



FOR INFORMATION

PUBLIC

OPEN SESSION

TO: UTSC Academic Affairs Committee

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PRESENTER: See Sponsor.
CONTACT INFO:

DATE: January 23, 2019 for January 30, 2019

AGENDA ITEM: 9b

ITEM IDENTIFICATION:

External Review of the Department of Historical and Cultural Studies

JURISDICTIONAL INFORMATION:

Under section 5.6 of the Terms of Reference of the University of Toronto Scarborough Academic Affairs Committee (UTSC AAC) provides that the Committee shall receive for information and discussion reviews of academic programs and units consistent with the protocol outlined in the University of Toronto Quality Assurance Process. The reviews are forwarded to the Committee on Academic Policy and Programs for consideration.

GOVERNANCE PATH:

1. UTSC Academic Affairs Committee [For Information] (February 11, 2019)

PREVIOUS ACTION TAKEN:

- Committee on Academic Policy and Programs (AP&P), November 1, 2018 [For Information]. The Committee was satisfied with the Dean’s Administrative Response.
- Academic Board, November 22, 2018 [For Information]. The Board was satisfied with the Report from AP&P.

HIGHLIGHTS:

The *Cyclical Review Protocol* “is used to ensure University of Toronto programs meet the highest standards of academic excellence” (UTQAP, Section 5.1). The *Protocol* applies to all undergraduate and graduate degree programs offered by the University, and

the University's full complement of undergraduate and graduate degree and diploma programs are reviewed on a planned cycle. Reviews are conducted on a regular basis, and the interval between program reviews must not exceed 8 years.

The external review of academic programs requires:

- The establishment of a terms of reference;
- The selection of a review team;
- The preparation of a self study;
- A site visit;
- Receipt of a report from the external review team;
- The preparation of a summary of the review report;
- The Vice-Provost, Academic Programs' formal request for an Administrative Response;
- The Dean and Vice-Principal Academic's formal Administrative Response; and
- Preparation of a Final Assessment Report and Implementation Plan.

In accordance with the *Protocol*, an external review of the Department of Historical and Cultural Studies (HCS) and its undergraduate programs, was conducted in the 2017-18 academic year. The review team met with a wide array of stakeholders including UTSC senior academic administrators, the Department Chair, and faculty, staff and students in the Department. As the report makes clear, HCS is a young Department, and the faculty are active researchers with considerable scholarly accomplishments, who are also committed to their undergraduate teaching. The reviewers also identify a number of areas they feel could be addressed, and have made a series of recommendations regarding these areas.

To better support faculty, the reviewers recommend providing mentoring for all faculty, support for new Chairs, facilitation of the development of interdisciplinary teaching opportunities, and consultation with cognate units regarding complement planning. Ensuring that faculty receive consistent, accurate and current information on policies and procedures that affect them is the dual responsibility of the Office of the Vice-Provost Faculty and Academic Life and the Office of the Vice-Dean Faculty Affairs and Equity. These offices collaborate to present workshops for faculty and academic administrators at UTSC that cover the major milestones in their careers. A new strategy of targeted communication regarding these workshops has been established this year. In addition, new Chairs are invited to attend a yearly Retreat for new Academic Administrators, and over the past two years all Chairs are invited to a yearly Retreat for Chairs & Directors. Both retreats review policies, procedures and advice for the role. The Department reports that there has been significant improvement in the degree of consultation, communication and transparency regarding significant decisions and policy making. HCS is also finding ways to ensure that faculty mentors are well-informed regarding policies and procedures for promotion and tenure. To foster interdisciplinary teaching across programs and departments the Vice-Dean Faculty Affairs and Equity and the Vice-Dean Undergraduate have undertaken a pilot to re-imagine the Minor in African Studies; if this effort is successful, the model can be used in other areas. In terms of consulting with cognate units regarding complement planning, it should be noted that cognate units are already

involved in hiring via tri-campus agreements for graduate appointments, and a representative of the Chair of the graduate unit sits on every search committee.

To support administration, the reviewers recommend increasing faculty-student interactions, developing a more cohesive departmental unit, and changes to staffing resources and structures to better support the Department's needs. The Department notes that it actively promotes faculty-student interaction through its extensive events programming, and regular meetings of the HCS Student Association with the Chair. In terms of developing a more cohesive Department, HCS has begun a consultation process to identify priorities relevant to the development of departmental constitution/bylaws, and worked to regularize representation on its various committees. The Chair has been working with Human Resources regarding departmental staffing needs, and a recently a new staff member was appointed to take on responsibility for course planning, student advising and recruitment, and departmental communications.

To support curriculum, the reviewers recommend revisions to improve the coherence of courses, minimizing competition across programs, scaffolding the development of skills and content knowledge, addressing the gap between courses listed the Calendar and those that are regularly available, and improving Co-op opportunities for humanities students. The Department has engaged in wide consultation regarding the curriculum. Their goal is to draft proposals for change in Fall 2018 and to implement the proposals by Fall 2019. In addition, HCS has been actively reviewing its Calendar information, and gradually retiring courses, where appropriate. In terms of Co-op, HCS is currently exploring options other than Co-op to expand their experiential education opportunities. It should be noted that the Dean has recently appointed a Special Advisor on Experiential Education and established an Experiential Education fund to further support the academic units in their efforts.

To support students, the reviewers recommend providing additional writing support. HCS currently offers a successful B-level critical writing course for students in the History program, and they have formed a Working Group to discuss whether a Department-wide B-level course should be offered for all program students.

The implementation timeline for departmental action is given in the Dean's Administrative Response.

FINANCIAL IMPLICATIONS:

There are no net financial implications to the campus' operating budget.

RECOMMENDATION:

Presented for information.

DOCUMENTATION PROVIDED:

1. Reviewers Report (April 2018)
2. Provostial Summary of the External Review Report (Final)
3. Provostial Request for Administrative Response (August 16, 2018)
4. Dean's Administrative Response (October 9, 2018)

University of Toronto Scarborough
Department of Historical and Cultural Studies
IQAP Review
April 2018

Reviewers:

Gail Hershatter
Distinguished Professor of History
University of California, Santa Cruz

Shirley J. Yee
Professor, Gender, Women and Sexuality Studies
University of Washington

Francine McKenzie
Professor, Department of History
University of Western Ontario

Overview:

The Department of Historical and Cultural Studies (HCS) at the University of Toronto Scarborough is a new department, having emerged out of the former Department of Humanities in 2012. HCS was the result of organic and synergistic forces as well as central direction. HCS faculty have active research agendas with international reputations and considerable scholarly accomplishments, commensurate with the University of Toronto's stature as a major research university. They are committed to their undergraduate teaching, with most juggling the demands of teaching on the UTSC campus while also maintaining active graduate appointments on the St. George campus (an aspect of their working life that is beyond the purview of the present review).

HCS is one of a kind, bringing together six distinct programs. Its evolution into a unified and coherent department is on-going. Faculty are working to create an identity as a single department, while at the same time recognizing the unique contributions of each unit. The current chair is also working hard to identify and develop synergies among the constituent programs through consultation with all members of the department. However, faculty continue to identify with a specific program or programs and this manifests itself in concerns about resource allocation and appointments. The integration of HCS has been made more challenging by the rapid turnover in departmental leadership and changes in administrative staffing. Nonetheless, there is much goodwill among the faculty, many of whom expressed the view that, given time and stability, a fruitful and shared path forward is possible and desirable.

In our conversations with administrators, faculty, staff, and students, we were impressed with the research productivity of faculty members, the department's curricular energy and imagination, staff dedication, and student enthusiasm about their programs. Our report, however, focuses on recommendations rather than lengthy descriptions of what HCS is already doing well. This in no way diminishes the considerable achievements of the department or implies concerns about the organization, administration, teaching, and research of HCS. Rather, it reveals our belief that an external review committee can be of most use to HCS – as a new and unique department - by listening carefully to the ideas and concerns of administrators, faculty, staff and students and making concrete suggestions that will assist HCS in its evolution into a unified department.

In our report, we address all areas outlined in the Terms of Reference, but not in the order in which they are laid out in the original document. Our organization is as follows:

1. Discussion of and Recommendations for HCS as a whole: Location, Curriculum and Student Experience, Leadership, Governance and Department Culture, Tenure and Promotion, Research Culture and Productivity
2. Discussion of Programs within HCS and Recommendations for Program-Specific Action
3. Recommendations for the Dean's Office in relation to HCS and its Programs

1. Historical and Cultural Studies at the University of Toronto Scarborough

Location:

Although UTSC was once regarded as a ‘hinterland’ (HCS Academic Plan 2015) of the University of Toronto, it has grown rapidly over the last twenty-five years and is now a distinctive mid-sized university with unique programs and a strong research reputation. HCS has also developed a distinctive identity based on interdisciplinarity, transnationalism, and connecting the local and global. This identity is both shaped and sustained by UTSC’s geographical location in Scarborough, which the self-study makes clear is an asset to and an opportunity for the department.

As the self-study and most recent academic plan point out, Scarborough is one of the most diverse cities in the world. Up to 60% of its population was born outside of Canada. It follows that many of the students are first-generation immigrants and the first in their families to attend university. English is not always a language spoken at home and many students speak many languages. HCS includes programs (such as Food Studies, African Studies, and Global Asian Studies) that reveal and explore the connection between the local and global. Programs and courses make use of the Scarborough community to develop experiential learning opportunities, such as the Scarborough Oral History project. As the self-study put it, Scarborough is an extension of the classroom. The emphasis on Scarborough as a local-global nexus and as a site to explore issues related to in-class studies fulfills priorities outlined in the University of Toronto’s most recent strategic plan, in particular its emphasis on reinventing the undergraduate curriculum, collaborating with local communities, experiential learning, and cultivating a global perspective.

