



FOR INFORMATION

PUBLIC

OPEN SESSION

TO: Academic Affairs Committee

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DATE: October 23 , 2017 for October 30, 2017

AGENDA ITEM: 6

ITEM IDENTIFICATION:

Reviews of Academic Programs and Units

JURISDICTIONAL INFORMATION:

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

GOVERNANCE PATH:

1. Academic Affairs Committee [For Information] (October 30, 2017)
2. Committee on Academic Policy & Programs [For Information] (November 2, 2017)
3. Agenda Committee of the Academic Board [For Information] (November 14, 2017)
4. Academic Board [For Information] (November 23, 2017)
5. Executive Committee of the Governing Council [For Information] (December 5, 2017)
6. Governing Council [For Information] (December 14, 2017)

PREVIOUS ACTION TAKEN:

No previous action was taken on this proposal.

HIGHLIGHTS:

For the external review of the Department of Chemical & Physical Sciences, the reviewers met with the Vice-Dean, Teaching & Learning; the Chair of the Department of Chemical & Physical Sciences, UTM; the Graduate Chairs of Astronomy & Astrophysics, Chemistry, and Physics; tenure-stream faculty members representing the disciplines of Astronomy, Chemistry, Earth Sciences, and Physics; teaching-stream faculty members; sessional and contractually limited term appointment instructors; undergraduate and graduate students; postdoctoral fellows; departmental administrative

staff; teaching lab technicians. The departments' strengths, areas of concern and recommendations of the review are outlined in the attached summary reports and in the administrative response documents.

For the external review of the Department of Historical Studies, the reviewers met with the Vice-Principal Academic & Dean; the Vice-Dean, Teaching & Learning; the Chair of the Department of Historical Studies, UTM; the Associate Chair of the Department of Historical Studies, UTM; tenure and teaching-stream faculty members; sessional instructors; undergraduate students; departmental administrative staff. The departments' strengths, areas of concern and recommendations of the review are outlined in the attached summary reports and in the administrative response documents.

For the external review of the Department of Management, the reviewers met with the Vice-Principal Academic & Dean; the Vice-Dean, Undergraduate; the Chair of the Department of Management, UTM; the Director, Undergraduate Programs of the Department of Management, UTM; the Vice-President & Principal, UTM; tenure and teaching-stream faculty members; undergraduate students; departmental administrative staff. The departments' strengths, areas of concern and recommendations of the review are outlined in the attached summary reports and in the administrative response documents.

FINANCIAL IMPLICATIONS:

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

RECOMMENDATION:

This item is presented for information.

DOCUMENTATION PROVIDED:

Presentation on External Reviews;
Review Summary and Administrative Response: Department of Chemical & Physical Sciences;
Review Summary and Administrative Response: Department of Historical Studies;
Review Summary and Administrative Response: Department of Management

Annual Report: External Reviews of Departments and Programs 2016-17

Heather Miller, Vice-Dean, Teaching & Learning

Office of the Dean

Academic Affairs Committee

October 30, 2017



UNIVERSITY OF
TORONTO
MISSISSAUGA



External Reviewers

- Chosen on the basis of administrative experience and wide-respect within their fields. We typically choose one Canadian and one U.S. reviewer.
- Assist in determining the quality of the program or department, make recommendations for improvement, and raise any significant areas of concern.

External Review Process

- An internal self-study, using a standardized template, is prepared by the program director or departmental chair in context of widespread consultation with faculty, staff, cognate units and students.
- The self-study addresses the programs, research, teaching, governance and plans for the future to be discussed.
- External reviewers visit the campus for two days and prepare their report for the Dean. Their report provides detailed evaluation of programs and curriculum.

Response to the External Reviewer Report

- Department chair or program director checks external reviewer report for any inaccuracies.
- The external reviewer report is forwarded to the Provost's office. The Provost provides a summary and writes a request for decanal response. Dean consults with program director/chair in preparing response.
- Review summary and decanal response shared with:
 - Academic Affairs
 - Campus Councils
 - Committee on Academic Policy & Programs (AP&P)
 - Academic Board.

2016-17 Reviews

Departments of

- Chemical & Physical Sciences
- Historical Studies
- Management

Chemical & Physical Sciences

- February 27 & 28, 2017
- Review Team from
 - University of Alberta
 - Dalhousie University
- Chair: Professor Claudiu Gradinaru

Major Findings - Positive Elements

- Remarkable success in delivering strong educational and research programs in four disciplines
- Innovative AIRLab Course enhances project management, teamwork, problem solving and leadership skills
- Faculty are passionate about the student experience and incorporate this well into curriculum
- Successful and internationally recognized research activities
- Strong relationships within UofT and with local external organizations

Recommendations of the Reviewers and Opportunities for Enhancement

- Review program admission requirements and program learning objectives for better student understanding and appreciation
- Introduce computational skills courses as early as possible in programs
- Institute an in-house training program for science-based TA's
- Review current status of Astronomy programs and its sustainability; consider restructuring to ensure critical mass and competitiveness
- Earth Sciences discipline should continue hiring plans to add a teaching-stream and then a research-stream faculty member

Response to Review

- Curriculum Mapping Project and recent Program Plans will help CPS review course offerings, admission requirements, and learning outcomes
- 200-level computational skills course being proposed for PHY students; other disciplines to adopt as appropriate
- Departmental in-house TA training to be introduced in 2018-2019
- Department currently reviewing and considering options to merge or link Astronomy with other CPS disciplines
- Earth Science teaching-stream faculty search underway now; tenure-stream faculty search scheduled for 2018-2019

Historical Studies

- February 9 & 10, 2017
- Review Team from
 - McMaster University
 - University of Texas at Austin
- Chair: Professor Rebecca Wittmann

Major Findings – Positive Elements

- Increasing program graduates from Classical Civilizations and South Asian Civilizations
- Strong enrolments in Women & Gender Studies and History of Religions
- Innovative digital humanities courses in History program
- Highly productive research from both tenure- and teaching-stream faculty
- Strong increase in faculty and staff numbers since last review

Recommendations of the Reviewers and Opportunities for Enhancement

- Further investment in language training courses for Latin American & Caribbean Studies and South Asian Civilizations programs
- Increase presence of tenure-stream faculty at UTM
- Develop greater connections across disciplines within the Department
- Capitalize on the 'cultural abundance' at UTM
- Create unique experiences and partnerships to leverage the Department's unique array of programs and meet interdisciplinary goals

Response to Review

- Historical Studies, Language Studies, and the Dean's Office will work together to make language training needs a priority, especially with respect to faculty complement planning
- The Department will make developing an evenly dispersed timetable a priority and increase incentives for graduate student presence to aid in greater faculty presence at UTM
- Creation of working groups and planning of a departmental retreat to further discuss strategies in developing community connections, capitalize on cultural opportunities in area, and fulfill interdisciplinary goals has been strongly recommended

Management

- November 14 & 15, 2016
- Review Team from
 - Boston University
 - University of British Columbia
- Chair: Professor Mihkel Tombak

Major Findings - Positive Elements

- Programs offered are appropriately and consistently delivered, fostering strong student interest in curriculum
- Tight integration of management and economic curriculum is source of intellectual strength
- Faculty bring impressive energy and care to teaching
- Strong research culture attracts 'world-class researchers'
- Department has record of hiring talented researchers

Recommendations of the Reviewers and Opportunities for Enhancement

- Examine Economics course options within Management programs
- Further develop work-integrate learning (WIL) opportunities for students
- Involve tenure-stream faculty more at UTM
- Develop a better understanding of what faculty (tenure- and teaching-stream) and administrative support is available and needed within the Department

Response to review

- Degree and program requirements are currently being reviewed with proposed changes to allow more flexibility in course options
- WIL opportunities are currently in development across UTM; Management is next in line after 'pilot' is launched
- Numerous on-campus events are being organized and promoted to encourage tenure-stream faculty to be present at UTM
- Working group to determine staffing needs in Department to be established

UTQAP Review Summary

Programs(s) Reviewed:	<p>Astronomical Sciences, B.Sc., Hons.: Specialist Astronomy, B.Sc., Hons.: Major Biological Chemistry, B.Sc., Hons.: Specialist Biomedical Physics, B.Sc., Hons.: Specialist Chemistry, B.Sc., Hons.: Specialist, Major, Minor Earth Science, B.Sc., Hons.: Specialist, Major, Minor Environmental Geosciences, B.Sc. Hons.: Specialist (offered with UTM Department of Geography) Geology, B.Sc., Hons.: Specialist Physics, B.Sc., Hons.: Major, Minor</p>
Division/Unit Reviewed OR Division/Unit Offering Program(s):	<p>Department of Chemical & Physical Sciences, University of Toronto Mississauga (UTM)</p>
Commissioning Officer:	<p>Amrita Daniere, Vice-Principal Academic & Dean, UTM</p>
Reviewers (Name, Affiliation):	<ol style="list-style-type: none"> 1. Professor Emeritus Nils Petersen, Department of Chemistry and Centre for Molecular Structure and Dynamics, University of Alberta 2. Professor Harm Rotermund, George Munro Professor of Physics & Department Chair, Department of Physics and Atmospheric Science, Dalhousie University
Date of Review Visit:	<p>February 27-28, 2017</p>

Previous Review

Date: 2008-09

Summary of Findings and Recommendations:

Undergraduate Programs

Astronomical Sciences, BSc: Spec; Astronomy, BSc: Maj; Biological Chemistry, BSc: Spec; Biological Physics, BSc: Spec; Chemistry, BSc: Spec, Maj; Earth Science, BSc: Spec, Maj; Geology, BSc: Spec; Physics, BSc: Maj

The reviewers observed the following **strengths**:

- Students “highly engaged” and enthusiastic
- The Biological Chemistry and Biophysics clusters are “dynamic and synergistic”

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

- Evaluate the programs’ relation to the St. George campus
- Biological Chemistry and Biophysics have not yet reached a desirable critical mass
- The Earth and Space cluster has not yet developed a “clear vision or synergy”
- Astronomy has “lost critical mass” and recruitment and perhaps retention “would pose significant challenges”
- Increased enrolments and faculty member hires have outgrown the space
- Space and laboratory safety issues (e.g., waste pick-up system, air quality issues)
- Weak department web resources

The reviewers made the following **recommendations**:

- Earth and Space cluster: consider geobiology, geomicrobiology or biogeosciences as future areas
- Astronomy: consider two options 1) to devote the astronomy resources to the earth sciences, or 2) to place emphasis on the planetary sciences
- Increase space allocation for the department
- Establish a single undergraduate club

Faculty/Research

The reviewers observed the following **strengths**:

- Very competitive start-up packages for new faculty
- National and international research awards and national teaching excellence awards

- Location allows for researchers to intermingle; a collegial and collaborative environment; mentoring for research working well
- Excellent library support

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

- Mentors located at the St. George campus hinders informal interactions

The reviewers made the following **recommendations**:

- Whenever possible, mentors should be chosen from the UTM campus

Administration

The reviewers observed the following **strengths**:

- Academic plan is commendable; “excellent strategy”

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

- Although enrolment has increased substantially in the department, the operating budget has not

The reviewers made the following **recommendations**:

- The next department chair should have a research program based at UTM and focus on the “promotion of the Department’s interests within UTM, across the 3 campuses, nationally and internationally”
- Hold a one-day department retreat on an annual basis
- Set department oversight groups
- A Chair’s Advisory Committee could facilitate internal departmental relations
- A formula based on enrolment be applied for department funding

Current Review: Documentation and Consultation

Documentation Provided to Reviewers

Terms of Reference; Department of Chemical & Physical Sciences Self-Study, 2017; Previous Review Report and Administrative Responses; UTM Degree Level Expectations, 2016; U of T Facts & Figures, 2015; UTM Divisional Academic Plan, 2012; UTM Vision Statement, 2017; UTM Academic Calendar, 2016-2017; UTM Viewbook, 2017-2018; U of T Domestic Viewbook, 2017-2018; Tri-Campus Framework.

