



**FOR INFORMATION**

**PUBLIC**

**OPEN SESSION**

**TO:** Academic Board

**SPONSOR:** Susan McCahan, Vice-Provost, Academic Programs  
**CONTACT INFO:** (416) 978-0490, [vp.academicprograms@utoronto.ca](mailto:vp.academicprograms@utoronto.ca)

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

**DATE:** April 10, 2019 for April 17, 2019

**AGENDA ITEM:** 5

**ITEM IDENTIFICATION:**

Semi-Annual Report on the Reviews of Academic Units and Programs,  
October 2018 – March 2019

**JURISDICTIONAL INFORMATION:**

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

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

The compendium of review summaries is forwarded, together with the record of the Committee’s discussion, to the Agenda Committee of the Academic Board, which determines whether there

are any issues warranting discussion at the Board level. The same documentation is sent to the Executive Committee and the Governing Council for information.

### **GOVERNANCE PATH:**

1. Committee on Academic Policy and Programs [for information] (April 2, 2019)
2. Agenda Committee of the Academic Board [for information] (April 8, 2019)
- 3. Academic Board [for information] (April 17, 2019)**
4. Executive Committee of the Governing Council [for information] (May 7, 2019)
5. Governing Council [for information] (May 16, 2019)

### **PREVIOUS ACTION TAKEN:**

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

The Semi-Annual Report on the Reviews of Academic Units and Programs (April 2018 – October 2018) was previously submitted to the Committee on Academic Policy and Programs on November 1, 2018.

### **HIGHLIGHTS:**

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

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

Overall, the themes raised in these reviews echoed those in previous compendia: the excellent quality of our programs, the talent and high calibre of our students, and the impressive body of scholarship produced by our faculty. In addition, this set of reviews highlighted the programs' interdisciplinary strengths and the many ways that the programs, and therefore students, benefitted from contributions across Faculties and Campuses.

As always, the reviews noted areas for development. The reviews identified the need for units to strengthen their communication and governance structures and, and suggested ways to engage in

meaningful planning discussions. The reviews also highlighted the need to ensure that diversity is reflected in faculty complement and curriculum.

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

**FINANCIAL IMPLICATIONS:**

Not applicable.

**RECOMMENDATION:**

This item is for information and feedback.

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**DOCUMENTATION PROVIDED:**

Compendium of Reviews of Academic Programs and Units, October 2018 – March 2019



# Reviews of Academic Programs and Units

October 2018 – March 2019

Report to the Committee on Academic Policy and Programs  
April 2, 2019



# Reviews of Academic Programs and Units

October 2018 – March 2019

Report to the Committee on Academic Policy and Programs

April 2, 2019

## 1 Faculty of Applied Science & Engineering

- The Edward S. Rogers Sr. Department of Electrical & Computer Engineering and its programs
  - Undergraduate: Computer Engineering, BAsC; Electrical Engineering, BAsC
  - Graduate: Electrical and Computer Engineering, MEng; Electrical and Computer Engineering, MASc; Electrical and Computer Engineering, PhD
- Department of Civil & Mineral Engineering and its programs
  - Undergraduate: Civil Engineering, BAsC; Lassonde Mineral Engineering, BAsC
  - Graduate: Civil Engineering, MASc; Civil Engineering, MEng; Cities Engineering and Management, MEng; Civil Engineering, PhD

## 2 Faculty of Medicine

- Department of Occupational Science and Occupational Therapy and its programs
  - Graduate: Master of Science in Occupational Therapy, MScOT
- Institute of Medical Science and its programs
  - Graduate: Medical Science, MSc, PhD; Translational Research in the Health Sciences, MHSc

## 3 University of Toronto Scarborough

- Centre for French and Linguistics and its programs
  - Undergraduate: French, BA (Hons): Specialist, Specialist Co-op, Major, Major Co-op, Minor; Linguistics, BA (Hons): Specialist, Specialist Co-op, Major, Major Co-op, Minor; Psycholinguistics, BA (Hons): Specialist, Specialist Co-op; English to Chinese Translation: Minor (Arts)