The location, however, can also be a challenge. On many occasions, we heard UTSC described as a commuter campus. Students do not seem to spend much time on campus, aside from attending class. The shortage of study space for students compounds this problem. Many students also have work and family obligations that limit their time on campus. This in turn inhibits student-faculty engagement. Many faculty members also commute to Scarborough. From what we were told, it seems that most faculty typically spend two or three days a week on campus. Their involvement in graduate teaching and committee work also requires that they split their time between the St George and Scarborough campuses.

HCS Curriculum and Student Experience:

The main challenge facing HCS is to meet program requirements in six areas with limited faculty resources. Double numbering courses is crucial to their ability to sustain six programs. Almost all faculty members teach courses that count towards two or more program requirements (such as a History major and a Classics minor). Double numbering ensures that each program is able to offer enough courses so that students have some choice in course selection and can progress through their programs. This is especially important for smaller programs that rely on one core faculty member, such as African Studies and Classics. Perhaps an unintentional, but nonetheless beneficial, by-product is that double numbering underlines the commitment to an

interdisciplinary pedagogy, minimizes competition between programs for enrolments, and helps to forge connections between the programs and amongst the faculty.

Although teaching resources are stretched, the department overall does not rely heavily on sessional instructors. There are exceptions for smaller programs –like Classics and African Studies – that do rely on sessional instructors, particularly when a faculty member is on leave. However, faculty noted that in years when the core faculty member has been on leave or sabbatical, enrolments have dipped. We heard repeatedly from faculty that HCS’s programs need stability and that will come with additional permanent teaching resources. There are also several teaching stream faculty in HCS. Although we heard that teaching stream faculty are not always treated with respect at UTSC (their marginal condition is exacerbated by their inability to apply for research funding), in HCS the teaching stream faculty are highly valued colleagues who are fully integrated into the department. This speaks volumes about the collegial culture of HCS.

Although the majority of HCS faculty are historians, five of the programs offered in this unit are interdisciplinary. Despite HCS’s commitment to interdisciplinary education, there seem to be structural barriers that prevent faculty in different departments from teaching core courses in these programs. We understand that budgetary considerations, linked to enrolments, are a disincentive for developing inter-departmental teaching collaboration. Budget models encourage zero-sum competition across units rather than fostering cooperation across departments. This is regrettable, as it detracts from the interdisciplinary richness of HCS programs and places a disproportionate burden on HCS faculty to sustain interdisciplinary programs. Several interdisciplinary HCS programs, such as Food Studies, GAS, and African Studies, would benefit if colleagues who work in these areas across the university could teach regularly in their core offerings.

The hiring priorities identified by HCS will also deepen teaching resources in key areas and the benefits of the appointments will be felt across all HCS programs. These hiring priorities will enable HCS to better fulfill its ambitions for its programs; they are also in sync with the emerging identity of HCS and the importance attached to interdisciplinarity, transnationalism, and local-global connections.

Although HCS uses its teaching resources both efficiently and imaginatively, and has developed many interesting and innovative courses, there is still work to be done in harmonizing the curriculum, particularly in relation to the development of skills. We were impressed by the dedication of Program Coordinators and Committee chairs to the time-consuming work of organizing and scheduling course offerings. This kind of institutional labor is vital to fulfilling the undergraduate mission. Faculty noted that there are different expectations about the workload and learning objectives of courses at the same level of study, especially higher level courses (C and D). The department is well aware of the need to develop a more coherent curriculum. Faculty are currently thinking about the A level courses and whether it is possible to develop a single course that effectively introduces students to all of the programs in HCS. We gather some suggestions for such a course have not been followed up; this response reveals both the possibilities for and limits on substantive coherence across many distinctive programs. There

is no obvious solution, although one option might be to offer a few staple A level courses that draw out the synergies across several, but not all, programs in HCS.

In general, we support the direction of curricular discussion in HCS to develop synergies and minimize competition across programs. It is also important to think through the development of skills such that they build on and reinforce one another so that instructors of C and D courses can count on adequate student preparation in A and B courses in relation to critical thinking, research skills, writing, and use of primary research materials. At present, there does not seem to be an HCS-wide consensus about the skills to be taught in A and B courses (as well as C and D courses). Programming seems to begin in earnest in B level courses. This is an opportunity missed with A level courses. We encourage the department to continue to develop a common set of expectations for learning outcomes for A, B, C and D level courses as well as to continue to explore the synergies across programs, in particular between History and WST courses.

HCS students are vibrant, enthusiastic, savvy, realist, and practical. The grade point average of students entering HCS programs has been rising over the last decade. This is a welcome trend but beyond the control of the department. Faculty described a range of abilities, aptitudes and preparation amongst their students, with some needing considerable support whereas others are on par with the best students anywhere in the country. This strikes us as a common pattern in Canadian universities and in public universities in the U.S. The learning outcomes of HCS programs should help students to develop their writing and critical thinking skills, areas that HCS has flagged as being particularly problematic areas for students. The GPAs of graduating students in HCS vary somewhat program by program, but overall have been fairly constant. Course evaluations reveal considerable student satisfaction with their experiences in HCS programs and courses. However, because participation rates in course evaluations are quite low (less than 30% of all students), HCS might benefit by keeping track of other measures of student success, including graduation rates. HCS might also develop an alumni base that will help it to track the employment rates and career options of its students.

In general, students praised the quality of instruction. WST students spoke about the transformative effect of course content on their lives. History students emphasized the acquisition of fundamental and transferable skills and the value of mentoring. They praised the emphasis on social history and they valued learning about context, comparisons and perspective. We were glad to have an opportunity to meet with them, although it would have been useful to meet with students enrolled in all six programs. With respect to curriculum structure, we heard several reservations from students who were otherwise strongly supportive of the program. First, some were dissatisfied with the range and availability of courses at any given time and commented on the gap between the number of courses listed in the calendar and those regularly offered. Second, they expressed concern about the quality of teaching in some of the A-level courses and suggested that the department assign its strongest and most experienced teachers to those courses. Third, they asked for more resources to support tutorials in a wide range of classes, especially at the A and B levels.

Students repeatedly expressed a desire to strengthen faculty-student connections. We know that several HCS students have been involved in student organizations. One WST student is active in pursuing equity issues on campus. Others are active in HCSSA where they are trying to bring students together. Student leaders in this organization are mainly History students who would like to attract students from the other HCS discipline groups. At this point, they do not know how to conduct more effective outreach and expressed a desire for some guidance from faculty. Students acknowledged their own responsibility for not engaging with HCS faculty.

We recognize that UTSC is a commuter campus for both faculty and students and that connecting professors and students out of class time is a challenge. Nonetheless, we believe it is important for HCS to facilitate and encourage student-faculty engagement. Those students who had established close connections with faculty members felt more committed to their programs. The department has taken steps to increase its ability to advise students in their programs with a recent staff appointment dedicated to student advising. This is a welcome development, although we noted that the position is only for a one-year term. However, there is no real substitute for student-faculty engagement. As we know, students often ‘major’ in a professor. Greater student-faculty engagement could be encouraged in several ways. For example, the department might consider including students as non-voting consultative members on department committees. Although we are mindful that advising can entail serious faculty workload issues, it would be worthwhile for the department to consider ways to bring faculty into contact with majors early in their course of study. Something as simple as small periodic lunchtime “meet the professors” gatherings might help to bring students, particularly first-generation students who may be reluctant to approach professors, into productive conversation with faculty. We also encourage the department to appoint a faculty mentor/s to HCSSA.

The following questions arose in the course of our discussions with both students and faculty, and are worth addressing by the whole department:

1. What are A courses doing to introduce students to HCS and develop skills? What is the role of A courses? The A-D level system enables departments to scaffold their courses. One of the challenges is that A-level survey courses perform a dual function - they provide important foundational coursework to students who want to specialize, major or minor in HSC and they function as service courses to the UTSC system. As noted above, faculty and students expressed the need to revisit the A-level courses to assess their role in the HCS department curriculum as well as to address the role of tutorials.
2. Are tutorials a valuable component of courses? As noted above, HCS students value in-depth discussion of course material that can only occur in tutorials. The students we talked to like tutorials and would like the department to provide more of them.
3. How can the department improve student writing skills? As noted in the self-study, students often struggle with writing skills and the campus Writing Center cannot serve all of the UTSC students. There is also the problem of a disconnect between advice given by Writing Center tutors, who are themselves students with varied levels of writing skills, and the expectations of faculty. We recommend that the UTSC administration provide resources to the department to hire graduate students in History or other relevant disciplines to help students improve their writing skills.

4. How can the teaching of skills and content be scaffolded across A-D courses? GAS and WST have done some thinking on ways to improve this aspect of undergraduate education. It might be worthwhile for faculty in these programs to share their ideas with the whole department in a collective effort to generate ideas for new courses and revise existing courses that simultaneously benefit the individual units and the department. We recommend that the department and/or the dean's office provide resources to support a curriculum retreat to facilitate this thinking process.