Consultation Process

The reviewers met with the Vice-Dean, Teaching & Learning; the Chair of the Department of Chemical & Physical Sciences, UTM; the Graduate Chairs of Astronomy & Astrophysics, Chemistry, and Physics; tenure-stream faculty members representing the

disciplines of Astronomy, Chemistry, Earth Sciences, and Physics; teaching-stream faculty members; sessional and contractually limited term appointment instructors; undergraduate and graduate students; postdoctoral fellows; departmental administrative staff; teaching lab technicians.

Current Review: Findings and Recommendations

1. Undergraduate Program

Astronomical Sciences (Specialist); Astronomy (Major), Biological Chemistry (Specialist), Biomedical Physics (Specialist), Chemistry (Specialist, Major, Minor), Earth Science (Specialist, Major, Minor), Environmental Geosciences (Specialist [offered with UTM Department of Geography]), Geology (Specialist), Physics (Major, Minor).

The reviewers observed the following **strengths**:

- Overall quality
 - Reviewers credited the “remarkable success” in meeting the challenges of delivering educational and research programs in four disciplines
 - One of the strongest departments at UTM in terms of research activity, graduate student education, and undergraduate student education
- Objectives
 - All programs are consistent with the University Mission and the department academic plans and vision
- Admissions requirements
 - Appropriate and common practices in place
- Curriculum and program delivery
 - Improvements made in course offerings that increase flexibility for students
 - The department is introducing a first-year calculus-based physics course, a requirement for entry into the Physics programs
 - Research Opportunity Programs (ROPs) offer “innovative, well subscribed courses” in the department
 - Specialist students receive additional skills via a credit research course in a laboratory
 - Recent introduction of AirLAB (advanced interdisciplinary research laboratory) that enhances project management, teamwork, problem solving and leadership skills
 - Chemistry: overall, this is the strongest set of programs in the department, supported by the largest group of professors, graduate students, and staff; well-run; the programs include a “suite of courses that support all the sub-disciplines of chemistry very well”
 - Earth Sciences: all courses are available at UTM; programs “on solid footing”

- Physics: course descriptions reflect breadth and depth across physics sub-fields
- Assessment of learning
 - Faculty members are “passionate about the student experience” and incorporate appropriate assessment processes using varied tools among the disciplines
- Quality indicators
 - Application numbers are steadily increasing; increases appear comparable to other programs at UTM
 - Increased admission numbers and registration numbers
 - Retention rates from year to year are “very strong, healthy” averaging 87% between 2007 and 2015
 - Steady increases in number of students who graduate within the four-year program timeline; half of the students complete their programs within five years
 - Reviewers commended the AirLAB as a “great example of the teaching stream faculty adding value to the department through focus on important pedagogical tools to enhance the student experience”
 - The department conforms with and compares well with programs at other Canadian universities
 - Students from the program were able to compete for graduate school at universities in Canada and abroad
 - Around 85% employment rate within the first two years of graduation
- Students
 - Satisfied with their courses and programs
- Program administration
 - Program support staff are enthusiastic
- Physical resources
 - Recent renovations: “state of the art teaching laboratories” for chemistry and physics courses

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

- Overall quality
 - Despite the strategies used to deliver quality programs across the disciplines, “the status quo is not sustainable”
- Objectives
 - Earth Sciences: reviewers were confused by identical course objectives in the three Earth Science programs: Specialist, Major, and Minor; expected a differentiation in the level of expectations
 - Physics: many program objectives are “poorly framed for a student”
- Admissions requirements

- Different programs require different average grades in prerequisite courses
- Different programs have different admission criteria relating to both overall average as well as course specific averages, which may be confusing for students
- Astronomy: admissions criteria are not clearly communicated in the materials, including calendar copy, provided for the review
- Curriculum and program delivery
 - Department must manage large first year courses, many of which support disciplines other than their own, in conjunction with smaller core courses related to their disciplinary interests and expertise (though “pragmatically, all divisions need to cater to both”)
 - The specialist programs need to be underpinned by a cohesive set of courses that can prepare students both for advanced studies and professional designation
 - The major and minor programs need to be cognizant of future workplace requirements
 - Few opportunities for students to acquire appropriate training in analytical and computational skills
 - Astronomy: Specialist in Astronomical Sciences & Major in Astronomy relies heavily on subject specific courses offered by the Faculty of Arts and Science on the St. George campus; not as rigorous as similar programs in other universities
 - Earth Sciences: reviewers were unclear whether all Specialist courses in geology were available at UTM
 - Physics: graduate students raised concerns that some of the jointly listed courses did not have enough physics related content to prepare undergraduate students for future upper level undergraduate physics courses; reviewers “surprised, and concerned” that the department does not offer a Specialist Program in Physics
- Quality indicators
 - Due to lack of available data it is unclear why students do not complete CPS programs
 - Some graduates of the program reported that their undergraduate training did not fully prepare them for graduate school; concern that some of the Joint Chemistry Physics courses and their content were not appropriate for both chemistry and physics majors
 - Specialist in Environmental Geosciences (Earth Sciences) leads to professional designation but does not attract any students
- Support
 - Significant technical and administrative support required (in addition to TAs, e.g., for labs), especially in Earth Sciences

- High student enrolment results in evening lab courses, creating an additional challenge for the support staff who need to be there for safety reasons
- Faculty resources
 - Need for a “critical mass” and appropriate balance of tenure- and teaching-stream faculty to ensure strong research and pedagogical environments
 - For Earth Sciences, the programs as designed are not sustainable with only three faculty members and their graduate students
 - Appointing senior undergraduate students as Teaching Assistants does not always provide an optimal learning experience
 - Teaching Assistants who were graduate students reported the need for better training and noted the uneven quality of Teaching Assistants

The reviewers made the following **recommendations**:

- Overall quality
 - Design programs to allow students to take all their courses toward the specialist, major and minor programs on UTM campus
 - Ensure quality programming is a “priority consideration” in order to measure up to national and international standards; program design needs to address the diversity of objectives of the students
- Objectives
 - For Earth Sciences, suggest that the members of the division provide more useful objectives for each of the Specialist, Major, and Minor programs
 - For Physics, suggest that all program objectives be more succinct so that the students can better appreciate program expectations
- Admissions requirements
 - Curriculum Committee: where possible review the admissions criteria to ensure similar standards for entry into equivalent programs
- Curriculum and program delivery
 - Curriculum Committee: with the respective course coordinators, re-examine the course content of joint courses to ensure that they meet the needs of all the students in their programs
 - Consider introducing computational course requirements as early as possible in the programs
 - Suggest that the first-year physics calculus based course serve as a prerequisite for other programs, such as the Chemistry Specialist program
 - The specialist programs should be underpinned by a cohesive set of courses that can prepare students both for advanced studies and professional designation

- The major and minor programs should be cognizant of future workplace requirements
- Department to be given the “freedom and flexibility to design programs that serve student needs rather than financial formulas” (reviewers noted this with respect to large first year courses)
- For Astronomy, reviewers suggested that the department address the issue of critical mass, ideally by merging the program with cognates or phasing it out, alternatively by expanding the number of faculty and ensuring all courses are offered at UTM
- The Chemistry Curriculum Committee should determine which programs qualify students to achieve the P.Chem designation
- For Earth Sciences, reviewers support plans to consolidate the specialist programs
- Physics: create a specialist program in physics; re-examine the content of the jointly listed courses to ensure sufficient exposure and rigor for the physics students
- Physical resources
 - Prioritize the currently scheduled renovation of dedicated undergraduate earth science laboratories and facilities to ensure it remains on track for a Fall 2018 completion
- Faculty Resources
 - Draw on graduate students affiliated with UTM to optimize learning
 - Ensure enough graduate students are recruited to support the undergraduate programs
 - The department institute a formal TA evaluation and feedback process
 - Consider instituting an in-house training program on science-based TA issues

2. Faculty/Research

The reviewers observed the following **strengths**:

- Research
 - “Successful and internationally recognized research activities”
 - Quality and quantity of research activities
 - Well-established researchers and early career researchers in the department
 - At or better than the average of the rest of the campus both in grants awarded, awards received, articles published, and citations earned
- Faculty
 - Enthusiastic
 - Excellent hires over the last several years

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

- Faculty
 - Ten-year hiring gap may represent a challenge in the next period

The reviewers made the following **recommendations**:

- Research
 - Regularly examine the focus of the research themes
 - Earth Sciences should continue hiring plans to add a teaching-stream faculty member followed by a tenure-stream faculty member

3. Administration

The reviewers observed the following **strengths**:

- Relationships
 - Good interactions with other departments at UTM
 - Strong relationships with colleagues in the corresponding departments at the St. George campus
 - Impressive interactions with local organizations
 - The department has taken advantage of the focus on biologically related research and teaching across the disciplines to develop core strength and opportunity for interactions within and beyond the department
- Organizational and financial structure
 - Recently hired an Academic Counsellor

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

- Organizational and financial structure
 - Tendency towards centralized decision-making processes at the institutional level; "micromanagement" from central administration of issues that are delegated to faculties or departments elsewhere; for example, business services rather than the department evaluates the paid time allocated to a TA
 - Lack of properly designed educational and research space
 - Lack of common space for student, staff, and faculty use
 - Increases in workload due to committee work

The reviewers made the following **recommendations**:

- Organizational and financial structure
 - Articulate some overarching principles that in turn would provide context for the specific evaluations of the programs and help frame the recommendations and decision-making
 - Create a stronger focus for the department by pursuing one of several options to merge astronomy into the other divisions of the department;

grow all remaining divisions of the department to remain competitive in each

- Planning/vision
 - Develop a long term hiring plan
 - Continue to improve on transparency in decision making and on clarity of purpose to ensure current sustained levels of enthusiasm, commitment, and coherence



October 2, 2017

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 Chemical and Physical Sciences, which was held in February of 2017. This Department includes programs in Astronomy, Chemistry, Earth Science, and Physics. I am pleased with the largely favourable review, which highlights the delivery of quality programs across multiple disciplines, providing strong undergraduate and graduate education and faculty research activity. Reviewers commended the innovative research opportunities available to students, including both a range of Research Opportunity Programs (ROPs) and interdisciplinary AirLAB offerings. The state of the art teaching laboratory facilities for chemistry and physics were also acknowledged as positive developments in the Department. I expect that, with continued support, the Department will continue to provide outstanding programs across a range of fields. An implementation plan with timelines can be found at the end of this letter.

Curriculum and Program Delivery

The reviewers commended the department's strategies to meet the challenges of delivering educational and research programs in four disciplines. They encouraged more focus on designing learning outcomes (e.g., Physics) and course objectives (e.g., Earth Sciences) to ensure that students can (1) better appreciate program expectations; (2) understand which programs are associated with specific pathways (e.g., graduate school, professional certification, etc.); and (3) receive sufficient preparation (e.g., in joint courses) to succeed in their chosen pathway.