## 4 University of Toronto Mississauga

- Department of Political Science and its programs
  - Undergraduate: Political Science, BA (Hons): Specialist, Major, Minor; Economics and Political Science, BA (Hons): Specialist (Joint with Economics); History and Political Science, BA (Hons): Specialist (Joint with History)

## 5 Faculty of Arts and Science

- Book and Media Studies Program
  - Undergraduate: Book and Media Studies, BA (Hons): Major, Minor
- Centre for Industrial Relations and Human Resources and its programs
  - Undergraduate: Industrial Relations and Human Resources, BA (Hons): Specialist, Major; Certificate in Human Resource Management (with Woodsworth College)
  - Graduate: Master of Industrial Relations and Human Resources, MIRHR; Industrial Relations and Human Resources, PhD
- Cinema Studies Institute and its programs
  - Undergraduate: Cinema Studies, BA (Hons): Specialist, Major, Minor
  - Graduate: Cinema Studies, MA, PhD
- Department of Astronomy and Astrophysics and its programs (Canadian Institute for Theoretical Astrophysics Dunlap Institute for Astronomy & Astrophysics)
  - Undergraduate: Astronomy & Astrophysics, BSc (Hons): Major, Minor; Astronomy & Physics, BSc (Hons): Specialist; Planetary Science, BSc (Hons): Specialist
  - Graduate: Astronomy & Astrophysics, MSc, PhD
- Department of Economics and its programs
  - Undergraduate: Economics, BA (Hons): Specialist, Major, Minor; Environmental Economics, Minor (Arts); Economics and Mathematics, BSc (Hons): Specialist; Financial Economics, BSc (Hons): Specialist
  - Graduate: Economics, MA, PhD; Financial Economics, MFE
- Department of Philosophy and its programs
  - Undergraduate: Philosophy, BA (Hons): Specialist, Major, Minor; Bioethics, BA (Hons): Specialist, Major, Minor Mathematics and Philosophy, BSc (Hons): Specialist; Physics and Philosophy, BSc (Hons): Specialist
  - Graduate: Philosophy, MA, PhD
- Graduate Psychology programs
  - Graduate: Psychology, MA, PhD
- Women and Gender Studies Institute and its programs
  - Undergraduate: Women and Gender Studies, BA (Hons): Specialist, Major, Minor
  - Graduate: Women and Gender Studies, MA, PhD

**Appendix I: Externally-commissioned reviews of academic programs, October 2018 – March 2019**

# UTQAP Cyclical Review: Final Assessment Report and Implementation Plan

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## 1. Review Summary

<b>Programs Reviewed:</b>	Computer Engineering, BSc Electrical Engineering, BSc Electrical and Computer Engineering, MEng Electrical and Computer Engineering, MSc Electrical and Computer Engineering, PhD
<b>Unit Reviewed:</b>	The Edward S. Rogers Sr. Department of Electrical & Computer Engineering
<b>Commissioning Officer:</b>	Dean, Faculty of Applied Science & Engineering
<b>Reviewers (Name, Affiliation):</b>	<ol style="list-style-type: none"> <li>1. Professor Ivan Fair, Professor and Chair, Electrical and Computer Engineering, University of Alberta</li> <li>2. Professor Sarah Rajala, James L. and Katherine S. Melsa Dean of Engineering, Iowa State University</li> <li>3. Professor T.E. (Ed) Schlesinger, Professor and Benjamin T. Rome Dean, Electrical and Computer Engineering, Whiting School of Engineering, Johns Hopkins University</li> </ol>
<b>Date of Review Visit:</b>	June 18 – 19, 2018

## Previous UTQAP Review

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Date: May 22 – 23, 2013

### Summary of Findings and Recommendations

#### Program Strengths

- Internationally well-recognized academic programs
- Program objectives, admissions process, and degree-level expectations favourably evaluated by the Canadian Engineering Accreditation Board (CEAB)
- High-impact, high-quality research
- Students' positive assessment of faculty members' teaching and research