Leadership:

The current HCS Chair has been in the position for two years and should be commended for taking on this responsibility, especially as he was tenured relatively recently. The chair inherited a complicated situation. As noted above, the department is in the midst of an organizational transition, which some faculty described as "brutal." Faculty and staff are still adjusting to the reorganization of the department. The chair has done a good job in his effort to create a cohesive and stable workplace environment as well as to create a sense of unity while respecting the distinct qualities of each program.

While they appreciate the chair's leadership, faculty expressed a desire to institute a set of practices to improve communication and transparency. As is the case in many universities, new chairs are provided minimal preparation and mentoring when taking on the chair position. Not surprisingly, the learning curve is steep during the first year. We recommend that the administration provide a set of mentoring guidelines for new chairs. Internally, the Assistant to the Chair might assist the Chair in preparing for faculty meetings, transmitting information to the faculty on a regular basis, and so on.

More generally, as HCS increasingly comes to function as a unified department with an ensemble of closely linked programs, decisions about future hiring priorities should emerge from broad departmental consultation. The department as a whole should control departmental hiring, and administrative decisions about the department made above and at the departmental level should be maximally transparent to all department members.

Governance and Department Culture:

Although faculty expressed satisfaction with department leadership, they also expressed concerns about department culture, especially in relation to communication, transparency, inclusion, and trust. We believe that some modifications to the existing governance structure of HCS might help to address those concerns. For example, we recommend drawing up a constitution or bylaws that focus on core aspects of department life that require constant maintenance and attention. The benefits of a constitution/bylaws are many: representation of all HCS areas in decision-making, transparency about decision-making, improved communication across the department, and continuity and consistency in relation to policies and practices. This might also lead to a reallocation of administrative work to support the Chair, whose task of managing an omnibus department we found to be particularly challenging. The high turnover of chairs in recent years is another reason to have a constitution because it provides an enduring organization and processes. Involvement in governance also promotes awareness of department

needs and priorities (as opposed to the focus on program areas) and develops greater administrative experience across the department.

As far as we can see, membership on committees is determined by the Chair. Inclusion, diversity and representation are key to the success of any governance system. In a constitution, HCS should define membership appropriate to the work of the committee and also ensure that different programs and disciplines are included. Given the importance of History and WST to program activities and enrolments, it seems sensible to include a representative from both of these areas on every committee, along with other key constituencies. However, we are mindful that doing so might place a heavy administrative burden on the full time faculty in WST. The committees should also be supported by staff. Below is a partial list of constituencies to take into account to ensure inclusive involvement in the administration of the department:

- History and WST, as well as all of the smaller program areas: AFS, Food Studies, Classics and GAS
- interdisciplinary representation
- pre-tenure and tenured faculty
- teaching stream faculty
- CLTAs and sessional instructors

HCS has a number of existing committees. Below are some suggestions to expand their functions in response to some of the ideas and concerns about department culture but also to incorporate other issues raised during our time at UTSC.

Curriculum: HCS has a curriculum committee led by the Associate Chair of the department. Some changes have been made recently to ensure that the six programs of HCS plan their course offerings in tandem, such as including all of the Program Chairs on the curriculum committee. The Associate Chair is working on the development of a curriculum that more fully connects the six program areas and establishes a shared HCS identity. We assume that the curriculum committee assists the Associate Chair in this important work as well as other aspects in managing the complicated curriculum of HCS.

Although enrolments did not seem to be a pressing concern in HCS, we heard from faculty and staff that there is a need for more recruitment and outreach activities. Many ideas were mentioned, including a conference for high school students and activities that would bring together current students and faculty. It seems appropriate for the curriculum committee to be responsible for student engagement. Given the importance of Scarborough as an extension of the classroom, the curriculum committee could also work on outreach projects. The Co-op program (discussed at length under recommendations for the dean's office), which is clearly a strong attraction for UTSC students, is not working well for students in HCS. This committee could either work more closely with the Co-op Office or develop on its own work and internship placements relevant to students enrolled in HCS programs.

Mentorship/PTR: The chair of HCS has recently established a mentorship committee. There is also a PTR committee. These two committees could be merged. The committee could take responsibility for advising pre-tenure faculty about the expectations of tenure. This is important

as there are different understandings amongst junior faculty about these expectations. This committee could also mentor tenured faculty moving forward to promotion to professorship. (These issues are further discussed below.)

Appointments: Hiring priorities are a department-wide concern. An Appointments committee (through extensive consultation with the entire department) could be responsible for identifying hiring priorities as well as conducting searches. HCS has identified six hiring priorities in the self-study for this review. We assume these priorities will not change in the medium term. This hard work has therefore been done for now. An Appointments committee could also take charge of searches as well as the hiring of CLTA and sessional instructors. We were told that there is a committee that reviews the work of sessional instructors; if HCS were to establish an Appointments committee, the work of the sessional review committee could be folded into it.

Advisory/Chair's Committee: We see references to such a committee in the appendices of the self-study but no one explained the role of this committee to us. An advisory or chair's committee could have an open-ended mandate to assist the Chair in all aspects of governance, administration, and decision-making. This committee should also help to disseminate information across the department. Perhaps the Program Chairs could be included on this committee?

Tenure and Promotion:

UTSC grants tenure at rates greater than 90%, by hiring faculty with excellent potential and then making a commitment to support them and offer them constructive feedback prior to tenure. The excellence and commitment of the faculty that has resulted shows the wisdom of this approach, and we commend it.

That said, some minor improvements in the mentoring and advice given to pre-tenure faculty would be beneficial. Chairs play a central role in pre-tenure advising. Probably because of the recent rapid turnover in chairs, various pre-tenure faculty have been given inconsistent and contradictory advice. We assume that this problem will resolve itself with more consistent departmental leadership, but here we wish to flag a few issues of particular concern:

1. **Advice about research productivity.** Under no circumstances should HCS faculty, especially those hired soon after obtaining the Ph.D. degree, be told that a book and five published articles are required for tenure. This is an unrealistic and potentially counterproductive standard, at odds with best practices in top-quality research institutions across North America. Only for a person hired by UTSC after completing a multi-year research postdoctoral fellowship might such a standard make sense. Otherwise, the focus should be on completing an excellent book manuscript and having it accepted by an appropriate press, with the possible (not required) addition of one or two articles that either prefigure the book (any more than that makes it likely that a press will not consider accepting it) or are focused on another topic. A conceptualization for a second project is also important. Current and future HCS faculty work in disciplines other than history – including feminist studies and linguistics – and a different set of benchmarks might be more appropriate for them. But whatever the disciplinary expectations are, it is

essential that they be communicated clearly and consistently to faculty. Tenure evaluations of research should remain focused on quality, not quantity.

2. **Service.** Pre-tenure faculty expressed general satisfaction with their service loads. We also encourage the department to ensure that assistant professors do not take on too much service before tenure, particularly in a context where they may also be asked to engage in service activities (e.g. hiring committees) in their graduate appointments on the main campus.

3. **Pre-tenure leaves.** One semester without teaching is barely adequate. Pre-tenure leaves have sometimes been augmented by supplemental teaching reductions; this should be regularized. Faculty should be encouraged to apply for outside grants that provide time to write and should be allowed to take them if they are awarded.

4. **Applying for external research funding:** Conversely, for those faculty in HCS who have start-up funding or SSHRC funding adequate to fund their research, it is not a good use of their time to apply for more SSHRC funding early in their career. The process is time-consuming and is more likely to provide them with research funding (which they may not need) rather than time to write (which they do need). Raising the application and granting percentages of UTSC is a worthy goal, but pre-tenure faculty in humanistic disciplines (in contrast to the sciences and many social sciences) may not be the best target population. The focus should be on getting them the time they need to complete research projects.

5. **Maternity leave.** Not everyone who takes a maternity leave is pre-tenure, but many are. In all cases it should be made clear to those who mentor or advise pre-tenure faculty that this is not a partial leave or a research leave, but rather that it is a leave devoted to parenting, during which the clock stops on research, teaching, and service expectations. Faculty should never have to negotiate the conditions of maternity leave.

Promotion to Full Professor: Research Stream

HSC has many associate professors who serve the department with distinction, in some cases taking on administrative burdens borne in other institutions by full professors. Because of salary structure and institutional policies from an earlier era, UTSC has a situation in which many people remain at the associate professor level indefinitely. This is at odds with UTSC's desire to raise its profile nationally and internationally. Associate professors should be routinely mentored (as they could be through a Mentorship/PTR committee) and encouraged to come up for promotion at the appropriate time. More could be done at the administrative level to provide associate professors time to complete a second project (typically a book, a series of major articles equivalent to a book, or a peer-reviewed project of appropriate heft in the fast-changing digital realm). Internally, fellowships and/or course releases designated for associate professors could be helpful in this regard.

Promotion: Teaching Stream

Teaching-stream appointments are fairly new at UTSC, and so it is perhaps too early to say much about the success of this institutional arrangement. HCS teaching-stream faculty report

that they feel respected and valued within the department, but somewhat disadvantaged in the overall UofT context. Three teaching-stream faculty members have been promoted to the associate level. One of the criteria for the promotion of teaching-stream faculty is producing pedagogically focused research. However, these faculty members do not have access to internal research funds and so promotion seems unrealistic. This is a UofT system-wide policy question, and we encourage efforts to adjust the policy.