The Department has already begun the process of creating Curriculum Maps of its programs, which directly addresses the more explicit creation of learning outcomes and course objectives, as well as providing the Department with targeted knowledge of the preparation students are receiving in their courses, and where any gaps may exist. For example, computational skills are a concern for many of the degree programs in this Department, and the Curriculum Maps will help to highlight gaps in existing requirements and courses, as well as places where solutions will best fit; more details are provided in the Implementation Plan, including proposed joint courses.

Points (1) and (2) are also addressed by the newly unveiled Program Plans for degree programs in this Department (and others) created by the UTM Career Office with support from the Dean's Office and the departments, which provides accurate and parallel advice on academic, co-curricular, work experience and skills training for each stage of undergraduate study, including

links to UTM campus-based support for each of these (see <http://www.utm.utoronto.ca/program-plans/> for examples). These will be expanded to cover all the major degree streams in the Department. Both the Curriculum Maps and the Program Plans will require regular updates and revisions as the Department continues to improve its degree offerings.

Earth Science, in particular, will be making major changes to their degree programs as they re-orient their existing degree programs with new faculty hires (see below) and to achieve APGO (Association of Professional Geologists of Ontario) compliance; their Curriculum Maps and Program Plans will be essential tools in this process.

Reviewers suggested that the department design programs to allow students to take all their courses at UTM.

Students in Chemistry, Physics, and Earth Science degree programs all generally complete their degrees with courses offered at UTM. Geology and Astronomy are the only programs with insufficient course offerings at UTM to allow completion without including courses offered on the St. George campus. Earth Science will be undertaking major curriculum revisions in conjunction with two new hires, whose searches are currently underway (anticipated start date July 1, 2018), including reassessment of the Geology program. Astronomy is addressed below.

The reviewers recommended that the Curriculum Committee review admissions criteria to ensure similar standards for entry into equivalent programs.

The Department reviewed admission criteria across all their programs at a recent departmental retreat (May 11, 2017). The discussion made it clear that it would not be appropriate to make all programs equivalent, given the diversity of disciplines within the Department. For programs where equivalency would be appropriate, admission requirements are in the process of being streamlined and made equivalent. For other programs, especially programs expected to undergo major changes in curriculum or enrolment (e.g., Earth Science, Astronomy), admissions criteria will be reviewed regularly and changes made as appropriate, on a longer time scale. The ongoing development of Curriculum Maps and Program Plans will help the Department to monitor and assess these issues.

Reviewers were concerned around the sustainability of Astronomy as currently structured and recommended that the department pursue one of several options to merge this division into the other divisions of the department to ensure critical mass, availability of courses on the UTM campus, and competitiveness.

The Department agrees that this is a major concern and this was a major discussion topic at the recent retreat. The Department is currently reviewing options, and is considering two main options proposed by reviewers as well as other potential alternatives that may be beneficial for students and faculty, such as linking to an Astrophysics program and/or a Planetary Science program. Because of the impact these changes could have on multiple aspects of the Department, we do not want to rush this decision.

The department uses both undergraduate and graduate students as teaching assistants. The reviewers strongly recommend that TAs have sufficient educational background, training, and feedback to ensure an optimal learning environment and experience for undergraduate students.

To deal with the variety of training provided across the various disciplines and graduate programs from which Chemical and Physical Sciences draws its TAs, and to provide more uniform instruction specifically tailored to CPS needs, an in-house TA training program is currently being developed, to begin in 2018-19. CPS will draw on TATP and other expertise to develop the training program.

Faculty

The reviewers recommended the development of a long term hiring plan to support the programs with the appropriate mix of tenure- and teaching-stream faculty and disciplinary expertise.

The Department values the reviewers' suggestion and has already begun to reflect on the appropriate mixture of responsibilities and appointment categories to support their programs, courses, and research. As noted, Earth Science is already in the process of hiring two new positions, one teaching-stream and one tenure-stream, to address the significant needs of this program. The Department will continue to discuss the complementary needs of each program.

Organizational and Financial Structure

The reviewers recommended continued prioritization of the planned renovations to the Earth Science teaching laboratories to address a range of space concerns.

The Earth Science teaching labs continue to be a priority for the Department and the division (UTM). Plans are well underway for the space; most unfortunately, there has been a delay due to delays in other building projects at UTM, and while there are shared teaching labs where Earth Science is considered to be the primary user, the new labs dedicated to Earth Science will allow much improved teaching and more lab sessions as the program grows. The labs should be operational no later than 18 months after the original completion date of Fall 2018, in Jan 2020, with hopes for an earlier completion in Fall 2019. A new Earth Science lab coordinator was hired in August 2017 and will be instrumental in the lab design process.

Implementation Plan - Department of Chemical and Physical Sciences, UTM

The Department and the Office of the Dean, in consultation, will undertake the following approaches to enact positive changes:

Immediate Term (6 months)

Curriculum and Program Delivery

- Curriculum mapping of all programs, including attention to learning outcomes and course objectives, and student preparation at each stage for degree requirements; project underway, will take 1-2 years to complete, then requires continual review and updating; *Department with assistance from UTM Dean's Office (Associate Dean Undergraduate)*
- Program plans for degree programs; first phase completed, annual updates of existing plans and new developments for new degrees; *Department working with UTM Career Centre*

- Computational skills/training to be addressed by initiatives in the current curriculum cycle, with medium/long term implementation; *Department*; examples include:
 - Computational training components to be introduced in existing 1st and 2nd year Physics courses
 - Introduction of an additional joint Chemistry and Physics (JCP) course at the 200-level to introduce scientific computing, specifically to train students on numerical software tools to solve practical Chemistry and Physics problems relevant in both academic and industrial settings
 - Computational modelling course currently being proposed at the 300-level for Physics students
- For programs where equivalent admissions criteria are appropriate, admission requirement changes are being proposed in this year's curriculum cycle; *Department*

Faculty

- Hiring of two new faculty in Earth Science (one teaching-stream and one tenure-stream); *Department with funding from the Dean's Office*

Medium Term (1-2 years)

Curriculum and Program Delivery

- Continue new work on and revisions to Program Plans
- Continue new work on and revisions to Curriculum Maps
- Physics to pursue a new specialist stream in Physics or Computational Physics (medium to long term); *Department with assistance of Dean's Office (Program and Curriculum Officer)*
- Earth Science continues major curriculum review and overhaul, with new faculty hires beginning in July 2018, including consolidating the Earth Science programs with the existing Geology programs (medium to long term); *Department with assistance of Dean's Office (Program and Curriculum Officer)*; Goals include:
 - Addressing the enrolment issue with existing Geology specialist program
 - Streamlining existing program requirements to clarify program and course objectives and expectations, align with student interest and career goals
- Astronomy will assess effects of program changes put in place shortly before the review; continued discussion of future options for Astronomy degree stream; *Department with assistance of Dean's Office (Vice-Dean Teaching and Learning, as needed)*
- Certification/Accreditation
 - Earth Sciences curriculum changes planned to allow their degree programs to become APGO (Association of Professional Geologists of Ontario) compliant, including Professional Geoscientist (P.Ge) designation (medium to long term); *Department with assistance of Dean's Office (Program and Curriculum Officer)*
 - The Chemistry Specialist and Biological Chemistry Specialist programs have been accredited with the Canadian Society for Chemistry (CSC) for the past 10 years; accreditation is up for renewal in 2018 and CPS plans on seeking a 5-year renewal; *Department with assistance of Dean's Office (Program and Curriculum Officer)*
- Computational skills/training to be addressed by initiatives in the next curriculum cycles, with medium/long term implementation; in addition Chemistry to review new Physics

programs at all levels (see Immediate) to determine if this is an appropriate fit for their programs and students; if yes, they will bring this into their programs; *Department*

- In-house TA training program currently being developed, to begin in 2018-19; *Department, with assistance of TATP and other groups*

Faculty

- Annual assessment of faculty complement needs, including future directions of Astronomy program; *Department with funding from the Dean's Office*

Organizational and Financial Structure

- Earth Science teaching labs should be operational within 18 months of the original completion date of Fall 2018 (ideally by Fall 2019, at the latest by January 2020); *UTM Facilities and Dean's Office*

Long Term (3-5 years)

Curriculum and Program Delivery

- See medium term goals above
- For programs where equivalent admissions criteria were not deemed to be appropriate in earlier stages, monitoring and regular review will occur (especially with program and enrolment level changes), with admission changes made as appropriate (medium-long term); *Department*
- Monitor, review and discuss options for Astronomy degree stream for final decision about direction to be taken; *Department with assistance of Dean's Office (Vice-Dean Teaching and Learning)*

Faculty

- Annual assessment of faculty complement needs, including future directions of Astronomy program; *Department with funding from the Dean's Office*

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

Sincerely,



Amrita Danieri
Vice-Principal, Academic & Dean



Heather M.-L. Miller
Vice-Dean, Teaching & Learning

UTQAP Review Summary

Programs(s) Reviewed:	<p>Classical Civilization, B.A., Hons.: Major, Minor Diaspora and Transnational Studies, B.A., Hons.,: Major, Minor History, B.A., Hons: Specialist, Major, Minor History and Political Science, B.A., Hons.: Specialist (offered with Dept. of Political Science) History of Religions, B.A., Hons.: Specialist, Major, Minor Latin American and Caribbean Studies: Minor South Asian Civilizations: Minor Women and Gender Studies, B.A.: Major, Minor</p>
Division/Unit Reviewed OR Division/Unit Offering Program(s):	<p>Department of Historical Studies University of Toronto Mississauga</p>
Commissioning Officer:	<p>Amrita Daniere, Vice-Principal Academic and Dean, University of Toronto Mississauga</p>
Reviewers (Name, Affiliation):	<ol style="list-style-type: none"> 1. Professor Lesley Dean-Jones, Department of Classics, University of Texas at Austin 2. Professor Pamela Swett, Department of History, McMaster University
Date of Review Visit:	<p>February 9-10, 2017</p>

Previous Review

Date: December 2009

Summary of Findings and Recommendations:

Undergraduate Programs

Classical Civilization, BA: Maj; History, BA: Spec, Maj; Diaspora and Transnational Studies, BA: Maj; History of Religions, BA: Spec, Maj; Women and Gender Studies, BA: Maj

The reviewers observed the following **strengths**:

- Integration of several disciplines into a single unit has met with an enthusiastic response from faculty members

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

- Students expressed concern regarding the limited presence of faculty members and mentoring of undergraduate students
- Support staff should not be engaged in student advising

The reviewers made the following **recommendations**:

- Create two new positions for student advising
- Increase engagement of tenure stream faculty in key courses

Faculty/Research

The reviewers observed the following **strengths**:

- Faculty members are dedicated and have genuine respect for their UTM students

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

- Not all tenure stream faculty have been formally assigned mentors

The reviewers made the following **recommendations**:

- Enhance the intersections between scholarly activity of faculty members and opportunities for cross disciplinary work
- Develop a mentoring policy, including both junior faculty members and graduate students
- Develop a colloquium for faculty to present their research
- Increase number of tenure-stream faculty given enrolment growth

Administration

The reviewers observed the following **strengths**:

- Department of Historical Studies is on the “cusp of significant transformation”

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

- The advantages of interdisciplinarity are not being fully exploited
- Overburdened support staff

The reviewers made the following **recommendations**:

- Reconsider governance structure to increase participation in governance and decision making
- Increase graduate student presence
- Create incentives for faculty to live in Mississauga
- Consider teaching graduate courses at UTM

Current Review: Documentation and Consultation

Documentation Provided to Reviewers

Terms of Reference; Department of Historical Studies Self-Study, 2017; Previous Review Report and Administrative Responses; UTM Degree Level Expectations, 2016; U of T Facts & Figures, 2015; UTM Divisional Academic Plan, 2012; UTM Vision Statement, 2017; UTM Academic Calendar, 2016-2017; UTM Viewbook, 2017-2018; U of T Domestic Viewbook, 2017-2018; Tri-Campus Framework

Consultation Process

The reviewers met with the Vice-Principal Academic & Dean; the Vice-Dean, Teaching & Learning; the Chair of the Department of Historical Studies, UTM; the Associate Chair of the Department of Historical Studies, UTM; tenure and teaching-stream faculty members; sessional instructors; undergraduate students; departmental administrative staff.