#### Opportunities for Program Improvement and Enhancement

The reviewers recommended that the following be considered:

- Finding the appropriate balance between teaching and research workload
- Removing barriers to interdisciplinary research and longer-term, high-risk research endeavours
- Enforcing deadlines and timelines for graduate review committee meetings, impacting progress in students' doctoral studies
- Attending to variations in graduate student funding levels
- Strengthening graduate student advising
- Examining the "big jump" between the first and second year in the undergraduate program and the level of required courses in the second year

## Current Review: Documentation and Consultation

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### Documentation Provided to Reviewers

The reviewers were provided with:

- CVs of Electrical and Computer Engineering Faculty
- FASE Academic Plan, 2017-2022
- FASE Undergraduate Calendar, 2017-2018
- Itinerary
- Review Report Template
- Self-study
- Terms of Reference

- University of Toronto Graduate Calendar, 2017-2018
- University of Toronto Quality Assurance Process (UTQAP)
- University of Toronto Towards 2030 - Synthesis
- University of Toronto Towards 2030 – View from 2012 (Progress Report)

## Consultation Process

The reviewers met with:

- FASE Dean Cristina Amon
- FASE Vice-Deans of Graduate Studies, First-Year Engineering, and Research
- ECE Chair Farid Najm
- ECE Associate Chair and staff related to undergraduate studies
- ECE Associate Chair and staff related to graduate studies
- ECE Associate Chair and staff related to research
- ECE undergraduate students in the computer engineering and electrical engineering BAsC programs
- ECE graduate students in the computer and electrical engineering MEng, MASc and PhD programs
- ECE administrative and technical support staff
- ECE professors (pre-tenure and tenure-stream)
- Chairs and Directors of other FASE departments, divisions and institutes, and Chair of the FAS Computer Science department
- FASE Advisory Search Committee for the Chair of The Edward S. Rogers Sr. Department of Electrical & Computer Engineering

## Current Review: Findings and Recommendations

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### 1. Undergraduate Program

The reviewers observed the following **strengths**:

- Admissions requirements
- High demand for programs and high admission requirements
- Curriculum and program delivery
- Good curricular flexibility
- Innovation
- Impressive investments made to improve undergraduate labs, specifically robotics and energy systems
- Quality indicators – undergraduate students
- Programs attract the most highly qualified students with strong academic records

- Most students complete the program in an expected timeframe

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

- Admissions requirements
- Maintaining a high admission requirements, specifically the high GPA requirement, may exclude other well-rounded students who would excel in engineering studies
- Curriculum and program delivery
- While the reviewers understood the history of offering two degree programs, they question whether it makes sense moving forward to offer one program in electrical and computer engineering, especially given the flexibility within the undergraduate degree programs
- Last curriculum overhaul was 15 years ago
- Introduction of math and computing science courses within the department does not seem optimal
- Quality of Teaching Assistants varies largely based on the individual's initiative
- Innovation
- While improvements to some labs have been made, students still observed some ongoing equipment failures

The reviewers made the following **recommendations**:

- Admissions requirements
- If the high GPA admission standard is maintained, consider promoting program as focused on producing career researchers
- Curriculum and program delivery
- Consider feasibility of providing academic credit for students who complete a research project with a faculty member
- Advocate to the Canadian Engineering Accreditation Board (CEAB) to offer one degree program in electrical and computer engineering
- Review curriculum and consider ways to emphasize "modes of thought" meaning not just "what we teach" but also "how we teach"
- Consider benefits of students taking courses from outside the department
- Increase investment in systematic training of Teaching Assistants, for both lab and seminar instruction
- Innovation
- Enhance efforts to secure additional internship opportunities
- Quality indicators – undergraduate students
- Other than CEAB "Graduate Attributes, it is unclear how proficiency is evaluated in graduating students
- Potential impact on curriculum development due to the collection of Graduate Attributes

## 2. Graduate Program

The reviewers observed the following strengths:

- Student funding
- Financial support is a considerable advantage compared to many other programs in North America