Research Culture and Productivity:

There is an active research culture in HCS. HCS faculty are both productive and influential. They are publishing peer-reviewed monographs and edited collections with leading academic presses and articles in top-ranked journals. They have been applying for major research grants as well as internal funding, outside and inside the university. Their record of success with Tri-Council awards is somewhat mixed, but this is to be expected given the constraints and competition for such awards. However, the steady research activity and productivity of HCS faculty does not seem to be dependent on outside research awards. The research profile of HCS will be further strengthened as associate professors complete their second monographs and move forward to promotion to professorship. We encourage the department to consider some form of mid-career mentoring to support them. HCS faculty – tenured and tenure track, across all areas of expertise - have been recognized for outstanding research contributions with prizes and distinctions within the University of Toronto, nationally, and internationally.

The self-study points out that tenure-track faculty have not yet received SSHRC funding and proposes that more emphasis should be placed on tenure-track faculty applying for external awards. (p. 88) We understand the importance that the university attaches to external research funds, but we disagree that tenure-track faculty should be expected to apply for such grants. We discuss this above in the section on Tenure and Promotion. Junior faculty need time to complete research projects, in particular their first monographs. We were told that tenure-track faculty receive start-up funds; this strikes us as more important than obtaining external funds. The self-study also noted that some assistant professors expressed concern about a contraction of publishing venues. This is a question that a PTR/Mentorship committee could address. However, we believe that the assistant professors in HCS already have impressive research records appropriate to this stage in their careers, including articles in peer-reviewed journals, book chapters, edited collections, forthcoming monographs, and numerous awards and distinctions.

2. Discussion of Programs within HCS and Recommendations for Program-Specific Action

African Studies: Minor

The core courses of the African Studies program are maintained by one historian (Rockel), with the assistance of a CLTA appointee whose term has been extended for one additional year. Several other HCS faculty members occasionally offer courses. The UTSC campus continues to have campus-wide expertise on Africa. It is our understanding that until

about two years ago, Africanists from other departments were permitted to offer core courses in the AFS curriculum, which was sometimes complicated but not unmanageable. Subsequently, HCS was told to bring the core course staffing back in house. The reasoning behind this decision was not clear to our interlocutors, nor is it obvious to us, but this move has created serious strain in staffing the core curriculum.

Given the continuing excellence of UTSC's Africanist scholars, and the importance of this program to the UofT system and the multicultural Scarborough campus in particular, we recommend that the Dean's office facilitate the removal of interdepartmental barriers to permit the participation of Africanist faculty from across the campus in AFS core courses. Perhaps a small number of memoranda of understanding between departments could address this problem, allowing HCS to meet some of the costs of teaching assistants and/or addressing the question of how to give proper credit to departments for enrolment. We recognize that cross-departmental cooperation and enrolment accounting can be complex, but in this case the infusion of resources would be extremely modest and the rewards to AFS and the campus well worth it.

Classical Studies: Minor

Like African Studies, Classics is sustained by one tenured faculty member (Blouin). As a result, many Classics courses are taught by sessional instructors. Despite this, the Classics minor has very strong enrolment, with 60 students enrolled in the minor in 2016-2017 and a total of 432.5 FCEs. We heard from students who were enthusiastic about Classics courses. This robust enrolment is linked to high levels of student satisfaction. We noted the many teaching innovations in Classics courses that no doubt contribute to such positive feedback. The program is also obviously working in terms of student learning. The GPA for graduating Classics students is the highest of any minor in HCS.

The interdisciplinary conception of Classics fits comfortably within HCS; the approach to Classics is post-colonial, diachronic and attentive to power relations and this also reinforces intellectual and pedagogical synergies across HCS. All Classics courses are double numbered with History; this means that these courses directly contribute to the pre-1500 coverage of the History programs. It is clear that Classics is an integral part of History at UTSC.

That Classics only has one tenured faculty member is the result of decisions going back decades, first to end the program and then to revive it. The expectation at the time of Blouin's appointment (2008) was that there would be another appointment in Classics very soon. That did not transpire, for reasons that had nothing to do with HCS support for or student interest in Classics. HCS has identified an appointment in Classics (Late Antiquity or early Islamic world) as its top priority. This seems to us to be a well-chosen priority and the scope of the position has been defined in a way that will bring greater stability to Classics, reinforce the overall strengths of HCS, and contribute to its emerging identity. Although enrolment projections are speculative, HCS's belief that with a second appointment, enrolment in Classics would grow, strikes us as reasonable. If that is the case, then it would be possible to introduce a major in Classics.

Food Studies: Minor

Food Studies as an interdisciplinary enterprise is a potential growth area for the university. Recently HCS introduced a Food Studies minor, the only piece of the Food Studies program we were asked to review. The bulk of Food Studies activities are not conducted under the auspices of HCS or funded by it. Culinary and other ancillary activities, for instance, have collaborators across the tri-campus area and are organized as an EDU C.

We note that several of the key personnel in the Food Studies collaborative endeavor are historians in HCS, most of them senior. They are passionate about the project and ambitious about future activity. Like the faculty in AFS and Global Asia, they would like barriers to interdisciplinarity to be lowered. We encourage the UTSC administration to consider how to best foster further development of Food Studies collaborations. We recommend strongly, however, that its growth should not come at the expense of other programs in HCS.

Global Asia Studies: Specialist; Major; Minor

The Global Asia Studies program, introduced in 2009-10, is an unusually cohesive ensemble of faculty with training centering on East Asia and South Asia, and grounded in a variety of disciplines. Its core faculty at present are in HCS, where it is administratively housed, and in ACM, and this arrangement seems to work well. In addition to training in the study of Asia, the faculty are also attuned to the strengths of their location in Scarborough, with its rich assemblage of immigrants from Asia, and are well aware of the varying needs and strengths of heritage learners, international students, and students whose first contact with Asia comes through GAS courses. The group has a high degree of intellectual cooperation and a good working relationship. Notable, and encouraging, is the degree to which the faculty members have been able to work together to design an A-level course that introduces themes (orientalism, culture and modernity, anti-colonialism) that each of the faculty members then pursue in upper-level courses. They have also made a substantial start on creating a subsidiary focus on Tamil Studies—a unique contribution and one particularly appropriate to UTSC, given that its surrounding population contains the largest Tamil population outside Sri Lanka.

We recommend that the administration help remove interdepartmental barriers to the further consolidation of the Global Asia Studies Program. Two structural improvements would further strengthen this already impressive program; both require support at the decanal level. The first parallels the recommendation made above for AFS: lower interdepartmental barriers to teaching in the Global Asia program. This is less of an issue than for AFS because more HCS faculty are available to staff the core courses, but the program should achieve a higher institutional profile, and attract more students, if more faculty across the campus can regularly cross-list courses with Global Asia and occasionally participate in its core teaching.

The second recommendation is particular to Global Asia. The Specialist and Major levels require two semesters of language instruction, essential to deepening students' understanding of the region. Language instruction is not, and probably should not be, under the control of HCS, but the success of a Global Asia program requires that Asian languages be taught regularly. Currently, Mandarin is regularly offered through CFL, but the same is not true of Tamil or

Hindi/Urdu, at least one of which is essential to the program, and both of which are highly desirable. HCS is thus regularly forced to grant exemptions to its own specialist/major requirements—this is not a good situation. The best way to remedy this is not clear to us, since we did not review CFL. We recommend that the Dean's office take up this question and ensure that one or more South Asian languages are routinely taught, thus providing the conditions in which the Global Asia program can fully achieve the range of Asian coverage that has already begun to distinguish it from similar programs at many other institutions.

History: Specialist and Co-op; Major and Co-op; Minor

Historians make up the largest group in HCS. Sixteen of twenty-one faculty identify their primary teaching area as history. History is the largest program area, with 279 program registrants and 644 FCEs in 2016-2017. The historians within HCS are keen to develop synergies across programs. As History faculty teach in every other program area, this seems to be a realistic and beneficial goal. As a result, the historians want to preserve and support the smaller programs –with which they are deeply involved through their teaching - and they believe in a shared identity grounded in interdisciplinarity, transnationalism, and connecting the local and global.

The research and teaching interests of History faculty are mostly rooted in the 19th and 20th centuries; only 2 1/3 faculty teach the pre-1800 period, despite considerable student interest in earlier periods. Two imminent retirements are also a cause of worry; their departure will leave an intellectual hole in the department, as well as weaken the study of migration as an area of expertise and distinction within History. The priorities for new appointments address both of these challenges to the department.

There is a sense that historians dominate the department in relation to decision-making and appointments. This perception emerges most clearly in relation to WST. As we have pointed out elsewhere (in relation to the Curriculum and Governance and Department Culture), we believe there are opportunities to integrate faculty across the various programs more effectively, especially between WST and History, and to ensure representation on committees which would then become more inclusive and transparent.

Concern for the well-being and development of all of HCS is evident in the five priority hires identified for History; these positions would strengthen their core and support other programs in the department, especially Classics, African Studies, WST, and probably GAS. Their requests for additional positions will address pressing problems – such as deepening their pre-1800 resources, replacing retirements - and strengthen the department's distinctive research and teaching strengths in the transnational and the local-global connection. We were told that UTSC will be entering a stage of slower growth and as a result hires will be difficult to come by. The standard justification for hires is linked to growth in enrolment. Although History's overall enrolment figures have declined, there are other compelling reasons to grant these appointments. The size of departments should not be driven by student demand; there is a need for leadership and planning that ensures that the university remains true to its overall mission. The University's most recent strategic plan also acknowledged its responsibility to support a liberal arts education. Moreover, without additional appointments, and with teaching

resources stretched thin, a downward enrolment pattern is virtually a foregone conclusion. History (and HCS as a whole) makes important contributions to the university as a comprehensive centre of higher learning and has a vision of itself grounded in academic integrity and social relevance. With more appointments, History (and HCS) will be able to develop to its full potential. Additional hires are also essential to department morale and renewal, forging new areas of research strength.