Current Review: Findings and Recommendations

1. Undergraduate Programs

Classical Civilization (Major, Minor); Diaspora and Transnational Studies (Major, Minor); History (Specialist, Major, Minor); History and Political Science (Specialist [offered with Dept. of Political Science]); History of Religions (Specialist, Major, Minor); Latin American and Caribbean Studies (Minor); South Asian Civilizations (Minor); Women and Gender Studies (Major, Minor)

The reviewers observed the following **strengths**:

- Objectives
 - Classical Civilization:
 - range of topics covered - both textual and material sources - fits well with UTM's vision
 - focus on active learning in the 300-level courses fits well with U of T's desire to promote communication skills
 - a large proportion of the courses offered are historical in nature and this fits well with the inter-disciplinary aims of Department of Historical Studies
 - History:
 - aligns well with the academic plans of the department and meets most of the goals of U of T's mission
 - Women and Gender Studies
 - interdisciplinary, intersectional and transnational nature aligns well with U of T's Vision Statement
- Admissions requirements
 - Classical Civilization, History, South Asian Civilizations, Women and Gender Studies: appropriate
- Curriculum and program delivery
 - Classical Civilization:
 - broadened course offerings are in keeping with current trends in classical studies
 - plan for tenure-stream faculty to co-teach CLA101H5
 - improvements made to the 200-level courses in Greek History, and Roman Culture and Society (fewer lecture hours and more tutorial hours)
 - History:
 - diversity of themes in terms of geographic breadth and thematic coverage
 - attempts to match students with community partners in off-campus learning

- structures to encourage students to substitute courses from elsewhere, particularly Classics and History of Religions, to add interdisciplinary flavor
 - the introduction of new Digital History courses
 - attempts have been made to examine the gains in students' skill-set and to address shortcomings
- History of Religion:
 - students comment positively on Level I methods and theory course
 - field trips make use of the city
 - mix of traditional scholarly approaches and newer areas of investigation
- Latin American and Caribbean Studies:
 - thoughtful design of the minor and its program learning outcomes
- South Asian Civilizations:
 - the minor benefits from courses in History, Religion, Women and Gender Studies programs as well in from programs offered by other departments
 - the connection to the Centre for South Asian Civilizations makes for a very rich educational experience beyond the classroom
- Women and Gender Studies:
 - thoughtful, progressive approach through the various levels
 - writing focused course at the 100-level is in tune with the activist focus of the major
 - opportunities for students to extend their learning beyond the classroom reflects program's activist focus
 - valuable opportunities to produce a creative work
 - the "Feminist Lunch" series has been extremely successful, sometimes drawing audiences of over 150
- Assessment of learning
 - Where information was provided, assessment of learning is as would be expected for the discipline and appropriate for the course
- Quality indicators
 - In all categories of the NSSE survey the average for the Department of Historical Studies was slightly higher than the average for UTM
 - 78% of 364 students rated the teaching in the Department of Historical Studies as "good" or "excellent"
 - Classical Civilization: number of majors graduating from the program more than doubled over the last few years suggests faculty successfully retain students once they have started taking Classical Civilization courses
 - South Asian Civilizations: steady increase in the number of graduates that have completed the minor in the last three years

- Enrolment
 - History and Political Science: steady stream of students in the program
 - History of Religion: healthy
 - Women and Gender Studies: increase in enrolments (42%) and graduates (63%) between 2012 and 2016 has made possible new tenure-stream hires
- Faculty resources
 - NSSE survey: 77.62% of students strongly or somewhat agreed with the statement that they had sufficient interaction with the faculty in the Department of Historical Studies
 - Many of the students talked about the approachability, passion and knowledge of the faculty
 - Department of Historical Studies has seen major growth in its faculty complement
 - South Asian Civilizations: 7 tenure-stream faculty and several others in the area cluster support the minor well and enable the offering of a broad selection of courses
- Support
 - Classical Civilizations: department size gives program “extra clout”

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

- Overall quality
 - Diaspora Studies: reviewers were concerned that the Department of Historical Studies is not “ the best place for this program”
- Objectives
 - Diaspora Studies: social science program may not fit well in mostly humanities department or at UTM
 - History and Political Science: seemed to be orphans within the Department of Historical Studies
 - Women and Gender Studies: the program might fit better in a social science milieu such as Sociology, Anthropology, Political Science, or one with a heavily theoretical literary perspective
- Admissions requirements
 - History: there are CGPA requirements for the Specialist degree that do not exist elsewhere in the Department of Historical Studies; this may restrict enrolment in ways unintended by the program
- Curriculum and program delivery
 - Department of Historical Studies overall:
 - students have comparatively few contact hours with faculty in the classroom
 - NSSE survey: low number of students participating in high-impact practices

- Classical Civilization:
 - reduction in the variety of courses offered may discourage interest in the program as a whole
 - the self study reported that participation in excavations may only be a possibility for students in the St. George campus programs
- Diaspora Studies:
 - reducing the number of social science courses required to fulfill the major may undermine the program's core
 - reviewers note that none of the five students they met knew what "diaspora" meant
- History:
 - students reported that the Level I History course had a "scattershot approach to content"
 - very small numbers involved in the internship course
 - reviewers did not find evidence of "thematic streams" mentioned in self-study during site visit discussions, or in program materials on the website
 - about 30% of level II courses have only 2 hours of contact per week and use lectures exclusively; only 1 of 47 courses at level III have a third contact hour
- History of Religion:
 - majors and specialists must choose primary and secondary fields of study which do not include allowing students to study "the interaction of religion with other factors of society"
 - appears to be an imbalance between the number of level II and III courses offered
- Latin American and Caribbean Studies:
 - "severe" limitations on language in Spanish at UTM training hinders students to grasp this complex area of study
- Assessment of learning
 - Very little information provided on assessment of learning
- Quality indicators
 - Diaspora Studies: reviewers did not see evidence of student interest in the major despite self-study claims
- Enrolment
 - Faculty report that courses with waiting lists had been cut
 - Classical Civilization: like Liberal Arts programs worldwide, courses at UTM have seen a decrease in enrolment in the last few years (from 602 to 434, 28%)
 - Diaspora Studies: increase in course enrolment has not resulted in an increase in major enrolment
 - History: declining enrolment, similar to programs across North America

- History and Political Science: disinterest as reflected in small enrolment seems related to poor promotion
- Support
 - Absence of mentoring and departmental identity for majors
 - Students reported a greater sense of “belonging” to their other departments and a better idea of the careers they could expect with those majors on graduation
 - Classical Civilization: challenge, also faced by similar programs elsewhere, to convince students in this program that it is a viable major
 - History: very little program outreach or promotion to students despite declining enrolments
 - History and Political Science: little effort made to promote the program, foster the program’s growth or create a sense of community among its student cohort; no separate information about the program on the website (link goes to the History page)
- Faculty resources
 - Low student-faculty interaction (NSSE and student reports)
 - Tenure-stream faculty do not appear to feel a responsibility to provide their students with mentoring or interaction beyond lectures
 - Students did not seem enthusiastic to participate in the review; perhaps reflecting lack of faculty engagement
 - The reviewers were advised that of all the tenure-stream faculty only two from Women and Gender Studies are regularly in the Department of Historical Studies more than one day a week
 - Faculty convenience in course scheduling is not in the students’ best interests (e.g., all their classes on the one day)
 - Most of the programs within the Department of Historical Studies are facing falling enrollments in their classes even as they are adding faculty

The reviewers made the following **recommendations**:

- Objectives
 - Diaspora Studies: reviewers advise against investment of time or resources in this major
 - Women and Gender Studies: consider housing the program in a department that shares more of its interests and activist tendencies; if it remains in the Department of Historical Studies consider hiring more tenure-stream faculty, with a “historical bent”
- Curriculum and program delivery
 - Overall:
 - increase the number of contact hours in the 300- and 400-level courses; break up lectures into periods of an hour; add tutorials where possible in the 100- and 200-level courses
 - Classical Civilization:

- addition of courses on Egypt could help attract a more diverse student body to the program
 - maintain the current level of courses offered
 - History:
 - encourage more investment and promotion in the internship program
 - connect the curriculum across the department's disciplines
 - explore team-teaching
 - explore integrating digital history skills in existing courses, to complement the stand-alone Department of Historical Studies courses
 - add tutorials to level II courses that have less than 3 contact hours per week
 - History of Religion:
 - consider a new stream in "religion and society" that would appeal to those interested in the interaction of religion with other factors of society, rather than in any individual faith
 - consider a practicum type course
 - add more level II courses with a 3rd contact hour
 - do more to connect across disciplines in the Department of Historical Studies through some of the traditional scholarly approaches and newer areas of investigation (e.g., raise student awareness of disciplinary overlap through guest lectures by historians or WGS faculty in History of Religion courses and team teaching)
 - South Asian Civilizations:
 - almost strong enough to become a major with the addition of more historically-focused faculty
 - encourage a language requirement for the minor
 - offer more South Asian languages in the Language Studies department
- Enrolment
 - If courses need to be cut due to lack of teaching staff, consider cutting small courses rather than those with waiting lists
 - Classical Civilization: find ways to grow enrolment (e.g., by engaging with students at various venues, encouraging current majors to give short presentations on the attractions of this program major to students in the introductory courses, etc.)
 - History and Political Science: work with the Political Science Department to seek ways to grow this program
- Students
 - Classical Civilization: consider an offshoot of the Undergraduate Historical Student Society that could focus specifically on ancient world activities

- Latin American and Caribbean Studies: UTM should invest further in language training
- Student funding
 - Classical Civilization: provide summer support for undergraduate participation in excavations
- Support
 - Tenure-stream faculty should be involved in student advising with one of these faculty for each of the programs within the Department of Historical Studies
 - Women and Gender Studies: advise students of the benefits of a second major or two minors in complementary areas
- Faculty resources
 - Tenure-stream faculty need to have a greater presence at UTM and take a greater role in recruiting students, and interacting with and mentoring undergraduates outside of the classroom

2. Faculty/Research

The reviewers observed the following **strengths**:

- Research
 - Very proactive in promoting research through Research Committees and the planned introduction of Working Groups; reviewers note that results so far have been extremely impressive:
 - research revenues have soared since 2011-12
 - strong rates of participation in Tri-Agency competitions; higher than the humanities average since 2006-7, and equal to or close to the overall U of T average in recent years
 - “very respectable,” 50% success rate in the SSHRC Grants since 2012
 - good spread of field research across the disciplines and impressive productivity of both tenure-stream and teaching-stream faculty
- Faculty
 - Many of the tenure-stream junior faculty appeared very grateful for their positions and the freedom provided by the institution to chart their own research agendas and teaching duties
 - Teaching-stream faculty were extremely enthusiastic about their appointments and were the most engaged with the Department of Historical Studies as an entity; productive in their research and successful in winning grants and feel their research is taken seriously
 - History: recent hires have been geared toward making the Department of Historical Studies more globally-minded
 - Women and Gender Studies: recent tenure-stream appointment hires are productive scholars and very active in community and political projects

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

- Research
 - It is unclear whether the term ‘edited monograph’ refers to a published monograph or to something in the process of being edited or a co-authored work, which is less impressive
- Faculty
 - The reviewers noted that teaching-stream faculty teach more than the tenure-stream faculty, and perform much of the extra-curricular and outreach activity that is so important in building a strong department

The reviewers made the following **recommendations**:

- Faculty
 - Leave the Eastern European and Soviet History position unfilled and strengthen an area such as South Asian Studies, Latin American Studies, Middle Eastern Studies or Classics by hiring in Language Studies
 - If faculty are added to the South Asian Minor, other than in Language Studies, they should be more historical in focus
 - tenure-stream faculty need to have a greater presence on the Mississauga campus and take a greater role in interacting and mentoring undergraduates outside of the classroom

3. Administration

The reviewers observed the following **strengths**:

- Relationships
 - Faculty morale is generally high
 - Faculty appreciated the informal collaboration – sharing of ideas and interests – across the units within the Department of Historical Studies
 - Women and Gender Studies faculty show interest in department community
 - Staff genuinely invested in the Department of Historical Studies
- Organizational and financial structure
 - The department has been well resourced, including a new space to which it will relocate shortly and the Dean has provided “multiple pots” of discretionary funding to foster research productivity and graduate presence
 - Effective staff team are appreciated by faculty
- Department/unit/programs relative to the best in Canada/North America and internationally (reputation/profile)

- At most universities in North America, departments for the disciplines represented in this review here have not seen the growth that the Department of Historical Studies has experienced; places UTM in a very advantageous position with respect to new faculty recruitment

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

- Relationships
 - Staff morale is very low; staff often feel the need to participate in activities that tenure-stream faculty would normally engage in
 - Weak relationships with other academic units at UTM despite the role that these Departments play in assisting the Department of Historical Studies to mount interdisciplinary minors
 - Limited faculty interest in the review
- Organizational and financial structure
 - Governance structure for the Department of Historical Studies is a work in progress and some improvements have been made on clear and transparent service duties and decision making raised in the last review; however, continual review and improvements are needed to ensure changes are meeting the needs of the Department
 - Tenure-stream faculty do not come in for Department of Historical Studies meetings unless they are on campus to teach, which means that only about 50% of faculty attend
 - While reviewers are not fully convinced this is the case, faculty report heavier service and teaching demands than St. George colleagues in the Faculty of Arts and Science
- Planning/vision
 - Origin of the Department of Historical Studies as an administrative measure rather than as an intellectual disciplinary decision is still in evidence; the multiple programs in a single unit does provide opportunity, but may not currently be a strength as the individual programs remain unsure on how, together, to forge an organic whole or create unique programming or partnerships that would add value

The reviewers made the following **recommendations**:

- Relationships
 - Review the staffing structure regularly to ensure it continues to fit the needs of the Department of Historical Studies
 - Extend informal collaborations and collegiality to team teaching and department-wide co-curricular events
 - Consider replacing the poorly attended graduate student speaker series with a Department Speakers Series at which faculty, guests and graduate

students present research – once per month; use the Dean’s research funds to pay for the shuttle trip/parking, honoraria, refreshments

- Organizational and financial structure
 - Consider directors for each of the majors (History, Religion, Classics, and perhaps a fourth for the three interdisciplinary minors); if this level of administration is brought in, the associate chair position would no longer be necessary
 - Directors should be elected by the entire Department of Historical Studies, serve a fixed term, should meet regularly with the Chair as a Department of Historical Studies Executive Committee; pre-tenure faculty should not serve as unit directors
 - Encourage the Department of Historical Studies to seek data on faculty claims of heavier service and teaching loads than St. George campus colleagues, and, if it exists, present the Dean with data to support these claims
 - Service duties, including those involving undergraduate student support and outreach, should be shared by tenure- and teaching-stream faculty
 - Regularly circulate governance documents (Constitution), including university or the Department of Historical Studies policies for forming search committees
 - Reviewers support the Dean’s intentions to further facilitate travel between campuses
 - A faculty retreat is a “good starting point” to foster departmental cohesion, but a greater presence on campus and attendance at regular faculty meetings would be more effective
 - Faculty do not need offices on the St. George campus; meeting graduate students at UTM will help build cohesion
- Planning/vision
 - Consider synchronizing the semesters of all U of T campuses
 - The Vice-Dean Teaching and Learning should work with the department to make unique programming or partnerships a reality, including capitalizing on the diversity of the student population and surrounding cultural abundance in the Mississauga and Toronto community areas
 - Develop practicum courses and other community research partnerships

Administrative response appended



October 3, 2017

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 Historical Studies, which was held in February of 2017. The following undergraduate programs in this Department were reviewed: Classical Civilization (Major, Minor); Diaspora and Transnational Studies (Major, Minor); History (Specialist, Major, Minor); History and Political Science (Specialist [offered with Dept. of Political Science]); History of Religions (Specialist, Major, Minor); Latin American and Caribbean Studies (Minor); South Asian Civilizations (Minor); Women and Gender Studies (Major, Minor).

I am pleased that the reviewers recognized the Department's highly productive researchers, both in the tenure and teaching-stream. They also commented favourably on the strong increase in permanent faculty and staff numbers since the last review, in contrast to many comparator programs in North America, as well as commending the strong sense of community in Women and Gender Studies, in particular. The reviewers noted the increasing numbers of program graduates from Classical Civilizations and the minor in South Asian Civilizations, as well as solid enrolments in Women and Gender Studies and History of Religions, and innovative new courses in Digital Humanities in the History program. This diverse Department does face some challenges encompassing a variety of disciplines, but discussion of solutions to these issues has already begun. An implementation plan with timelines can be found at the end of this letter.

Faculty

The reviewers were very concerned that the lack of a strong tenure-stream faculty presence on the UTM campus negatively impacts classroom contact hours and student advising, as well as co-curricular activities, the distribution of service responsibilities across teaching- and tenure-stream faculty and administrative staff and department morale. They made a number of recommendations to facilitate the presence of tenure-stream faculty, as well as recommendations around course scheduling, advising, outreach, department governance and service that hinge on tenure-stream faculty presence.

The Department and Dean's Office agree with the reviewers that the lack of faculty presence on campus is an issue that impacts students, staff and the intellectual community of the Department. It is difficult for reviewers to fully understand the complexities in the logistical constraints of the tri-campus system during their brief visits, including the difficulties for UTM faculty whose graduate appointments based on the St. George campus require a regular

two-campus presence for classes, events and committee work. The disparity in time needed for travel to two campuses for teaching as well as the need to adjust to two entirely different academic Calendars (UTM undergraduate and St. George-focused graduate) are also issues. Notwithstanding, there are several issues impacting faculty presence that can and must be addressed, in both immediate and longer-term time scales. These include attention to a more dispersed scheduling of undergraduate courses throughout the week which is better for student schedules as well as providing a reason for faculty to be on campus on multiple days per week; increased incentives for graduate students to come to UTM, including enhanced meeting space; and increased intellectual incentives for faculty to spend non-teaching time at UTM (from more programming at UTM to offering graduate courses on campus to establishing post-doctoral scholars at UTM). There are some significant challenges to a greater faculty presence at UTM, especially for research, but the successful creation of community at UTM by some units in the Department as well as creative ideas by individuals across the Department demonstrates that it is possible and suggests some ways forward.

On a hopeful note, the Department has noticed a naturally occurring shift towards significant presence on the UTM campus by newer faculty. They consider this to be a sign of a changing culture in which newer faculty feel more invested in UTM and the Department, offering more extracurricular events, spending more time with students and conducting some of their research on campus. We are hopeful that this trend will continue as newer faculty realize some of the benefits of being at UTM.

Curriculum and Program Delivery

The reviewers supported further investment in language training offerings for Latin American and Caribbean Studies Minor as well as the South Asian Civilizations Minor.

The Dean's Office and the Department agree with the reviewers' observations about the difficulties facing some programs without sufficient student training in appropriate languages on campus. The Dean's Office commits to working with the Department of Language Studies at UTM to make the language training needs of other departments part of complement planning; for example, Language Studies has already indicated their interest in improving their Spanish program and so would welcome this demonstration of support from Historical Studies. To aid in the success of these investments, the Department will consider curriculum revisions to encourage interest by their students in language studies and will make special note of language needs in their on-going Curriculum Mapping projects, for all degree programs in the Department.

The reviewers also made a number of suggestions around program development, including the possibility of greater connections across disciplines within the unit, a new "Religion and Societies" stream and a major in South Asian Civilizations.

The Department will need to arrive at a way to manage the tensions between cross-disciplinary and disciplinary degree programs; at present, strong feeling seems to support a policy of diversification into disciplinary degrees with cohesion in administration, possibly research and possibly one or two special degree programs. The Dean's Office sees no difficulty with this general approach, but will encourage the Department to focus on a decision about the future of

the current cross-disciplinary degree programs, such as Diaspora Studies, and determine whether any new programs (such as the suggested “Religion and Societies” stream) should replace or supplement them. The possibility of a future major in South Asian Civilization seems promising, given the strong enrolments in the minor program, but will depend on dedicated long-term interest by Department faculty in developing and proposing such a program, with the guidance of the Dean’s Office, especially the Curriculum and Program Officer. The Dean’s Office recommends that the Department form a Working Group or multiple Working Groups, perhaps drawn from existing disciplinary Curriculum Committees, to investigate the future of existing cross-disciplinary degree programs (e.g, Diaspora Studies), and to suggest the possible creation (or not) of new cross-disciplinary degree programs, including a possible Major in South Asian Civilizations. If the proposals are approved by the Department, the Working Group(s) will be responsible for long-term development of curriculum planning and documents needed to revise, end and/or create such programs.

These decisions will be aided by the Department’s creation of Curriculum Maps for all of its programs. These will help assess the possibility of revising or ending existing cross-cutting degrees and creating others, as well as assess possible gaps in knowledge and skills in degree streams in relation to program planning and faculty hires. The new Departmental administrative structure, with more administrative participation by all of the disciplines, should also encourage greater attention to curriculum development.

Students

The reviewers reported some positive experiential learning and out of classroom learning opportunities but noted that a more concerted effort be made to capitalize on the “cultural abundance” in the UTM campus area. For example, the reviewers recommended bolstering current low student enrolment in the History internship course.

