deans have already begun their terms and our Associate Deans will both begin on July 1st.

Managing Growth

UTM is poised to capitalize on our recent growth and look forward into our next planning cycle in a considered and deliberate manner. Beyond the Academic and Strategic Plan, our goal is to establish a strong support system for our students, faculty, librarians, and staff as we grow together. In this way, our recent administrative restructuring in the Office of the Dean will provide academic units and service offices with additional (and much needed) support in faculty complement planning, academic programming, and in developing new initiatives to foster our research and scholarly culture. Moreover, the recommendations of the CAO's "Staffing Needs Working Group" will help us ensure appropriate support is in place throughout UTM.

New initiatives are currently underway at UTM that embrace our identity and help us to grow in a direction in line with our vision and purpose. For example, the Institute for Management and Innovation (IMI) is developing new courses and programs that promote innovation, sustainability, and community. We are also currently preparing to launch a Co-Op Program (as a pilot project) in September 2018. This Co-Op Program will continue to build strategic relationships with the City of Mississauga, prominent businesses in the Greater Toronto Area, and local community services and outreach organizations. Additionally, a new Centre for Medicinal Chemistry launched in September. This interdisciplinary centre for the research and development of better treatment options for human disease offers UTM boundless opportunities to develop academic programs, research innovation, and both internal and external partnerships. Additional possible academic programming and research growth is focused on areas such as robotics, urban innovation, digital humanities, and community health.

Budget Transparency

We continue to promote clarity and openness in all matters related to budget and financial information with the entire UTM community. In this effort, we offer informative presentations on the planning and budget process to our Campus Affairs Committee and Campus Council. These presentations include discussions on the development of the institution-wide operating budget as well as UTM's own budget and priorities. As we progress with the Strategic and Academic Plan, resource allocation will undoubtedly be a top consideration.

Next Steps

As we look forward into a new planning cycle for UTM, our focus will be to cultivate the attributes shaping our identity (community, creativity, communication, innovation, and sustainability) through the principles which underlie our vision (exceptional educational experience; diversity in scholarship; betterment of society; and equity and diversity in society). We will continue to enhance our graduate student experience by strengthening our graduate student presence at UTM. Through the efforts of our current Vice-Dean Graduate Office, this past Fall 2016 term has seen an increase of 30 graduate students affiliate with UTM. This group of students all come from "non-traditional" units for UTM - Historical Studies, Language Studies, and Faculty of Information/ Institute of Communication, Culture, Information and Technology (ICCIT) - where we previously had no affiliated students. Additionally, the Vice-Dean Graduate Office has been working to increase participation of affiliated and non-affiliated graduate students in campus events, such as our Annual 3 Minute Thesis (3MT) Competition and our Graduate Research Colloquium. Both events have seen participation from newly affiliated students from "non-traditional" disciplines. We are happy to see progress in this area and will continue our efforts.

A search for a new Director of the Institute for Management and Innovation (IMI) is currently underway. As noted by our external review committee, "IMI is on an extremely positive and strong upward trajectory", providing the new Director with a solid foundation of established, successful programs to build upon and a team of enthusiastic teachers and administrators to help him/ her solidify IMI as the UofT home for graduate professional management education, with an emphasis on experiential learning. We look forward to the innovative new initiatives IMI will explore under the direction of its new leader.

UTM also recently welcomed a Traditional Aboriginal Elder to our community. This is an expanded and permanent role for UTM and realizes the principle of equity and diversity as a core value in our increasingly connected global society as indicated in our Vision Statement. Currently, the Traditional Elder is

exploring locations for an outdoor ceremonial space as well as a long-term plan of establishing an Indigenous Centre at UTM. He is also very active in undergraduate education, having already guest-lectured in a number of our courses. The UTM community is very encouraged by the progress he has made in the short time he has been in this role.