Women's and Gender Studies (WST): Major and Co-op; Minor

WST faculty work well together and have engaged in lengthy discussions about their current and future needs. A key strength of women and gender studies programs in the U.S. and Canada has been the connection between academic learning and participation in a range of social justice activities. WST at UTSC is no exception. The program fulfills its longstanding commitment to praxis through UTSC's commitment to experiential learning. As in the other discipline groups, WST faculty, both tenure and teaching stream, are committed and passionate about the research, teaching, and service they provide to UTSC. At the same time, like the other five discipline groups, WST faculty are also trying to figure out how to facilitate their dual identities, as members of HCS and as WST faculty who center gender and feminism in all of their work.

WSTS is the second largest program area in HCS. There are 208 students enrolled in the major and minor and WST courses attracted 531 FCEs. But only five faculty (4.25 tenure and tenure stream) identify WST as their primary area. We are delighted, as are the WST faculty, that the department hired a tenure stream assistant professor this year (Ye), as recommended in the 2015 HCS academic plan. One faculty member noted as a positive development that the number of women historians in HCS has increased from 1-10 over the last 12 years. WST is well-poised for continued growth. WST has relied upon faculty in other programs, such as History and Global Asia Studies, to teach its courses. In light of impending retirements of two key HCS senior faculty who teach regularly for WST (Gabaccia and Iacovetta, although their primary appointment is in History) and the size of enrolment, we recommend that the department and the dean's office consider hiring additional faculty who would hold a 100% appointment in WST; this is above and beyond the priorities identified in the self-study. WST has identified several areas, such as Black feminist studies, masculinities, Indigenous feminisms, labor, and transnational history. These areas of scholarship and teaching are significant for two reasons: first, they reflect a deep engagement with conversations that have been occurring in women's, gender, and feminist studies departments and programs in both Canada and the U.S. Second, courses in these fields would likely resonate with the uniquely diverse student body at the Scarborough campus. Additional faculty appointments would strengthen an already vibrant program and the HCS department as whole. Full appointments in WST would allow greater autonomy and flexibility in course planning.

Currently, only one WST faculty holds an appointment to the Women & Gender Studies Institute, which is housed on the St. George campus. Given that the Institute's M.A. and Ph.D. programs are relatively new, it might make sense for WST at UTSC and members of the Institute to work together to appoint tenure line faculty to the Institute whenever WST hires new faculty.

We were told that there is not an overriding desire for WST to be a separate unit, either as a department or an EDU unit. Instead, faculty expressed support for greater integration within HCS, more inclusion and representation in governance and decision-making, and for other programs – History in particular – to integrate WST content in their courses.

3. Recommendations for the Dean's Office in relation to HCS and its Programs

- **Staff of HCS:**

Consider reorganizing and slightly increasing HCS staff support. At present HCS is supported by the work of five staff members. Two people, the Business Officer and Financial Assistant, work 33% time for HCS and the balance of the time for ACM. Two more are responsible for coordinating the undergraduate program and advising students. The fifth is the assistant to the Chair.

We found considerable dedication to the department and its welfare on the part of all staff members, but morale was mixed. Pressing workload concerns have been partially alleviated by the addition of the second student advisor, who by all accounts is doing much-needed work to develop closer contact between students and the department. One staff member also suggested that staff could do more, time permitting, to raise the department's profile among the student body by organizing and staffing outreach events. It would also be desirable for the department to create and track an alumni database for community-building, internship placement, and fundraising purposes.

At present, the staff is not optimally organized to provide support to the Chair, who should be able to draw upon their experience in initiating the annual round of tasks and identifying areas for operational improvement. Three staff members report to a fourth who works for the department part-time, while the fifth reports to the Chair. The division of labor and reporting structure of this group can be understood as a series of responses to changes in department structure over the years, but reorganization would be beneficial.

Staff support for the department would be further improved by 1) assigning one full-time person to handle business transactions (rather than two part-time people), which represents a net augmentation of .33 FTE; and 2) developing a simpler reporting structure with one experienced department manager supervising everyone else and helping the Chair to set and implement agendas.

- **Improve or replace the relationship between the Arts and Sciences Co-op and HCS:**

UTSC as a whole has a vision for experiential learning, which is essential to all of the HSC programs, especially WST and Food Studies. We met with the Director and two staff members of the Arts and Science Co-op. The Co-op is a signature program of UTSC, and some HCS students enter the university planning to complete it. It is a large organization with twenty-five

staff members (roughly the size of the HCS faculty!) and has been successful in helping to match students in Computer Science and other programs with paying employers for work terms of four to eight months. This success does not, however, extend to placements offered to students in HCS. The list of possible placements developed by the Co-op, while expanded somewhat from those available last year, remains meager and is not particularly appropriate for students in the Humanities. Nor is it clear that the resumé-building and job interviewing skill development offered by the Co-op is tailored to the particular needs of Humanities students. The substantial fee charged by the Co-op supports its operations, but students and faculty both expressed concerns that the benefits students receive are not commensurate with the cost.

Faculty expressed consistent dissatisfaction with the Co-op, and the one Co-op student with whom we spoke expressed uncertainty about prospects for appropriate placement. Very few HCS students opt for the Co-op program because of the problems just discussed. Meanwhile, various programs in the department have had greater success in providing experiential learning (if not paid employment) through their own contacts. At present the Co-op is not serving the students or HCS. In order to do so, the Co-op will need clearer guidance about what kinds of jobs to seek out and what kinds of training to provide for HCS students, and will have to devote resources to developing its program for HCS students. We recommend that the administration mandate the Co-op to strengthen its outreach to the Humanities in a sustained way. Alternatively, the university administration might consider providing some funding to enhance experiential learning for HCS students outside the auspices of the existing Co-op, or establish a Humanities-specific co-op. A better-executed avenue to experiential learning would benefit the department in at least two ways: 1) it would articulate more publicly the value of an HCS degree to future employment, and 2) it would create synergy between the experiential learning projects already being offered in HCS and students' professional goals.

- Support further appointments in HCS and adhere to the priorities set by the department.
- Fund a retreat for HCS to review and revise its curriculum.
- Remove the barriers to inter-departmental (and interdisciplinary) teaching of HCS programs.
- Develop a mentorship program for new chairs that includes such topics as effective communication with staff and faculty, planning and running meetings, and ensuring transparency in decision-making.
- Take up the question of Asian language instruction at CFL and ensure that an Asian language (in addition to Mandarin) be taught regularly.

UTQAP Review Summary

| | |
|-------------------------------|--|
| Programs Reviewed: | African Studies: Minor (Arts) Classical Studies: Minor (Arts) Food Studies: Minor (Arts) Global Asia Studies, B.A. Hons., (Specialist, Major, Minor) History, B.A. Hons., (Specialist, Specialist Co-op, Major, Major Co-op, Minor) Women's and Gender Studies, B.A. Hons., (Major, Major Co-op, Minor) |
| Unit Reviewed: | Department of Historical and Cultural Studies (HCS), University of Toronto Scarborough (UTSC) |
| Commissioning Officer: | Vice-Principal Academic and Dean, UTSC |
| Reviewers: | <ol style="list-style-type: none">1. Professor Gail Hershatter, Distinguished Professor of History, Department of History, University of California, Santa Cruz2. Professor Shirley J. Yee, Chair, Department of Gender, Women, & Sexuality Studies, University of Washington3. Professor Francine McKenzie, Chair, Department of History, University of Western Ontario |
| Date of Review Visit: | April 4 – 5, 2018 |

Previous Review

Undergraduate Program

Women's and Gender Studies (Major, Minor)

Date: April 28, 2011

Summary of Findings and Recommendations:

Programs

The reviewers observed the following **strengths**:

- Students appear to be highly satisfied
- Enrolment has doubled in the past five years
- Impressive clusters used to organize thematic focuses, matching faculty research interests
- Remarkable breadth, with courses spanning the Humanities and Social Sciences, in diverse fields, many of which are taught from a global or transnational perspective

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

- Not clear how the program will sustain four clusters, given the small pool of full-time faculty
- Little mention of the significant queer and trans scholarship of the past two decades
- Unclear how program is distinguished from other WGS programs at U of T

The reviewers made the following **recommendations**:

- Consider reducing the number of clusters
- Engage in a curriculum review to develop a manageable number of courses
- Track student outcomes

Faculty/Research

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

- Limited participation of associate and full professors
- Program appears to be under resourced

The reviewers made the following **recommendations**:

- Encourage fuller participation of UTSC associate and full professors in WGS teaching and governance, including those located outside the Department of Humanities
- In order to be sustainable, program needs at least one dedicated faculty member

Undergraduate Program

History (Specialist, Major, Minor)

Date: June 1, 2011

Summary of Findings and Recommendations:

Programs

The reviewers observed the following **strengths**:

- Clearly contributes to the growth and estimable reputation of both the Department of Humanities and UTSC
- Imaginative and well-designed curriculum that provides students with a range of course options and frameworks
- Provides good training for specialists