The Department agrees with the reviewers’ recommendation to bolster their experiential learning opportunities by linking with the surrounding community. The reviewers also raised an important issue about students’ perception of and engagement with the Department, specifically, a lack of awareness about the Department that stems both from its multi-disciplinary nature and the lack of presence of faculty. The Department also feels that the Historical Studies Society student group routinely seems to focus only on one of their disciplines (typically history). The Department has pledged to address this issue in a number of ways, including increased faculty involvement with student organizations and student advising, and more Department events involving the community. The new UTM Program Plans (<http://www.utm.utoronto.ca/program-plans/>) may provide an avenue for ensuring that students are aware of all opportunities open to them. Finally, the Dean’s Office is in the process of expanding Experiential Education support and opportunities across campus, and these programs will be open to the Department in the medium to long term.

Long Range Planning

The reviewers were not convinced that the department as a whole was greater than the sum of its individual parts and made suggestions to improve the value of the unit as a whole by ceasing

support for programs (Diaspora Studies) that do not appear to fit with the unit or at UTM; moving healthy programs (Women and Gender Studies) to other departments where they may be a better fit; and working with the Dean's Office to create unique experiences and partnerships within and beyond UTM that leverage the department's unique array of programs and meet interdisciplinary goals

The issue of existing cross-disciplinary programs like Diaspora Studies is noted above under Curriculum and Program Delivery, and possible solutions discussed there.

The feedback to the Dean's Office from Department faculty was unanimously in favour of keeping the Department intact as a unit, both from Women and Gender Studies and outside it, both through the Chair and in Town Hall meetings. Indeed, Women and Gender Studies made the case that their presence in this multi-disciplinary Department had clearly been a success for them, given their strong showing in the review, and that they should stay in the Department to encourage and support community building for others. While this diverse, complex unit is more difficult for reviewers to assess than a more traditional disciplinary unit, or an explicitly cross-disciplinary one, the model of diversity of degree programs with unity of administrative structure seems remarkably successful at UTM, given that all three complex units of this kind under review in 2016-17 expressed similar desires to stay together. This does not mean such units are unproblematic, however, and the new administrative organization adopted by Historical Studies this year may be of assistance, as well as the plans suggested in this response.

In addition, the Dean's Office suggests that the Department of Historical Studies could benefit from a retreat, perhaps one led by a professional moderator to guide discussion into concrete decisions which can be subsequently enacted by Department administration with support from the Dean's Office, as needed. The Department may wish to make such retreats a regular event.

Implementation Plan - Department of Historical Studies, UTM

The Department and the Office of the Dean, in consultation, will undertake the following approaches to enact positive changes:

Immediate Term (6 months)

Faculty

- To increase faculty presence at UTM, the Department has already requested faculty to teach courses on at least two separate days per week at UTM, rather than teaching all courses on one day; some faculty have also voluntarily begun scheduling office hours on a different day of the week from teaching; *Department*
- Encourage existing trajectory of significant funding made available to faculty who choose to hold extra-curricular events at UTM, with steady increase in such events over past five years; *Department with funding from the Dean's Office, including directly to faculty and groups*
- Proposed increase to faculty and other research activity at UTM by hosting post-doctoral scholars on campus; funding has been granted for a post-doctoral fellow in Classics to be

housed in the Department at UTM as a pilot project; *Department with funding from the Dean's Office*

- Invite UTM disciplinary liaison librarians to work with faculty and graduate students to ensure both are aware of the Library's services, including process and speed of requesting holdings delivered to UTM from elsewhere at U of T, as well as Library's interest in acquiring holdings needed for Historical Studies' disciplines; possible creation of informational materials directed towards faculty and graduate student research in Historical Studies and made available in print, by email, and on the Department's website; *Department and UTM Library (Hazel McCallion Academic Learning Centre)*
- Encourage faculty to cross-list advanced undergraduate seminars as graduate courses, as has been done in the past with excellent results, to increase graduate student presence on campus and increase their interactions with top undergraduates, as well as encourage faculty meetings with graduate students at UTM; *Department*
- At the request of the Department, the Dean will inquire into progress on subsidized transportation (shuttle bus) for UTM faculty required to attend committee and other meetings on other campuses, as previously discussed in recent UTFA agreements; at minimum, a supply of shuttle bus tickets for such meetings should be made available as appropriate; *Dean's Office*

Curriculum and Program Delivery

- Curriculum mapping of all programs, including attention to learning outcomes, course objectives, and student preparation at each stage for degree requirements; to be used for assessment and revisions to existing programs, especially with attention to language needs and possible collaborative or cross-disciplinary offerings within the Department; project will take 1-2 years to complete, then requires continual review and updating; *Department with assistance from UTM Dean's Office (Associate Dean Undergraduate)*
- Consider curriculum revisions to encourage interest by students in language studies (e.g., allowing language courses to fill option requirements towards Historical Studies degrees); make special note of language needs in their on-going Curriculum Mapping projects; *Department with assistance of Dean's Office (Program and Curriculum Officer; Associate Dean Undergraduate for Curriculum Maps)*
- Dean's Office will begin immediate work with the Department of Language Studies at UTM to make the needs of other departments for language training part of complement planning; *Dean's Office and Department of Language Studies, with input from Department of Historical Studies on specific needs*

Students

- Program Plans for degree programs; first phase completed, annual updates of existing plans and new developments for new degrees to make students aware of opportunities that exist; *Department and UTM Career Centre*
- Encourage Historical Studies Society (HSS) student group to focus on all disciplines, and encourage increased faculty involvement with HSS and other student organizations; *Department*
- Develop formal faculty advising structure for students, to complement the existing administrative staff student advising and engage students in their scholarly plans and choices; explore establishing a faculty advisor for each major and specialist program; *Department*

- Continue to develop and advertise Department events open to and involving the community, including alumni, perhaps employing the *Mississauga News*, the Alumni office, the Communications office and other venues; continue to invite alumni and other community members to give guest lectures; *Department*

Long Range Planning

- As above, plus planning for a Retreat, perhaps in the Spring term between classes and exams; *Department with assistance from Dean's Office as needed*. Suggested topics to be discussed, whether as a unit or in break-out groups, could include but not be limited to:
 - o whether or not to focus on creating stronger cross-disciplinary undergraduate degree programs, or to focus on strengthening existing degree programs while adding cross-listings to relevant course in other Department units - as a philosophical discussion, rather than in reference to specific cases;
 - o whether the existing disciplines as currently named and organized make the most sense for the Department, or whether other groupings of faculty and/or degree programs would enhance Department success for students and faculty;
 - o issues relating to staff loads, needs, and faculty support of staff, not discussed directly in the review, but raised in the consultation process; and
 - o whether the new administrative structure is helpful, or more adjustments need to be made

Medium Term (1-2 years)

Faculty

- Department moves into new building in 2018, with purpose-designed office and research space for faculty and graduate students, and new meeting space designed to promote collaboration and intellectual community development; *Department and UTM Campus*
- Revision of Department's now-defunct Prandium lecture series into monthly Department speaker series intended to engage faculty and graduate students by both showcasing in-house research and bringing outside experts to UTM; will also be promoted to further engage undergraduate students in research (Medium and Long Term); *Department, with internal, Decanal, and other funds*
- New Director of the Centre for South Asian Civilizations (CSAC) associated with the Department has committed to holding many more events on the UTM campus in future; successful beginnings already made in conjunction with other departments (Medium and Long Term); *Department and CSAC, with internal, Decanal, and other funds*
- If current post-doctoral scholar position request is successful in increasing research activity and faculty presence on campus, Department will consider having at least one post-doctoral scholar on campus for each of their four major disciplines (Medium and Long Term); *Department to seek out and apply for funding from granting agencies with assistance from Vice-Principal Research*
- Department will continue to maintain strong ties with liaison librarians and develop informational materials directed towards faculty and graduate student research (Medium and Long Term); *Department and UTM Library (Hazel McCallion Academic Learning Centre)*
- New 2017-18 organization of the department into four discipline-based Program Directors under the Chair, rather than a single Associate Chair and Chair model, should allow the Chair to focus more on faculty needs and problems, especially for the increased number of junior

faculty present at UTM, with the Program Directors handling many aspects of day-to-day undergraduate programming (Medium and Long Term); *Department*

- As frequently noted by UTM faculty, more reliable and appropriate modes of shuttle transport would help increase faculty presence at UTM; *UTM Campus*

Curriculum and Program Delivery

- Continue new work on and revisions to Curriculum Maps
- Continued work on curriculum revisions to encourage language studies by Department students; *Department in consultation with Dean's Office (Program and Curriculum Officer)*.

Possible options include:

- o minor changes to requirements for existing degrees, allowing language credit;
- o development of new degree streams involving joint language degrees, as for the existing UTM International Affairs degrees or global scholars program in development by Language Studies (Medium to Long Term)
- Continued work by Dean's Office to make the needs of other departments for language training part of complement planning in the Department of Language Studies (Medium and Long Term); *Dean's Office and Language Studies, with input from Department of Historical Studies on specific needs*
- Department to form Working Group(s) to investigate future of existing cross-disciplinary degree programs (e.g., Diaspora Studies), suggest the possible creation or not of others (e.g., Major in South Asian Civilizations, Religion and Societies), bring ideas to Department, and be responsible for long-term development of curriculum documents needed to create such programs (Medium and Long Term); *Department in consultation with Dean's Office (Program and Curriculum Officer)*

Students

- Continue to work with Historical Studies Society student group to focus on all disciplines, perhaps by assigning multiple faculty advisors from different disciplines, or consulting with students to see if separate discipline-oriented student groups would be more effective; *Department and Undergraduates, including existing student organizations of various types*
- Increased faculty involvement with student organizations, including annual meet-and-greets; all-department event with opening of new building space in Fall 2018; *Department*
- Increased faculty involvement with student advising, through creation of a formal structure of faculty assignment as student disciplinary advisors for course content, disciplinary studies, and careers to complement existing administrative staff advising on degree requirements; *Department*
- Continue to develop Department events open to and involving the community; *Department*
- Engage with new Dean's Office opportunities expanding Experiential Education across campus, as desired (Medium to Long Term); *Department and Dean's Office (Experiential Education Office)*

Long Range Planning

- See above re Working Group to assess existing cross-disciplinary degree program of Diaspora Studies; must make final decision about future of this program and proceed to results determined during this period; *Department in consultation with Dean's Office*

- Retreat, if not previously held; consider annual department retreats, even short ones, to monitor progress; *Department*

Long Term (3-5 years)

Faculty

- See Medium Term goals above; *Department and Dean's Office*

Curriculum and Program Delivery

- See Medium Term goals related to possible major curriculum developments in language training and to possible new degree streams; *Department and Dean's Office (Program and Curriculum Officer)*
- Results chosen by Department from recommendations by Departmental Working Group(s) on major curriculum developments related to possible new degree streams; chosen programs advanced to curriculum development and governance (See Medium Term); *Department and Dean's Office (Program and Curriculum Officer)*

Students

- Continue faculty involvement with student organizations; *Department*
- Continue faculty involvement with student advising; *Department*
- Continue to develop Department events open to and involving the community; *Department*
- Engage with new Dean's Office opportunities expanding Experiential Education across campus, as desired (Medium to Long Term); *Department and Dean's Office (Experiential Education Office)*

Long Range Planning

- Finalize process to end Diaspora Studies degrees in favour of focus on other programs OR reassessment of enhanced Diaspora Studies program; *Department and Dean's Office*
- Possible annual retreats; *Department*