This last year has seen many changes at UTM and we continue to undergo significant growth and development. It is an exciting time for our campus and, with the help of our enthusiastic and committed faculty, students, librarians, and staff, we are looking forward to working together to realize our shared identity and vision.

Sincerely,



Amrita Danieri
Vice-Principal Academic & Dean
University of Toronto Mississauga



UNIVERSITY OF TORONTO
FACULTY OF MUSIC

Don McLean
Dean

To: Sioban Nelson, Vice-Provost Academic Programs
For: The Committee on Academic Policy & Programs (AP&P)
From: Faculty of Music, Office of the Dean
Subject: Follow-up Report on the External Review of the Faculty of Music
Date: 2017-03-08

The present document responds to the request from AP&P at its meeting of March 30, 2016 for a one-year follow-up report from Music regarding progress on priority issues raised in the External Review of its programs (September 2015) and partially addressed in the Faculty's Administrative Response (March 2016). In particular, it was recommended the Faculty report back to AP&P concerning the completion and implementation of its *Strategic Academic Plan*, an undertaking that was still in the late stages of its professionally facilitated consultation process in Spring 2016.

In what follows, we provide a progress report on priority issues raised in the External Review, followed by a broader update on Music's now-completed *Strategic Academic Plan* and its implementation.

Issues raised in, and recommendations made by, the External Review and progress on their prioritized implementation over the past year.

At the *undergraduate* level, the External Review expressed concern over the apparent complex array of programs and the intensiveness of music requirements that tended to limit Music students' opportunities for engagement with the broader University. We are well into the process of normalizing our programs at 20 credits, having already implemented changes to our year 1 and 2 common core, and are now further reviewing upper-level specializations to enhance their flexible interaction, as recommended by the Review. We are also working with other departments, colleges, and faculties to ensure better access for Music students to non-Music courses, and to take a leadership position in the University's development of double degree programs.

At the *graduate* level, the Review identified the unusual research intensiveness of our DMA doctoral professional program, its resultant co-supervisory burdens on full-time research faculty, and the challenges of equitable student financial support in the context of University-wide funding policy. There is now a DMA working group, chaired by the Associate Dean Graduate Education and reporting to Music's Graduate Education Committee and Faculty Council, that addresses the evolving academic needs and funding structures for this highly-attractive doctoral professional program and its cohort.

In *research*, as a result of the recommendations made by the External Review, the Academic Plan puts processes and resources in place that will ensure the celebratory recognition and enhanced productivity of our creative professional activities and academic research achievements. A Research Grants Officer appointment is imminent, outcome-oriented strategic collaborations and partnerships are emerging, increased opportunities for undergraduate and graduate student

research and professional development experience are being embedded in our programs and extra-curricular activities, more visiting scholars and postdoctoral fellows are being encouraged, and broader collective engagement with the Music Library (now through UTL) and our EDU research units is underway. These activities will lead to the consolidation of a Strategic Research Plan for Music in the context of the renewal of the university-level SRP now just underway.

The External Review advocated the expansion of the Faculty's *internal* (university) and *external* (community, professional, international) *collaborations*, more specifically that we ensure the outcome-oriented sustainability and public recognition of our partnerships within the University and with external organizations. The Faculty is rejuvenating and consolidating its current partnerships, strategically determining new ones, and ensuring that cross-media *communications* celebrating our activities and achievements are enhanced through closer coordination with our Publicity Office.

The External Review also made a number of specific recommendations concerning *budget and space* that were considered critical to the successful QA delivery of the Faculty's programs: (1) the removal of the Music Library from the Faculty budget to the central University of Toronto Libraries (UTL); (2) a fixed and permanent adjustment to the Faculty base budget to relieve pressures associated with the funding formula; (3) a reasonable reduction in the undergraduate headcount; and (4) the critical need for facilities expansion and upgrade.