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

- Ambitious and highly structured causing challenges in advising, offering sufficient courses for graduation, providing students with appropriate high-level assignments and adequate feedback on assignments
- Class size may limit students ability to engage in discussions; not clear if one tutorial every other week is adequate

The reviewers made the following **recommendations**:

- Regularize and simplify prerequisites so that students' progress is not hampered by unavailability of required courses
- Provide reduced teaching load a faculty member if that one faculty member is providing all of the advising
- Ensure adequate teaching staff (both faculty and TAs) to provide quality feedback on written work and in class discussion time

Faculty/Research

The reviewers observed the following **strengths**:

- Ongoing contributions to and stature in the discipline are commendable and inspiring

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

- Complexity of curriculum could be constraining faculty choice
- Course reductions and leaves could affect students' ability to progress through the program

The reviewers made the following **recommendations**:

- Consider committing to new, full-time tenure track appointments in circulation and migration through Islamic and/or Indian Ocean worlds; and circulation and migration in the Atlantic world with a focus on the Iberian peninsula and interactions between its polities and those in north and west African and the Caribbean/Latin America

Current Review: Documentation and Consultation

Documentation Provided to Reviewers

1. About the University and UTSC: UTSC Strategic Plan (2014/15 – 2018/19); UTSC Academic Plan (2015-20); UTSC By the Numbers; UTSC Admissions Viewbook (2018-19).
2. About the Review: Terms of Reference; Site Visit Schedule.
3. About the Department: Unit Academic Plan; Unit Self Study, plus Appendices.
4. About Programs and Courses: Description of HCS programs; and description of HCS courses; Course Syllabi; Course Enrolments from 2009 to 2018.
5. Faculty CVs.

Consultation Process

The reviewers met with the following: the decanal group, including the Vice-Dean Undergraduate, Vice-Dean Graduate, Vice-Dean Faculty Affairs and Equity, Assistant Dean Academic, and Academic Programs Officer; the Vice-Principal Research (Acting); the Chair of the Department of Historical and Cultural Studies; junior and senior members of the faculty from all areas of study; undergraduate students; administrative staff from the Office of Arts and Science Co-op; departmental administrative staff; and library staff.

Current Review: Findings and Recommendations

1. Undergraduate Program

The reviewers observed the following **strengths**:

- Overall quality
 - Department leverages the unique location of Scarborough to explore relationships between the local and global within the various program and course offerings
- Curriculum and Program Delivery
 - History students praised the emphasis on social history in the curriculum
- Quality Indicators – Students
 - Students are vibrant and enthusiastic
 - GPA of entering students has been rising over the past decade
 - Students report they are satisfied with the quality of instruction
 - Robust enrolment in Classics programs

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

- Curriculum and Program Delivery
 - Varying expectations for learning objectives in courses at the same level of study
 - Students report dissatisfaction with range and availability of course offerings; gap between calendar listings and actual offerings
 - Language courses that are needed to support the Global Asia Studies program are not taught regularly
 - Students are concerned with the quality of teaching in some introductory courses
 - While there is appeal and interest for the co-op, faculty expressed dissatisfaction with the program delivery, and students raised several concerns:
 - List of placements is “meager” and “not particularly appropriate”
 - Job skill development is not tailored to students from the humanities
 - The fees charged do not seem worth the level of support provided
- Student Engagement, Experience & Program Support Services
 - Low faculty-student interactions and engagement due to commuter status of many faculty and students
- Quality Indicators – Students
 - Variation in level of preparedness of incoming students and some students are struggling with writing skills:
 - the campus Writing Centre cannot serve all UTSC students
 - variation in advice given by Writing Centre staff and HCS faculty
 - Participation rate in course evaluation surveys is low

The reviewers made the following **recommendations**:

- Curriculum and Program Delivery
 - Develop a more coherent curriculum that addresses learning objectives:
 - consider options to develop an introductory course (or courses) that can be taught across programs to develop synergies and eliminate cross-program competition for enrolments
 - seek consensus on what skills should be taught in introductory courses such that upper level courses can be developing knowing that students have obtained these skills
 - Organize a departmental retreat to address curriculum renewal
 - Students suggested assigning the strongest and most experienced teachers to the introductory level courses
 - Provide more resources for tutorials
 - Make the following improvements to the co-op:

- create clear guidelines for the types of placements and supports needed to improve the co-op
 - have the curriculum committee work with the co-op office to improve programming
 - consider other means to improve experiential learning
- Ensure that an Asian language (in addition to Mandarin) be taught regularly for the Global Asia Studies programs
- Student Engagement, Experience & Program Support Services
 - Seek ways to increase faculty-student interactions
 - Have student involvement in Departmental committees
 - Initiate faculty engagement earlier in the programs
 - Have faculty participate in the departmental student association(s)
- Quality Indicators – Students
 - Hire students in History and other relevant disciplines to provide more writing support resources
 - Consider other means of tracking student satisfaction and success including graduation rates

2. Faculty/Research

The reviewers observed the following **strengths**:

- Faculty
 - Committed to undergraduate teaching
 - Impressive tenure granting rate, and system supporting this process has been very useful
 - New hires in Women's and Gender Studies is a positive outcome of the Department's academic plan
 - Passionate about the food studies projects and future plans
 - Women's and Gender Studies faculty are committed and passionate about research and teaching
- Research
 - Faculty have active and productive research agendas
 - Impressive international reputation and scholarly achievements

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

- Faculty
 - Inconsistent advice for pre-tenure faculty regarding research productivity; concerns around time spent on applications for funding
 - UTSC structures may cause some associate professors to be stuck at that rank indefinitely

- Perceived lack of access to internal funding to support pedagogically supported research may disadvantage teaching-stream faculty seeking promotion
- Advice regarding pre-tenure maternity leave may be problematic
- Research
 - Recent retirement of two History faculty will leave gaps in disciplinary knowledge

The reviewers made the following **recommendations**:

- Faculty
 - Regularize teaching reduction and provide faculty time to conduct research/write
 - Clarify the policy for, and conditions of, maternity leave
 - Provide mentorship to encourage faculty to apply for tenure at the optimal time
 - Consider changes to the institutional level policy regarding teaching stream promotion
 - Support further appointments in HCS and adhere to the priorities set by the department

3. Administration

The reviewers observed the following **strengths**:

- Relationships
 - Faculty, staff, and students were enthusiastic and collegial
 - Teaching-stream faculty are highly valued by the whole Department
 - Global Asia Studies faculty are very collegial and enjoy good relationships with the Scarborough community
- Organizational and Financial Structure
 - Although teaching resources are stretched, there isn't an overreliance on sessional instructors
- Long-Range Planning & Overall Assessment
 - The Chair is commended for efforts to create a stable/unified work environment coming out of the reorganization

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

- Relationships
 - Staff morale is mixed
 - Faculty members still identify with specific programs, rather than with the Department as a whole, and this is manifest in concerns about resource allocation and appointments; some faculty feel that History

- members dominate the decision making given they have the largest number of faculty
- Leadership turn over and administrative staff changes seem to impact ability to fully synthesize the Department
- Organizational and Financial Structure
 - Limited student study space, which compounds issues associated with the commuter campus
 - Challenging to deliver diverse and interdisciplinary program curriculum requirements with available faculty resources
 - Faculty would like to institute a set of practices to improve communication and transparency
 - Structural barriers prevent faculty from teaching core courses across the programs
 - Budget models encourage competition rather than interdisciplinary cooperation across units
 - Staff is not configured in an optimal way to support the Chair

The reviewers made the following **recommendations**:

- Relationships
 - Consider how to further foster collaborations around African Studies and Food Studies offerings
- Organizational and Financial Structure
 - Make future hiring and administrative decisions with broad consultation across the Department
- Long-Range Planning & Overall Assessment
 - Engage in more recruitment and outreach activities; curriculum committee could be responsible for this
 - Provide University-level mentoring guidelines for new Chairs
 - Develop a constitution or bylaws that will focus on core areas of the Department and that defines committee membership and mandate, and merges/establishes committees as appropriate
 - Remove interdepartmental barriers in order to allow faculty from across the campus(es) to teach courses in the programs
 - Consider staff reorganization to optimize support



August 16, 2018

Professor William A. Gough
Vice-Principal Academic and Dean
University of Toronto Scarborough

Dear Professor Gough:

Thank you for forwarding the report of the April 4 – 5, 2018 External Review of the Department of Historical and Cultural Studies and its undergraduate programs. The following programs were reviewed: African Studies: Minor; Classical Studies: Minor; Food Studies: Minor; Global Asia Studies, B.A. Hons. (Specialist, Major, Minor); History, B.A. Hons. (Specialist, Specialist Co-op, Major, Major Co-op, Minor); and Women's and Gender Studies, B.A. Hons. (Major, Major Co-op, Minor).

As indicated in our *Statement of Institutional Purpose*, the University of Toronto is committed “to being an internationally significant research university, with undergraduate, graduate and professional programs of excellent quality.” This quality is assessed through the periodic appraisal of programs and units, which considers how our research scholarship and programs compare to those of our international peer institutions and assesses the alignment of our programs with established degree-level expectations. The University views the reports and recommendations made by external reviewers as opportunities to celebrate successes and identify areas for quality improvement.

The reviewers were impressed by the Department's “curricular energy and imagination,” and the rising GPA of students entering programs at the Department. The reviewers praised the considerable scholarly accomplishments of the faculty. Overall, the reviewers indicated the faculty, staff and students were enthusiastic and the Department was a very collegial environment.