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

Sincerely,



Amrita Danieri
Vice-Principal, Academic & Dean



Heather M.-L. Miller
Vice-Dean, Teaching & Learning

UTQAP Review Summary

<p>Program(s) Reviewed:</p>	<p>Commerce, B.A., Hons.: Major Commerce, B.Com.: Specialist Commerce, Accounting, B.Com.: Specialist Commerce, Finance, B.Com.: Specialist Commerce, Marketing, B.Com.: Specialist Management, B.A., Hons.: Major Management, Management Stream, B.B.A.: Specialist Management, Human Resource Management and Industrial Relations Stream, B.B.A.: Specialist</p>
<p>Division/Unit Reviewed OR Division/Unit Offering Program(s):</p>	<p>Department of Management University of Toronto Mississauga</p>
<p>Commissioning Officer:</p>	<p>Vice-Principal Academic and Dean, Amy Mullin Office of the Dean, University of Toronto Mississauga</p>
<p>Reviewers:</p>	<p>1. Professor James Rebitzer, Economics, Management and Public Policy; Everett W Lord Distinguished Faculty Scholar (2012), Questrom School of Business; and Chair, Markets, Public Policy and Law Department, Boston University</p> <p>2. Professor John Ries, HSBC Professorship in Asia Business; Senior Associate Dean, Research, Sauder School of Business, University of British Columbia</p>
<p>Date of review visit:</p>	<p>November 14 - 15, 2016</p>

Previous Review

Date: November 2007

Summary of Findings and Recommendations:

Undergraduate Programs

Management, BA: Specialist; Management, BA/BSc: Major; Commerce and Finance, BCom: Specialist; Commerce and Finance: Accounting, BCom: Specialist; Commerce and Finance: Finance, BCom: Specialist; Commerce and Finance: Human Resource Management, BCom: Specialist; Commerce and Finance: Marketing, BCom: Specialist; Commerce, BA: Major

The reviewers observed the following **strengths**:

- Rich and varied set of offerings; high quality programs; students are generally satisfied

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

- Over-reliance on non tenure-stream faculty to teach required courses

The reviewers made the following **recommendations**:

- Streamline specialty and major programs; re-examine the procedures for enrolling in courses on other campuses; ensure a minimum number of spots at Rotman for UTM students

Faculty/Research

The reviewers observed the following **strengths**:

- Very high quality, enthusiastic and committed; impressive tenure-stream research success and that “all appear to continue to be active and strong contributors in their respective fields”

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

- Faculty indicated they felt under-resourced and under-valued by UTM and Rotman School of Management despite high student demand for programs; “clear evidence of strain or tension between” the Department and Rotman

The reviewers made the following **recommendations**:

- Appoint more tenure-stream professors

Administration

The reviewers observed the following **strengths**:

- Valuable, collaborative and amicable relations with Department of Economics; exceptionally high spirit and morale

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

- Tense relations between the Department of Management and UTM administration over revenues derived from the department for the campus

The reviewers made the following **recommendations**:

- The department obtain much “greater affirmation of support from UTM in order to build its tenure-stream component of the faculty and establish a better foundation for being a more independent and well-respected unit”

Current Review: Documentation and Consultation

Documentation Provided to Reviewers

Terms of Reference; Department of Management Self-Study, 2016; Previous Review Report and Administrative Responses; UTM Degree Level Expectations, 2016; U of T Facts & Figures, 2014; UTM Divisional Academic Plan, 2012; UTM Academic Calendar, 2015-2016; UTM Viewbook, 2016-2017; UTM Viewbook, 2017-2018; U of T Domestic Viewbook, 2017-2018; Tri-Campus Framework.

Consultation Process

The reviewers met with the Vice-Principal Academic & Dean; the Vice-Dean, Undergraduate; the Chair of the Department of Management, UTM; the Director, Undergraduate Programs of the Department of Management, UTM; the Vice-President & Principal, UTM; tenure and teaching-stream faculty members; undergraduate students; departmental administrative staff.

Current Review: Findings and Recommendations

1. Undergraduate Program

Commerce HBA (Major); Commerce BCom (Specialist); Commerce: Accounting BCom (Specialist); Commerce: Finance BCom (Specialist); Commerce: Marketing BCom (Specialist); Management HBA (Major); Management: Management Stream BBA (Specialist); Management: Human Resource Management and Industrial Relations Stream BBA (Specialist)

The reviewers observed the following **strengths**:

- Overall quality
 - Quite good and very strong student interest in studying business
- Objectives
 - Reviewers were satisfied with the consistency of the program with the University’s mission

- Admissions requirements
 - Appropriate
 - Both undergraduate degree programs are highly selective with less than half of applicants accepted for admission
- Curriculum and program delivery
 - The two principal Commerce programs are in good shape; the Finance Specialist program was reviewed in 2012 and the Accounting Specialist program was restructured in response to changes in the professional standards
 - Programs are appropriately and consistently delivered
 - Surveys: students felt that they had excellent faculty
 - Reviewers impressed by the energy and care that faculty brought to their teaching
 - Finance students like the “breadth and intellectual rigor” offered in the Economics Program
 - Reviewers felt that tightly integrating the Department of Management curriculum with economics “is a source of intellectual strength and differentiation”
- Program Administration
 - Non-teaching staff who supported these programs are “very committed, capable and energetic”

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

- Curriculum and program delivery
 - Internship program in which students gain practical experience and connections to secure employment is not sufficiently supporting program outcomes; only 22 students participated; may be offered too late in the program
 - Students dissatisfied with course requirements in Economics:
 - vast majority of students “didn’t see the relevance of these courses”; Accounting students are “especially critical” as they are focused on mandated accounting requirements
 - survey of recent graduates indicated that 45% would have preferred less economics in their program; while 44% of those surveyed preferred to take more
 - reviewers note that students’ feedback indicates that economic classes are not focusing on “presenting managerially relevant material”
 - Interviews with tenure-stream faculty suggest that few connections are made by teaching-stream faculty between business classes and the required economics classes; teaching-stream faculty may not be drawing on research to inform advanced/upper-level classes
- Quality indicators
 - Students expressed high levels of dissatisfaction (from in-person meetings with reviewers and surveys); 55% would *not* attend UTM if they had the choice again
 - “Spotty efforts” in collecting data on student placement success

- Because of a lack of connection between tenure and teaching-stream faculty, students tend to be unaware of faculty research and accomplished scholars in their department
- Support
 - Students felt that “although they pay differential tuition, they do not get commensurate levels of career support” and also expressed the need for co-op experience
 - Undergraduate staff observed understaffing at the UTM Career Centre
 - Reviewers noted low levels of staffing for career placement and alumni outreach within the Department of Management
- Students
 - Tenure-stream faculty’s engagement with graduate programs at Rotman on the St. George campus, as well as with graduate programs at the Institute for Management and Innovation at UTM, results in challenges in engagement in UTM undergraduate student events and on-campus activities

The reviewers made the following **recommendations**:

- Curriculum and program delivery
 - Consider instituting a trial co-op program for a small subset of students; initial access might be offered on a competitive basis to top performers
 - To address concerns regarding the Economics course requirements, content and delivery, consider the following options:
 - persuade Economics Department faculty to more fully address managerial applications and consider the interests of the business students who constitute a large portion of their enrollments
 - develop some managerially relevant economics classes in the Department of Management (e.g., in industrial organization, strategy, or organizational economics)
 - reduce the required economics courses for the accounting majors
- Quality indicators
 - Consider benchmarking placement efforts with other undergraduate business programs and management schools in the area
- Support
 - Increase staffing levels to meet the needs of students
 - “Increase availability of program support and career placement services”

2. Faculty/Research

The reviewers observed the following **strengths**:

- Overall quality
 - Reviewers impressed by the “thoughtfulness and dedication” of tenure- and teaching-stream faculty
 - Strong research culture and attracts “world-class researchers”

- Research
 - UTM’s proximity to and close involvement with Rotman is a “great boon for the research culture”
- Faculty
 - Strong track record in hiring talented researchers
 - Very committed and effective senior faculty

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

- Overall quality
 - Tensions between tenure and teaching-stream faculty reflect the pull of Rotman as “the centre of gravity of the research culture”; tenure-stream faculty split their time and attention between downtown and UTM
- Research
 - On-campus events do not take full advantage of the department’s research knowledge
- Faculty
 - Tenure-stream faculty have increased “significantly since the last review,” however the levels are low relative to those of the best business schools in Canada

The reviewers made the following **recommendations**:

- Overall quality
 - “Take all possible steps” to involve tenure-stream faculty more at UTM, including:
 - enhance commuter transit between UTM and the St. George campus
 - continue to expand high profile efforts like the Organizational Economics Conferences that attract tenure-stream faculty to UTM’s campus
 - persuade tenure-stream faculty to spend time on campus with the development of important shared research resources (e.g., a behavioral lab located on the campus)
 - institute public events that leverage the knowledge and skills of the tenure-stream faculty
- Faculty
 - Dean’s office and the Department of Management should “come to a shared understanding of the basic facts around staffing,” including what tenure- and teaching-stream staffing levels are required for accreditation purposes and to support strategic planning priorities in the Department and UTM; consider using an externally defined, objective benchmark, such as AACSB accreditation standards and supplement this by detailed investigations of the staffing patterns at other large undergraduate business programs in the US and Canada

3. Administration

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

- Organizational and financial structure
 - Reviewers noted a “large gulf” between the levels of funds the Department feels it should receive from differential tuition and what UTM allocates to it
 - Reviewers commented on tensions with the Dean’s Office around the department’s “limited control” over budget and hiring and “cumbersome bureaucracy”
- Planning/vision
 - Limited numbers of faculty in a position to take on next generation of departmental leadership roles

The reviewers made the following **recommendations**:

- Organizational and financial structure
 - Consider shifting resources on the margins to support academic programs and services in the Department of Management
 - Consider innovative budget models, including opportunities for “profit sharing”
 - Reduce “bureaucracy” wherever possible, including streamlining the recruiting process
 - The Dean’s Office could find ways to consider the impact on programs in the department and in the Institute for Management and Innovation when allocating resources
- Planning / Vision
 - Explore hiring faculty who will be at a stage in their careers to take on leadership roles

Administrative response appended



October 5, 2017

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 Management, which was held in November of 2016. The following undergraduate programs in this Department were reviewed: Commerce HBA (Major); Commerce BCom (Specialist); Commerce: Accounting BCom (Specialist); Commerce: Finance BCom (Specialist); Commerce: Marketing BCom (Specialist); Management HBA (Major); Management: Management Stream BBA (Specialist); and Management: Human Resource Management & Industrial Relations Stream BBA (Specialist).

I am pleased that the reviewers recognized the Department's strong programs and excellent researchers, and the high level of dedication brought by faculty to teaching. They also commented on the rapid expansion of programs and permanent faculty numbers since the last review. Of course, such expansion brings challenges, and I am pleased to report that the Department and Dean's Office at UTM have already begun discussions about immediate and longer-term curriculum review in relation to issues related to student satisfaction, and plan a working group focused on untangling the complex faculty and staff data clouded by the strong and positive relationships between the Department of Management undergraduate and graduate programs, including cross-appointments with other units. An implementation plan with timelines can be found at the end of this letter.

Curriculum and Program Delivery

The reviewers made recommendations around improving the availability and structure of the programs' experiential learning component(s), in response to student demand and to support the program's learning outcomes.