The reviewers identified the following areas of concern:

- Curriculum and program delivery
- Requiring all PhD courses to be completed before the qualifying exam seems “restrictive”; courses that may assist with the dissertation may emerge as students complete thesis work
- Department practices and expectations seem to vary based on which research area the student belongs to
- Student engagement, experience and program support services
- Supervisory committee meetings are not always held annually and students would benefit from additional guidance and program structure
- Quality indicators – graduate students
- PhD time to completion seems “excessive”
- No data on graduate outcomes of master’s students who do not pursue a PhD

The reviewers made the following recommendations:

- Curriculum and program delivery
- Consider relaxing the timeline for the PhD program requirements to allow students to complete courses before and after the qualifying exam; reconsider the number of required courses for the PhD
- Ensure program requirements are clearly articulated on the department website
- Innovation
- Enhance efforts to secure additional internship opportunities
- Student engagement, experience and program support services
- Ensure supervisory committee meetings are held on an annual basis
- Provide a support person, like an ombudsperson, for PhD students to raise their concerns to
- Quality indicators – graduate students
- Work towards reducing PhD time to completion to closer to 5-years to ensure international competitiveness
- Track employment and salary outcomes of MAsc and MEng graduates who do not pursue a PhD; evaluate whether there is a difference in the marketplace and if the department should continue to offer both degrees
- Student funding

- Ensure funding levels are reviewed regularly to ensure they remain sufficient to cover the cost of living in Toronto

### 3. Faculty/Research

The reviewers observed the following **strengths**:

- Overall quality
- Considerable number of distinguished faculty members
- Research
- High level of research activity
- Researchers are strong in their individual areas of expertise

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

- Overall quality
- Reviewers were not clear what metrics were used to measure faculty performance
- Research
- Faculty research programs seem “highly individualistic”, and there is unrealized potential to create focused areas of research strength in the department
- Faculty
- Faculty members seem dismissive about the role of technology in teaching and education

The reviewers made the following **recommendations**:

- Overall quality
- If faculty engage in additional outreach activities, these should contribute to the evaluation of faculty performance
- Research
- Encourage faculty to pursue common research goals, allowing for greater research impact
- Seek buy-in among faculty to establish the department as the “go-to” for defined research areas
- Maintaining position as a leader in the field may require shifting away from individual research emphasis to a focus on combined research efforts
- Consider strategic new hires that focus on research areas and collaboration, rather than simply making “replacement” hires for faculty who retire or leave; consider ways to refresh the faculty complement and balance full professors with early career faculty
- Faculty



- Empower teaching-stream faculty to introduce innovative teaching methods, and provide these faculty with time to work on the scholarship of teaching
- Institute formal and informal faculty mentoring programs

#### 4. Administration

The reviewers observed the following **strengths**:

- Relationships
- Clear sense of community within the department
- Chair is commended for work to affect change within NSERC, and is encouraged to continue such efforts
- Organizational and financial structure
- New space in the Myhal Centre presents many new opportunities to benefit undergraduate and graduate students, such as new learning spaces, additional support for student clubs, and enhanced use of technology
- Faculty and staff have strong confidence in leadership, and feels well supported by them and that they also have a voice
- Impressive transparency in departmental resource allocation

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

- Relationships
- Graduate students reported feeling left out of program and policy discussions and decisions
- Unclear what outreach activities are being undertaken, and materials were not provided to the reviewers on this topic
- Organizational and financial structure
- Faculty and students are concerned over increasing administrative burdens, and feel that more services could be streamlined and available online
- Long-range planning and overall assessment
- Unclear Department mission:
- As a top Department internationally, there is untapped potential (and an “obligation”) to be a leader in education, student experience, and social impact
- Lack of consideration for potential future “threats” to educational costs, delivery, international competition, research funding, and opportunities, which are currently being discussed among US peer schools
- Somewhat conservative and comfortable with the traditional notion of scholarship
- Departmental “areas” may be too dominant and restrict administrative planning and research expansion