I am writing at this time:

1. to request your administrative response to this report, including a plan for implementing recommendations;
2. to request your feedback on a summary of the review report; and
3. to outline the next steps in the process.

1. Request for Administrative Response and Implementation Plan:

In your **administrative response**, please address the following areas raised by the reviewers and their impact on academic programs, *along with any additional areas you would like to prioritize*.

For each area you address, please provide an **Implementation Plan** that identifies actions to be accomplished in the immediate (six months), medium (one to two years) and longer (three to five years) terms, and who (Department, Dean) will take the lead in each area.

Faculty

- The reviewers noted inconsistencies with information and practices surrounding faculty tenure, promotion and leaves and recommended providing clear guidance and mentoring for faculty members and support for new Chairs.
- The reviewers highlighted administrative barriers that prevent faculty from teaching courses across programs, departments and campuses.
- The reviewers recommended consultation with cognate units regarding complement planning for Women's and Gender Studies, and History programs.

Administration

- The reviewers recommended ways to increase faculty-student interactions in response to challenges posed by UTSC's being a "commuter campus."
- The reviewers noted the Department is still working to build a cohesive unit and recommended developing formal procedures for departmental committees.
- The reviewers indicated that administrative staff are not set up optimally to support the Chair and recommended changes to staffing resources and structures to better support the department's needs.

Curriculum

- The reviewers recommended reviewing and revising the curriculum, to improve the coherence of courses and minimize competition across programs, and to scaffold the development of skills and content knowledge in first to fourth year courses.
- The reviewers indicated that students were dissatisfied with the gap between courses listed in the calendar and courses that are regularly available.
- While there is a lot of student interest in the co-op programs, the reviewers indicated the co-op program may not deliver appropriate placements or related support to humanities students. The reviewers recommended strategies for improving the co-op for humanities students or developing other experiential learning opportunities.

Students

- The reviewers noted variations in students writing skills. The reviewers recommended hiring graduate students to provide additional writing support for undergraduate students.

2. Summary

My office will provide a summary of the review of Historical and Cultural Studies in **August 2018** for your feedback regarding tone or accuracy, and response to any information that is requested in the comments. This summary becomes part of the governance record.

3. Next Steps

Reviews of academic programs and units are presented to University governance as a matter of University policy. Under the University of Toronto Quality Assurance Process (UTQAP), the Vice-Provost, Academic Programs prepares a report on all program and unit reviews and submits these periodically to the Committee on Academic Policy and Programs (AP&P).

The review of the Department of Historical and Cultural Studies will be considered by AP&P at its meeting on **October 31, 2018. Please plan to attend this meeting.** Your presence is important and will allow you to respond to any questions the committee may have regarding the report, and your administrative response and implementation plan. An overview of what happens at AP&P is [available on our website](#).

I would appreciate receiving your completed administrative response and plan for implementing recommendations, as well as any comments on the summary by **September 28, 2018**. This will allow my office sufficient time to prepare materials for the AP&P meeting.

After AP&P, we will work closely with you to develop a Final Assessment Report and Implementation Plan (a summary of the review's outcomes, including plans for implementing recommendations), which is posted on our [website](#) as required by the UTQAP.

Please feel free to contact me or Erin Meyers, Acting Coordinator, Academic Planning and Reviews, should you have any questions.

Sincerely,



Susan McCahan
Vice-Provost, Academic Programs

cc.

Mark A. Schmuckler, Vice-Dean, Undergraduate, UTSC

Lesley Lewis, Assistant Dean, Academic, UTSC

Annette Knott, Academic Programs Officer, UTSC

Daniella Mallinck, Director, Academic Programs, Planning and Quality Assurance

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Dear Susan,

Administrative Response:
External Review of the Department of Historical and Cultural Studies

Thank you for your letter of August 16, 2018 requesting my administrative response to the external review of the Department of Historical and Cultural Studies (HCS). I appreciate the seriousness with which the reviewers approached the external review process, as well as the thoughtful consideration given to the Department and its undergraduate programs. As the reviewers acknowledge, although HCS is a young Department, its faculty are active researchers with international reputations and considerable scholarly accomplishments, who are also committed to their undergraduate teaching.

The external review report was sent to the Chair of the Department and shared widely among faculty, staff and students. The decanal group, including the Vice-Dean Undergraduate, the Vice-Dean Faculty Affairs and Equity, and Academic Programs Officer met with the Chair and five Program Coordinators on September 4, 2018 to discuss the external review, and the recommendations from the review report; I am pleased with the depth of the discussion that took place. We are considering the recommendations of the reviewers carefully and already have begun to act upon them.

Let me address the specific points raised in the letter:

Faculty:

- The reviewers noted inconsistencies with information and practices surrounding faculty tenure, promotion and leaves, and recommended providing clear guidance and mentoring for faculty members and support for new Chairs.

The reviewers have the perception that junior faculty are developing different understandings regarding expectations for promotion and tenure. They believe the recent

stabilization of leadership in the Department will resolve this issue, however, they suggest that some minor improvements in the mentoring and advising of pre-tenure and junior faculty will be beneficial. The reviewers also note that faculty expressed an interest in instituting a set of practices to improve communication and transparency in the Department. Towards that end they recommend that the Dean's Office develop mentoring guidelines and a program for new chairs.

Ensuring that faculty receive consistent, accurate and current date information on policies and procedures that affect them is primarily the responsibility of the Office of the Vice-Provost Faculty and Academic Life (VPFAL) and the Office of the Vice-Dean Faculty Affairs and Equity (VDFAE) at UTSC. These offices collaborate to present workshops for faculty and academic administrators at UTSC that cover the major milestones in their careers, including interim/probationary reviews, tenure/continuing status reviews and promotion. Attendance at these workshops is often low. A new strategy of targeted communication has been established this year, through which the office of the VDFAE will work with Chairs to deliver timely, personalized encouragements to faculty regarding workshops they should attend in a given year. Building an expectation of the value of workshops from the time of hire is one focus of the newly-revamped UTSC New Faculty Orientation (now in its second year, organized by the VDFAE).

New Chairs are invited to attend a yearly Retreat for new Academic Administrators (VPFAL, St. George) and over the past two years, all Chairs are invited to a yearly Retreat for Chairs & Directors (VDFAE, UTSC). Both retreats review policies, procedures and advice for the role. HCS recognizes the importance of effective communication and is pleased to report that there has been very significant improvement in the degree of consultation, communications and transparency regarding the Department's significant decisions and policy making over the past few years. This has resulted in a higher level of participation and engagement of faculty and staff members in departmental meetings, consultations, and activities.

Since faculty often consult with their colleagues on tenure, continuing status, and promotion, we also are finding ways to ensure that faculty mentors are well informed. The UTSC New Faculty Orientation includes a session on effective mentorship relationships in terms of both mentor and mentee responsibilities, and mentors are invited to attend with their new mentees. As another example of a recent initiative, a fund has been established to support departments to hold meetings to review expectations around promotion and tenure. HCS has been encouraged to apply for these funds. Another example is a suite of initiatives related to UTSC's mentorship steering group (*Mentoring Excellence & Diversity at UTSC*, or MEAD). This includes a 'mentorship initiatives' fund to support innovative, grassroots mentorship efforts, a faculty career development fellows program, and the development of mentorship toolkits for both mentors and mentees. The VDFAE is working with Chairs, the Vice-Principal Research, and the Associate Dean Teaching and Learning to strengthen the mentoring provided to faculty for teaching, research and career advancement.

Locally, the Department has done more to communicate discipline-specific expectations to faculty members at different stages of their career, and offers more opportunities for mentorship and advising for both assistant and associate professors.

- The reviewers highlighted administrative barriers that prevent faculty from teaching courses across programs, departments and campuses.

The reviewers applaud the Department's commitment to interdisciplinary education, but they believe that structural barriers – for example, budgetary considerations linked to enrolments and costs associated with TA support – may discourage faculty in other departments from accepting HCS overtures to share their expertise with HCS students. The reviewers recommend that the Dean's Office facilitate the development of interdisciplinary education opportunities – perhaps through memoranda of understanding that specifically address issues such as TA costs, and sharing of credit for enrolments. Such action may be of particular benefit to African Studies, Global Asia Studies, and Food Studies.

HCS has been working hard to strengthen synergies across its programs, and would welcome the introduction of incentives for faculty members to offer courses outside their home departments. HCS is able to consider ways to encourage collaboration among its programs, but interdisciplinary collaboration is more challenging across departments. The VDFAE and Vice Dean Undergraduate are undertaking a pilot in Fall 2018 to reimagine the Minor in African Studies by striking a multi-disciplinary committee of Africanists from across the humanities and social science disciplines at UTSC. If this effort is successful, the model developed can be used in other areas. Finally, the Dean's Office will also look for ways to facilitate the development of interdisciplinary teaching across departments at UTSC.

- The reviewers recommended consultation with cognate units regarding complement planning for Women's and Gender Studies, and History programs.

All tenure stream faculty at UTSC have a graduate appointment in at least one graduate department at the University of Toronto. Cognate units are already involved in hiring via tri-campus agreements for graduate appointments (primarily with the Faculty of Arts & Science); a representative of the Chair of the graduate unit is on every search committee. There are six faculty in HCS who support the Women's and Gender Studies program, four of whom hold a graduate appointment in the Department of History, one in the Department of Linguistics, and one in the Women and Gender Studies Institute administratively housed on the St. George campus. It is also possible for faculty to hold additional cross-appointments. However, the budgetary appointment is held at UTSC, and thus complement planning appropriately remains resident in HCS and the Office of Vice Principal Academic and Dean at UTSC.