After seeking advice from UTSC about undergraduate co-op programs, UTM has decided to create several models of Work-Integrated Learning (WIL) opportunities at UTM. This objective has been accelerated by the new mandate of the Ministry of Advanced Education and Skills Development (MAESD), just released in fall 2017, encouraging universities to expand WIL opportunities to all students and creating even more impetus for the Dean's Office to prioritize WIL. This new mandate has allowed the acceleration of program development related to Management's interest in Co-op and other sorts of WIL models. UTM is actively exploring and developing Work-Integrated Learning (WIL) opportunities to be rolled out at UTM in phases, with Management to be the second program developed, as soon as detailed questions related to the curriculum plans of the current pilot program are answered. The Dean's Office joins with the

Department of Management in recognizing the special importance of WIL for Management students, and looks forward to working with Management on this initiative as soon as possible.

Other experiential learning resources to be improved include revisions to the Li Koon Chun Financial Learning Centre (FLC) at UTM, to increase its capacity to serve as a finance lab as well as contribute more effectively to student experiential learning. The Department and the Dean's Office are working on a collaborative hire to design finance-oriented programming in the FLC for individual student development as well as collaborative student projects.

The reviewers recommended several possible approaches to address concerns regarding the economics course requirements, content and delivery.

In response to the Self-Study and External Review, the Department has already begun to plan both immediate and longer-term approaches to the incorporation of Economics courses into the different Management-administered degrees, and to larger issues of differential needs for different undergraduate groups within Management; for example, the Accounting and Finance students expressed opposite desires with regards to the requirements for Economics courses. Proposed curriculum changes under discussion include changes to specific courses, changes to requirements within degrees, and the introduction of a new specialist stream in Accounting within the BBA program, as well as a possible change to the general requirements for all Management and Economics degrees, bringing them more in line with other degrees at UTM.

These changes will be aided by the Department's creation of Curriculum Maps for all of its programs. These will help assess the possibility of revising existing Management courses to serve as alternatives to Economics courses for some degree streams, as well as assess possible gaps in knowledge and skills in degree streams in relation to program planning and faculty hires. These Curriculum Maps will also be of great assistance when designing curriculum associated with the new WIL program and a possible new stream in Accounting.

Undergraduate Program

The reviewers noted the low levels of career-support staffing for the program, which students felt were not commensurate with their high fees.

The Department agrees that greater career support is needed for their students, and they would like to see more career support staff embedded in the Department to provide tailored career support to Management students and their external partners. The Department has launched a pilot project with the newly formed Professional Development and Learning Centre (PDLC) to help address this concern. The relationship with the Institute for Management and Innovation (IMI) is an additional layer of complication in staffing related to career support for Management students, however, and detailed planning is required by the Department and UTM as a whole to assess needs. The Dean's Office has committed to partnering with the Department on a Working Group to conduct a detailed review of staffing resources between Management and IMI; see also sections on Faculty and Organizational and Financial Structure below. Resolution of this issue will begin immediately with formation of the Working Group, but likely changes will need to be rolled out in phases as other organizational and curricular changes are implemented.

Department events, such as the annual Momentum Conference directed towards second-year Management students and involving alumni, staff, faculty, and outside participants; the activities of the PDLC; and the proposed enhancements to the Financial Learning Centre all provide excellent examples of career-support opportunities. The new UTM Program Plans (<http://www.utm.utoronto.ca/program-plans/>) may provide an avenue for ensuring that students are aware of all opportunities open to them.

The reviewers highlighted the importance of finding ways to support the engagement of tenure-stream faculty in program, department and campus-based activities to ensure that these activities reflect and highlight faculty research.

The Department has pledged to address this issue through the continuation and enhancement of conferences held on the UTM campus, such as the biannual Economics of Organization conference. They are also starting a series of junior faculty workshops on specialized topics; for example, the Workshop in Health Economics for junior faculty held in September 2017. Proposed staffing enhancements to the Financial Learning Centre will also be an attraction for faculty at UTM. Public events that highlight the knowledge and skills of the faculty, such as informal monthly lunch seminars by faculty members, are a pathway employed by other departments at UTM to create a sense of faculty community around research interests. The Department will encourage faculty to include their own and their colleagues' research and publications in class materials. Greater faculty involvement in student events like the Momentum Conference will also be encouraged, especially to help make students more aware of the research and expertise of Management faculty. Finally, enhanced quality buses for the shuttle route to UTM are a common request by faculty across UTM, and are a long-term item on the Campus agenda.

Faculty

The reviewers urged the Dean's office and the department to arrive at a common understanding of appropriate staffing levels relative to accreditation standards and peer institutions.

This issue will be directly addressed by the joint Working Group between the Department and the Dean's Office to enumerate and assess staff and faculty numbers and workloads, as complicated by relationships with IMI and other entities. Once established, the data can be used to conduct a cost-benefit analysis of different complement scenarios in relation to the standards of accreditation, such as AACSB (Association to Advance Collegiate Schools of Business) accreditation. The data will also be used to assess the relative access to career counseling and other training opportunities offered to UTM Management students in comparison to similar undergraduate programs in Canada. This work is also in line with the recognition by the Dean's Office of the need for their greater involvement in the accreditation process across multiple disciplines, including centralized record-keeping of duplicate documents for use in periodic accreditation review.

Organizational and Financial Structure

The reviewers recommended that the Dean's Office and department consider alternative ways of allocating resources to support the department's programs.

As announced at the September 2017 UTM Chairs' Meeting, the Dean is currently exploring models for enhanced financial and programmatic autonomy for all units at UTM. The models will be

presented to Chairs and units in 2017-2018 for feedback and discussion. If adopted, phased implementation across UTM is expected to take up to three years, depending on size, staffing and complexity of each unit.

The reviewers recommended finding ways to consider programs in both the Department and in the Institute for Management of Innovation when making resource allocations.

The Dean's Office and the Department agree that this is a serious problem that needs to be addressed as soon as possible, particularly with attention to split staffing and shared faculty appointments. As noted above, the Dean's Office has committed to partnering with the Department on a Working Group to conduct a detailed review of staffing resources between Management and IMI, including faculty. The investigations of this Working Group will be focused on determining what resources currently exist, what is needed for Management and IMI separately and jointly, and where there are deficiencies. The parallel development of the Curriculum Mapping project for Management will be very helpful in assessing the last point with regards to curriculum needs. Attention will also be paid to needs associated with accreditation, and with career-focused programing at the undergraduate level as distinct from but entwined with graduate program needs.

A particular organizational difficulty for the complementary and competing needs of the Department and IMI relates to the heavy needs for program administrators especially with many IMI program administrators coming from Management. The Department should consider helping junior faculty to learn about university administration and governance by establishing a central steering committee or executive committee with membership drawn from both junior and senior faculty members.

Implementation Plan - Department of Management, UTM

The Department and the Office of the Dean, in consultation, will undertake the following approaches to enact positive changes:

Immediate Term (6 months)

Curriculum and Program Delivery

- Curriculum mapping of all programs, including attention to learning outcomes, course objectives, and student preparation at each stage for degree requirements; to be used for assessment and revisions to existing programs and for developing new WIL programs, as well as for assessing resource needs and faculty hires; project underway, will take 1-2 years to complete, then requires continual review and updating; *Department with assistance from UTM Dean's Office (Associate Dean Undergraduate)*
- Begin planning for Work-Integrated Learning (WIL) opportunities at UTM for Management students, especially choice of WIL model and initial design of associated curriculum; *Department with assistance of Dean's Office (Experiential Learning Office; Program and Curriculum Officer)*
- Assessment of course requirements within Management streams, particularly requirements for Economics courses in Finance and Accounting programs (BCom degree), with

possibilities for alternatives for the latter; *Department with assistance of Dean's Office (Program and Curriculum Officer)*

- Finalize arrangement and hire new pilot position for Li Koon Chun Financial Learning Centre (FLC) to create more opportunities for student experiential learning in the area of finance related to skills- and career-focused learning; *Department with assistance of Dean's Office*

Undergraduate Program

- Formation of Working Group to enumerate and assess staff and faculty numbers and workloads, as complicated by relationships with IMI and other entities; *Department and Dean's Office*
- Program Plans for degree programs; first phase completed, annual updates of existing Plans and new developments for new degrees; *Department working with UTM Career Centre*
- Use Department faculty meetings to discuss plans to encourage engagement of tenure-stream faculty in program, department and campus-based activities to ensure that these activities reflect and highlight faculty research. Plan two to three activities for the coming year, such as continuing workshop series; scheduling informal monthly lunch seminars; incorporating faculty research into course materials; inviting faculty to present their research or experiences as part of undergraduate career events; *Department*

Faculty

- Establishment of Working Group, as above; *Department and Dean's Office*

Organizational and Financial Structure

- Dean currently exploring models for greater autonomy for units at UTM, to be presented to Chairs and units in 2017-2018 for feedback and consultation; *Dean's Office and UTM Chairs*
- Explore establishing a central steering committee or executive committee composed of both junior and senior faculty members; *Department with assistance from Dean's Office if needed*

Medium Term (1-2 years)

Curriculum and Program Delivery

- Continue new work on and revisions to Curriculum Maps
- Continue planning for Work-Integrated Learning (WIL) opportunities at UTM for Management students, including design of program and curriculum for governance process and contacts for placements; *Department with assistance of Dean's Office (Program and Curriculum Officer; Experiential Learning Office)*
- Possible major curriculum revisions and developments related to Economics requirements (medium to long term depending on governance requirements); *Department with assistance of Dean's Office (Program and Curriculum Officer)*. Examples include:
 - development of a new Accounting specialist stream within the BBA program
 - changes to the general requirements for all Management and Economics degrees

Undergraduate Program

- Report by Working Group on staff and faculty numbers and workloads, as complicated by relationships with IMI and other entities; initial changes in association with curricular (e.g., WIL program) and organizational changes; *Department and Dean's Office*

- Data from Working Group report used to assess the relative access to career counseling and other training opportunities offered to UTM Management students in comparison to similar undergraduate programs in Canada; *Department and Dean's Office*
- Continue initiatives to encourage engagement of tenure-stream faculty in program, department and campus-based activities, as decided; continued reflection in faculty meetings on existing and new initiatives; *Department*

Faculty

- Results from Working Group on faculty numbers and workload applied to conduct a cost-benefit analysis of seeking accreditation; *Department and Dean's Office*

Organizational and Financial Structure

- Phased implementation of models for greater autonomy, if adopted, across UTM (up to three years, depending on unit characteristics); *Dean's Office*
- Establish a central steering committee or executive committee with both junior and senior faculty members; *Department*

Long Term (3-5 years)

Curriculum and Program Delivery

- See medium term goals above, especially possible major curriculum developments
- Assessment and expansion of Work-Integrated Learning (WIL) opportunities at UTM for Management Students; *Department with assistance of Dean's Office (Program and Curriculum Officer; Experiential Learning Office) and Robert Gillespie Academic Skills Centre (Pedagogical Assessment assistance)*

Undergraduate Program

- Continued review and needed changes in staffing in response to Working Group recommendations, in association with curricular (e.g., WIL program) and organizational changes; *Department and Dean's Office*
- Continued involvement of faculty with UTM events (see Medium Term); *Department*

Faculty

- Annual assessment of faculty complement needs, with continued attention to accreditation standards; *Department and Dean's Office*

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

Sincerely,



Amrita Danieri
Vice-Principal, Academic & Dean



Heather M.-L. Miller
Vice-Dean, Teaching & Learning