There has been significant progress on these matters since the Review: (1) The Library budget move has taken place and the Music Library will welcome a new Head Librarian this summer. (2) A number of OTO (rather than base) adjustments have helped ameliorate particular financial shortfalls and have helped position the Faculty for progress on several QA fronts. (3) We are working with the Provost's office to envision a way to reduce our undergraduate cohort by ~15% with minimal financial impact, in part by more careful targeting of recruitment (by instrument and program) and by focusing on international prospect pools. A shared International Recruitment Officer is now in place and targeted action is underway. (4) The Edward Johnson Building (EJB) at 80 Queen's Park and Faculty of Music (south) at 90 Wellesley Street West (90W) are beyond capacity and in need of renovation. Over the past year, the historic UofT Electronic Music Studio has been included in the federal infrastructure lab upgrades program, a long-awaited community and event services Café in the EJB Lobby is imminent, and a vacated floor at 90W will house the Music and Health Research Collaboratory (MaHRC) along with additional studios/practice rooms. Longer-term renovation plans for the Music Library and our major performance venues (MacMillan Theater and Walter Hall) are evolving and will be included in a space master plan for Music. The 90 Queen's Park project (90QP, the Centre for Civilizations, Cultures, & Cities) will include for Music direct connection to the EJB, a new 250-seat Recital Hall, and access to other related spaces.

The recommendations of the External Review on defining the *distinctiveness* of the Faculty's academic offerings and developing a *shared vision* for the Faculty were addressed through the consultative process and completion of Music's *Strategic Academic Plan*. By way of follow-up report to AP&P, the following sections summarize the evolution of the *Plan*, its key components, and current state of implementation.

Strategic Academic Plan.

The *Faculty of Music Strategic Academic Plan 2016-2021* was completed in draft in June 2016 and submitted to the Provost's Office. Following feedback from the Provostial Advisory Group and further circulation within Music, Music's Faculty Council officially approved the Plan on October 25, 2016. The Plan went to Planning & Budget Committee on November 2, 2016 where responses to important questions concerning available resources, enrolment and educational experience, and indicators of success were addressed. The Plan then went to Academic Board for information and feedback on November 24, 2016. Further discussion and exchange occurred within the Faculty in the context of preparing an official version of the Plan for print presentation and web-based distribution. Many elements of the Plan are already implemented or well underway with several faculty-wide discussions helping to consolidate directional changes in areas such as undergraduate education, internationalization, communications, and the planning for the Faculty's 100th anniversary in 2018.

The *Strategic Academic Plan* begins with a brief review of the Faculty's historical development and the importance of reaffirming its national leadership position and building its global reputation. Following a description of the academic planning process, a number of *Challenges & Opportunities* are outlined, many of which deal directly with the "changing musical landscape" described in the External Review. The positive consultative process that produced the Plan allowed the Music community to review and refine its *Mission* (complementary to and extending that of UofT), *Vision* (aspirational intentions), and *Values* (core and constituencies). Strategic Priorities and Goals in the Plan are grouped under the broad rubrics *Location*, *Experience*, and *Innovation*.

Location builds on the President's 3 Priorities and describes the roles and goals of the Faculty of Music in the City, the University, and the World. These were areas where the External Review felt the Faculty could improve its recognition, presence and impact. *City* acknowledges and advocates for our role in articulating music's sociocultural and political values in a healthy urban environment. *University* seeks to integrate more fully with the rest of UofT in ways that contribute to its broader mission, recognizing and promoting our many current partnerships and realizing our potential as a significant contributor to Canada's largest and most diverse academic institution. *World* focuses on globalization/internationalization, expanding our global perspective by connecting locally with the GTA's multicultural communities as well as internationally through strategically chosen events, visitors, partnerships and exchange programs.

Experience centres on our core mission of artistic and academic education in terms of student experience, teaching and learning, and research. *Exceptional Student Experience* addresses the issues recommended by the External Review, as noted above for *undergraduate* and *graduate* programs. *Exceptional Experience in Teaching and Learning* channels our distinctive current and emerging pedagogical expertise to create a go-to place for innovation and excellence in teaching and learning, a collaborative cross-specialization environment, recruiting and financially supporting an increasingly diverse and international faculty complement and student population. *Exceptional Research Engagement* addresses the issues recommended by the External Review, as noted in the paragraph on *research* above.