Administration:

- The reviewers recommended ways to increase faculty-student interactions in response to challenges posed by UTSC's being a "commuter campus".

The reviewers suggest several ways faculty-student engagement might be encouraged, for example: including students as non-voting consultative members on departmental committees; bringing faculty into contact with students majoring in HCS programs earlier in their course of study; launching lunchtime "meet the professor" gatherings to bring students – particularly first-generation students – and faculty together; and appointing a faculty member to the departmental student association (HCSSA).

The Department is actively promoting faculty-student interaction through its extensive events programming, which includes faculty research talks tailored to students, faculty participation at the awards ceremony for students who have earned the HCS Emerging Scholars certificate, and an annual symposium for students in the Women's and Gender Studies program. In addition, the representatives of the HCS Student Association meet regularly with the Chair and have participated in several departmental meetings in the past last two years. HCS also provides funding for its Student Association's initiatives and has strongly supported its new student-edited journal. The Department agrees with the reviewers' recommendations that more physical space is urgently needed to allow for more student-oriented activities and faculty-student interaction as well as student mentorship, and the Chair has brought these space needs to the attention of the Dean.

- The reviewers noted the Department is still working to build a cohesive unit and recommended developing formal procedures for departmental committees.

The reviewers indicate that faculty raised some concern about the departmental culture as it relates to communication, transparency, inclusion, and trust, and they suggest the Department may benefit from establishing a constitution or bylaws that will ensure all HCS groups are included in decision-making.

HCS is moving to a state of greater stability under the leadership of its new Chair. They have recently engaged in a retreat to discuss curricular reform, and the Department will begin a consultation process in the 2018-19 academic year to identify procedures, steps, and priorities relevant to the development of a departmental constitution and/or bylaws. As a first step the Department will review previous documents produced for this purpose and develop a preliminary understanding of, and agreement for, the process, structure, and major issues/topics that will be important for the development of a constitution.

The Department notes that representation on committees is drawn from its 22 appointed faculty across all disciplines, with the exception of those on leave. Given that most of the programs are small and, with the exception of History, have only one to four faculty members to provide teaching and service, the Department considers it unrealistic and counterproductive to have each program represented on every departmental committee every year; instead, the Department has regularized the practice of having all six program

coordinators on the Curriculum Committee to ensure they have input regarding important decisions on course planning and program requirements. Other important committees, such as the PTR committee, also have wide representations from many programs and different ranks and streams.

- The reviewers indicated that administrative staff are not set up optimally to support the Chair and recommended changes to staffing resources and structures to better support the Department's needs.

The Chair has been working with Human Resources to address departmental staffing needs. Recently, a new staff member was appointed to take on responsibility for course planning, student advising and recruitment, as well as departmental communications. The Department will continue its efforts to streamline workflow and collaboration among its staff members and to improve overall efficiency and results.

The Chair notes that some of the departmental staff, including the Business Officer and Financial Assistant, are shared with other academic units, which can at times lead to work overload and logistical challenges for staff. The Dean is aware of these challenges, particularly as departments continue to grow, both in faculty complement and in student enrolment. The Dean's Office is working with Human Resource Services at UTSC to review the staff complement.

Curriculum:

- The reviewers recommended reviewing and revising the curriculum to improve the coherence of courses and minimize competition across programs, and to scaffold the development of skills and content knowledge in first to fourth year courses.

The reviewers applaud the Department for their many innovative and interesting courses, and for using teaching resources efficiently and imaginatively; however, they suggest there is work to be done to harmonize the curriculum in relation to skills development from the lower to upper levels, and also in terms of standardizing expectations and learning outcomes for courses at the same level. The specific issues they raise include: clarifying the role of A-level courses, increasing the number of tutorials, and scaffolding the teaching of skills and content across the A- through D-levels. The reviewers recommend the Department, with the support of the Dean's Office, engage in a curriculum retreat to facilitate discussion about the benefits of curriculum mapping.

The Department has taken a multi-pronged approach to address these issues, including pedagogical consultation, resource allocation (e.g., time commitments of staff and faculty, TA/GA budgets, and implications for future complement plans), and working with their Departmental Student Association. A series of surveys were conducted among faculty and students and a number of meetings were held by the Associate Chair and the Curriculum Committee about curriculum reform. In addition, a retreat was held during the Summer 2018 term. The Curriculum Committee will begin drafting proposals in Fall 2018, and in Fall 2019 – after appropriate levels of discussion and fine-tuning – the

Department will begin implementing these proposals. As part of the process, the Department has developed a resource library for faculty that will help faculty and staff better understand the students' perspectives and feedback, and to share course syllabi and pedagogical tips to help develop a more coordinated approach to program requirements and course design. Additionally, the Dean's Office will continue to encourage and support departments' initiatives in curriculum mapping, a process that has the potential to address many of the concerns highlighted above.

- The reviewers indicated that students were dissatisfied with the gap between courses listed in the *Calendar* and courses that are regularly available.

The Department has been actively reviewing its *Calendar* information, and gradually retiring courses, where appropriate. The Department is also making a concerted effort to offer a greater diversity of courses on a regular cycle.

- While there is a lot of student interest in the Co-op programs, the reviewers indicated they may not deliver appropriate placements or related support to humanities students. The reviewers recommended strategies for improving Co-op for humanities students or developing other experiential learning opportunities.

The reviewers report that both students and faculty express concern regarding Co-op in terms of skills development, and in securing worthwhile placements. The reviewers suggest that Co-op strengthen its outreach to the humanities, and they believe Co-op will benefit from receiving clearer guidance from HCS about what kinds of jobs to seek and what training to provide its students.

Experiential education is one of the five key priorities in the campus Academic Plan (2015-20), and UTSC is actively promoting experiential education along three lines: first, program-based including co-op, co-op internships and field placements; second, course-based including service-learning and lab/research intensive courses; and third, co-curricular activities including speaker series.

HCS is currently exploring options other than Co-op to expand their experiential education opportunities. They have been working with the UTSC's Special Advisor to the Dean on Experiential Education as well as the two Coordinators for Integrated Learning Experiences to develop new types of experiential education opportunities both on and off campus. For example, the Department has been reaching out to non-profit organizations to explore opportunities for placements for HCS students and using funding provided by the UTSC Experiential Education Fund to support students interested in these placements. In addition, HCS subsidizes its faculty members' hiring of 5 to 8 work-study assistants thus creating meaningful experiential learning opportunities for its students. Both faculty and students have been very supportive of these initiatives.

Students:

- The reviewers noted variations in students' writing skills, and recommended hiring graduate students to provide additional writing support for undergraduate students.

The lack of proficiency in English and academic writing is a serious concern for many faculty members in HCS as this can have a major impact on pedagogical goals and students' ability to achieve program learning outcomes. The Department currently offers a successful B-level critical writing course for students in the History program, and they have formed a Working Group to discuss whether a Department-wide B level course should be offered for all program students.

Regards,



Professor William Gough
Vice-Principal Academic and Dean

| Action | Implementation Timeline | Lead |
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| The Dean's Office will create and deliver personalized encouragements to faculty regarding workshops related to tenure and promotion. | Immediate (6 months) | Vice-Dean Faculty Affairs and Equity and departmental Chairs |
| Include a session on effective mentorship in the New Faculty Orientation. | Immediate (6 months) | Vice-Dean Faculty Affairs and Equity and department Chairs |
| HCS will apply for available funds to support departmental meetings related to tenure and promotion. | Immediate (6 months) | Department Chair and/or designate(s) |
| HCS will communicate discipline specific expectations regarding tenure and promotion to its faculty members, and offer more opportunities for mentorship and advising. | Immediate (6 months) | Department Chair and/or designate(s) |
| A multi-disciplinary committee of Africanists | Immediate (6 months) | Vice-Dean Faculty Affairs and Equity and Vice-Dean |

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| from across the humanities and social science disciplines at UTSC will be struck to re-imagine the Minor in African Studies. | | Undergraduate |
| HCS will seek advice from UTSC's Special Advisor to the Dean on Experiential Education. | Immediate (6 months) | Department Chair and/or designate(s) |
| HCS will look at ways to access the Experiential Education fund. | Immediate (6 months) | Department Chair and/or designate(s) |
| HCS will continue to bring its space concerns to the attention of campus leadership. | Immediate and ongoing (6 months and ongoing) | Department Chair and/or designate(s) |
| HCS will continue efforts to streamline workflow and collaboration among its staff members. | Immediate and ongoing (6 months and ongoing) | Department Chair and/or designate(s) |
| The Dean's Office will provide encouragement and support to HCS to participate in a curriculum mapping exercise. | Immediate and ongoing (6 months and ongoing) | Vice-Dean Undergraduate |
| HCS will begin a consultation process to identify procedures, steps, and priorities relevant to the development of a departmental constitution. | Immediate to Medium (6 months to 1 year) | Department Chair and/or designate(s) |
| The Dean's Office will look for additional ways to facilitate the development of interdisciplinary teaching. | Immediate to Medium (6 months to 1 year) | Vice-Dean Undergraduate |
| HCS will form a working group to review the option of creating a Department-wide B-level critical writing course for all program students. | Immediate to Medium (6 months to 1 year) | Department Chair and/or designate(s) |