Innovation concerns the importance to our ongoing success of *Infrastructure* (modernizing our Space, Technology, and Human Resources needs), *Sustainability* (crucially in financial terms through review of the budget model and renewed focus on advancement, but also more globally in terms of sound ecological leadership and e-systems development), and *Communications* (noting the importance of celebrating our activities and impact by better reaching internal and external constituencies). These are major issues for the Faculty, many of which were addressed in the External Review and which evolved through the consultative process leading to the *Plan*.

As a result of the External Review and the parallel consultative process within Music that led to the development of the *Strategic Academic Plan*, the Faculty has worked successfully with the University administration over the past year to address numerous structural financial, human resources (including faculty and staff complements), and capital needs. We are optimistic that these ongoing efforts, coupled with significant success on the philanthropic front, will ensure the sustainability of the Faculty and will assure the quality of its academic programs and public achievements as it steps forward into its second century of artistic and academic leadership.

Respectfully submitted,

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

Don McLean, Dean and Professor



1 March 2017

Professor Sioban Nelson
Vice-Provost Academic Programs
University of Toronto

Re: Follow-up of the Rotman Commerce Undergraduate Program

Dear Sioban,

As per your letter on May 4, 2016, we are writing to provide a one-year follow-up report to the January 2015 external review of the Rotman Commerce undergraduate program. As noted in our administrative response, the Rotman Commerce program is a joint endeavor of the Faculty of Arts and Science (FAS) and the Rotman School of Management (RSM) and the program blends together the excellence and expertise of the globally recognized faculty from both the Department of Economics and the Rotman School of Management. The external review committee highlighted the “quality of the program’s students, faculty and dedication of the administration and support staff” but also raised several issues which both Faculties are working to improve.

A number of changes to the program have been agreed to and instituted over the past year to strengthen the program. There also remain some issues that the Faculties continue to work on. Below we specifically provide an update on the four areas outlined in your request for follow-up: admissions, student morale, teaching assignments, and organizational structure. Going forward, our shared objective remains the same as expressed last year: to maintain academic quality and significantly improve student experience in the program, with the goal of making this the leading commerce program in Canada.

Admissions

Several new initiatives have been undertaken by the Director to improve the admissions process at Rotman Commerce:

- For the supplemental applications (video and written essays), it is now the case that at least two assessors review each candidate’s submission. A third assessor is used when the two assessors’ evaluations differ significantly. This directly addresses the external reviewers concerns of only one person reviewing these documents. Each assessor provides a rating on a five point scale, resulting in a nine point scale after adding the two assessments together. This replaces the previous coarser three point rating scheme.
- For the first time, Rotman Commerce will be making a majority of its offers in February and March rather than May. We hope this will improve yield rates of quality candidates and the predictability of yields. This will also allow time to build relationships with potential students and engage in more conversion initiatives.
- New statistical analysis (in conjunction with staff from Enrolment Services and FAS) is being used to improve yield predictions and the academic quality of applicants. In recent

years, the program has experienced considerable fluctuations in acceptance rates – both up and down – as well as changes in attrition rates over the summer. It is hoped that improved models will reduce this uncertainty resulting in greater accuracy in meeting admission targets that yield higher quality candidates.

- The Director is exploring ways to increase admissions of transfer students from FAS and from other institutions in Year 2. Previously very few students were able to transfer to the program because of lack of capacity but with better ability to predict yields in admissions, the program office will be in a better position to leave some capacity for high quality transfers.

Student Morale

There have been numerous initiatives undertaken by both Faculties and the Director which are starting to make a notable improvement in student morale and student life.

- **Building Community:** The program office has introduced a house system for first year students. Incoming students are placed in one of five houses creating smaller communities within the larger class. These houses engage in various social activities and competitions throughout the year. The house system helps build community and provides opportunities for students to undertake leadership roles as house leaders. Also, Rotman Commerce backpacks have been distributed to all students. This initiative fosters pride and a sense of awareness of the program as students in the program can now proudly identify each other on campus and around the city.
- **Curriculum:** The curriculum has been changed (see further discussion below) with more business courses in Year 1. This helps build a stronger Rotman Commerce identity among new students, and strengthens community as many of them have several classes together in the first year, giving more opportunity to bond with their classmates.
- **Space:** As noted last year, limited and non-contiguous space is a significant constraint for program staff and students. Addressing space needs is both a short-term and long-term objective for the Faculties. There are three main initiatives that have occurred over the past year to address space needs.
 - The program office made a significant investment in improvement to the space outside the four classrooms in the lower level of Woodsworth Residence. New furniture, laptop bars, improved lighting, and updated study rooms were added over the summer to the lower level area, giving students a significantly improved student space around the four classrooms.
 - In the spring, both Faculties worked to secure space on the 4th floor of the OISE building located at 252 Bloor St. West across the street from the current offices and main classrooms for Rotman Commerce students. This new space is intended to accommodate the growth needed in career services as well as to provide needed event space for the program and additional meeting and interview rooms. Renovations have now started and the expectation is to have staff move into this space August 2017.

- The two Faculties have also worked together to push forward efforts to add Rotman Commerce to the terms of reference for a possible longer-term building site. Plans for this building site are currently in a feasibility study phase.
- Resources: Last year, both Faculties committed to increase the program base budget by 27% above the 2015/16 budget, by the end of 2017/18. The program office is now developing a 5-year budget plan, outlining key metrics and financial goals needed to compete with the best business schools. This 5-year plan will help inform the investments needed after 2017/18 and the two Faculties will work together to determine any changes needed to the base budget in order to improve student services and to continue addressing issues around student morale.

Teaching assignments and curriculum structure

The changes to the curriculum outlined last year of moving more business courses into the first year have now been implemented and there are ongoing discussions about increasing flexibility in course selection and increasing access to courses and disciplines outside economics, finance, and accounting.

- In response to the external report, both Faculties approved a new curriculum which became effective in the 2016-17 academic year and increased the number of business courses taught to Year 1 students. Rotman now offers four half-courses in the first year on marketing, finance, accounting, and management. These four half-courses now replace a full-year introduction to management. Students now have a better ability to make an informed choice of specialization after being exposed to the foundations of each of the specialist streams. The increased business teaching in the first year created a double cohort of teaching for Rotman this year which will carry through over the next three years. Rotman has responded and increased its teaching assignments accordingly. While it is not mandatory for students to take all the offered RSM half-courses in first year, between 80 to 90% of the students have chosen to take these courses, so the option to take business classes earlier seems to have been well received by students.
- A curriculum committee consisting of two Vice-Deans – one from each Faculty -- as well as the Director of the program and the Chair of the Economics Department was formed in August 2016 to consider how to improve access to other Arts and Science disciplines (outside economics) and how to broaden the choice of specializations offered to increase exposure to a wider variety of areas within business. The committee continues to rethink these aspects of the curriculum design.
- Rotman continues to signal to its faculty the equal importance of both undergraduate and graduate teaching. This is represented in several additional ways from what was noted last year: (a) both the Director and Managing Director of Commerce are permanent members of Rotman's Management Committee where information and issues facing all programs (ie. staffing, admissions, etc.) can be shared and brought forward; (b) Rotman continues to invest more in undergraduate teaching – notably illustrated by ongoing efforts to increase the portion of undergraduate sections taught by full-time faculty members.

Organizational Structure

There are several elements of the organizational structure which have been discussed over the past year.

- With the significant space needs of the program, it is clear that fundraising efforts for the program must be expanded. Based on input from Division of University Advancement (DUA) and the Executive Directors of Advancement at both FAS and RSM, the two Faculties have agreed to provide additional resources to hire two additional advancement staff members whose main focus will be on fundraising for the program. The Faculties have also agreed to an improved organizational structure which will better tie in the strategic mission of the Program to fundraising initiatives.
- Recognizing the significant changes needed in the program that require additional investment, access to courses and improved governance, the two Faculties have agreed to comprehensively revisit all aspects of the program and its organizational structure. There are two ways in which the Faculties continue to engage in discussions about the program:
 - The Faculties are currently reviewing the existing Interdivisional Teaching Arrangement (IDT) and these deliberations are ongoing at this stage.
 - The Deans of both Faculties meet regularly to ensure efforts continue in addressing concerns raised in the external review. There is also an ad hoc Operating Committee with representatives from each Faculty which meets to oversee and guide the implementation of the agreed program improvements. There are current discussions about how to best structure the program governance to ensure the Faculties and the Program Director continue to work together to bring forward and support new program initiatives.

To conclude, the Program, the Faculty Arts and Science and the Rotman School of Management continue to move forward with plans to address the recommendations as presented by the external reviewers. We are committed to implementing changes in the program which will deliver an exceptional and distinctive student learning experience and to providing a broader and deeper access to disciplines taught in the Faculty of Arts and Science and in Rotman.

Sincerely,



David Cameron
Dean and Professor of Political Science
Faculty of Arts and Science



Tiff Macklem
Dean and Professor of Finance
Rotman School of Management

cc. David Goldreich, Director, Rotman Commerce Program



March 1, 2017

Professor Sioban Nelson
Vice-Provost Academic Programs
University of Toronto

Dear Sioban,

I am writing to provide our follow-up report to the AP & P requested from the March 9, 2016 meeting, regarding the International Relations Program. We have now taken steps to address the concerns raised around A) curriculum design and delivery, and B) resourcing arrangements:

A. Curriculum Design and Delivery.

The program director has developed, in discussion with the FAS Dean's office, a series of curriculum changes to address the concerns raised in the external review. These changes address concerns raised around the need for greater flexibility, a review of course offerings, and the inclusion of courses from cognate departments. These concerns are being addressed primarily through a) the creation of core focus areas designed to provide students with clear pathways through the program while ensuring flexibility within those pathways, along with b) more flexible course offerings, and c) greater access to research opportunities.

Focuses: The new IRP curriculum will include a concentrated set of three core focuses. Each specialist and major student can add a focus of their choice. The establishment of such focuses balances the acknowledged need for greater flexibility within the IR program with the need to ensure that students are provided with the appropriate guidance to target this enhanced flexibility to specific outcomes. The Program Director is working with the Chairs of the core areas contributing to the program (History, Political Science, and Economics), to create focus areas that capitalize on the strengths of the core areas, and that meet the following criteria: They are those in which: a) IRP students have great interest; b) the University has existing strong, internationally renowned teaching capacity; c) there are many eligible courses from many departments and programs (to reinforce flexibility, diversification and burden-sharing); and d) there is the greatest support for IRP students in their transition after graduation to their desired graduate or professional schools or careers. Current focuses under consideration include *Canadian Foreign & Security Policy*, *International Economic Policy and Governance* and *International Law & Human Rights*.

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Students will normally choose a focus at the start of their third year and no later than the start of their fourth year. The three courses for each focus will be chosen from a designated list of 12 – 15 choices at the 300/400 level, updated each year. Focus courses can also be counted for meeting the core IRP specialist and major requirements. Each focus will normally include one 400-level seminar or an independent studies/reading/practicum course.

In designing the new focuses, the Program Director is following several key design principles:

- Focuses avoid replication of or undue overlap with others' minor programs
- Each focus will include relevant courses at the 300 and 400 level, with substantial opportunities for courses beyond those mandatory for the IR Specialist/Major programs
- Focuses build on the balanced tri-disciplinary skills acquired in the core IRP Specialist/Major programs
- Each focus will be associated with mentors, drawn from Trinity Fellows and Research Associates and those who are regular Trinity/U of T faculty, instructors and researchers. They will provide guidance to students on topics such as research opportunities (described below), international experience opportunities, internships and career plans.

The IR Program Director is working with the core units involved in the program, and with the FAS Vice-Dean, Undergraduate and International, to finalize the structure of these new focuses.

Course Offerings: Greater flexibility and student choice in a broader array of departmental offerings in all years is being addressed through changes in course options. These include: a) adding new course options from cognate disciplines (e.g., geography, sociology), following consultation with these units; and b) Making the expanded array of ad hoc course substitutions, allowed by the Director in 2016-17, a permanent feature of eligible IRP courses, identified in advance for all through their listing in the calendar each year

The proposed additional course options will offer students a broader set of cognate social science disciplines addressing international relations in a globalizing world, while maintaining the central political science, economics, history tri-disciplinary core. They will provide students greater choices more appropriate to their individual interests. Finally, by sharing the responsibility for teaching IR students across disciplines, they make new course offering available while helping to avoid over-enrolment problems in courses with capacity constraints.

Research Opportunities: The new IRP curriculum will provide enhanced opportunities to include independent studies/research projects within their program. The Program Director will encourage students to take advantage of the range of research opportunities available to them through the expanded array of departments, units, Colleges and Faculties such as Law and Management. The co-curricular research groups fostered by the IRP, and the IRP's global alumni network will be newly mobilized to expand such opportunities for IRP students from all Colleges. In addition, the Trinity College based Queen Elizabeth II Diamond Jubilee Scholarship in Establishing Right Relations will provide IRP students from any College who meet its standards with the opportunity to spend three months abroad engaged in research on settler/indigenous relations; this opportunity would be likely to be especially popular among students pursuing studies in areas such as International Economic Policy and Governance and International Law & Human Rights.

B. Resourcing Arrangements:

Tenure-Stream Faculty: In the short term, the Program Director is working to ensure that, whenever possible, core IR courses are taught by tenure-stream faculty members from the core departments. For example, POL208 will be led by a tenure-stream faculty member in Political Science in 2017-2018.. In addition, the expanded range of courses available within the focuses will be selected to enhance the proportion of course offerings taught by tenured/tenure stream faculty, again reducing the reliance on sessional instructors.

In the intermediate term, the development of joint appointments between Trinity College and the core departments is a key strategic priority for the College. The History Department is seeking a new appointment in international history in the current round of FAS faculty appointments, determined by the FAS Faculty Appointments Committee in April 2017; this appointment will be co-financed by Trinity College. Trinity College is also committed to continuing an intensive fundraising effort to provide the funds needed to co-support a future appointment request from Political Science in the area of international politics.

Program Leadership: Stronger leadership and a stronger directorship will be provided by a greater reliance for the Director on tenured faculty based in the core departments (as was done in 2016-17). A Deputy Director from a different discipline/field will provide additional program support and leadership; in particular, the Deputy Director will be able to provide leadership when the Director is away. Finally, the Director is in the process of setting up an informal Advisory Committee made up of colleagues from core IR disciplines who are already resident in the IRP offices at Trinity College. Because these colleagues are available on-site, and have the expertise from their core disciplinary homes, they will be able to provide day-to-day advice to the Program Director on ongoing operational issues, as well as providing mentorship to students in the three focus groups. This informal committee will operate in addition to the formal IR Council, which is made up of Chairs of the three core departments (History, Political Science, and Economics), along with the Program Director and a FAS Vice-Dean.

I feel confident that the changes initiated by the program address the concerns of the AP&P follow-up request.

Sincerely,



David Cameron
Dean and Professor of Political Science

Cc: Michael Ratcliffe, Dean of Arts, Trinity College
John Kirton, Interim Program Director, International Relations Program