The reviewers made the following **recommendations**:

- Relationships
- Strengthen department's relationships with its graduate students by seeking regular input from them
- While the department already does a good job of celebrating faculty and staff accomplishments, it is encouraged to promote accomplishments even more to further develop the sense of community
- Establish an outreach program, leveraging the learning and successes of others, and working to form new partnerships
- Organizational and financial structure
- Long-range planning and overall assessment
- Clearly articulate a Department mission, vision and purpose that:
- Considers "calculated risks" in advancing educational delivery, research pursuits, and maximizing benefits to society
- Identifies areas where Department can become a "world leader" (such as emerging important technological developments in transportation, healthcare, energy and autonomous machines) and encourage faculty to work towards these goals
- Explores opportunities for large-scale collaborations with other U of T units, including cognate units at the Faculty
- Seizes the opportunity to become a model for other Canadian engineering departments, and consider how to respond to new online and distance programs that are entering the marketplace
- Explore further development opportunities within alumni body



## 2. Administrative Response & Implementation Plan

UNIVERSITY OF TORONTO  
FACULTY OF APPLIED SCIENCE & ENGINEERING

March 11, 2019

Professor Susan McCahan  
Vice-Provost, Academic Programs  
University of Toronto

Dear Professor McCahan

I write in response to your letter of February 5, 2019 regarding the June 18-19, 2018 external review of The Edward S. Rogers Sr. Department of Electrical and Computer Engineering and its undergraduate and graduate programs.

The external review process is a valuable exercise that affords us the opportunity to take stock of the state of our academic units and of the Faculty as a whole. We are extremely pleased with the reviewers' positive assessment of the strength of the department, particularly the excellent quality of its students and faculty, the flexibility of its undergraduate curriculum, and its overall sense of community.

This administrative response was written in consultation with the department chair and advisory committee, which includes faculty representation from the department's eight research groups. Below I address the issues raised by the reviewers.

- 1. The reviewers emphasized the need for the department to refine its mission, and they encouraged the department to take "calculated risks" on how education and research are delivered and conducted. They noted the unit's untapped potential and opportunities for new areas of research collaboration and expansion. How does the unit plan to address these overarching recommendations and leverage its work to maximize its impact?**

The next leadership team will craft a mission statement and academic plan building on the Faculty's *Academic Plan 2017-2022* and the University of Toronto's *Towards 2030: Long-term Planning Framework*. We will create incentives for faculty members to try new teaching methods like active learning and project-based learning. We will also select new research themes and develop incentives for faculty members to work in these areas, capitalizing on the strength of collaboration to address high-impact problems.

Immediate-term goals (within six months)

- Hold a teaching workshop for ECE faculty members to discuss the topic of active and project-based learning. Invite ECE faculty members who have been using these innovative teaching methods to give presentations and help run the workshop.

#### Medium-term goals (within one to two years)

- Develop pilot programs to include active and project-based learning in a number of ECE courses, spanning the four years of the program.
- Hold an ECE research retreat to identify new research areas in which the department should establish a focus and should create incentives for faculty members to work and collaborate. Encourage collaboration by targeting areas that require expertise from a wide variety of ECE research areas.
- Develop incentive programs for research collaboration in the identified areas, including faculty from other departments if applicable.

#### Long-term goals (within three to five years)

- Assess courses that have incorporated active and project-based learning to examine the success and impact of these curricular changes.
- Assess the results of the research incentive programs developed earlier, by the extent of collaboration and grant funds that have been raised.

## **2. The reviewers observed the lengthy time-to-completion for PhD students. How does the department plan to address this and the need for supervisory committee meetings, which students clearly want?**

The average time-to-completion in the ECE department's PhD program is approximately five years, indicating that some students must be taking longer than that to complete their degree requirements. We acknowledge that we can support these students to move more quickly towards their graduate study goals and have been working to address this issue over the last several years. The department began developing a software system (GRID) for tracking student performance about four years ago. The system will help students maintain good progress towards their goals by functioning as a central hub where faculty members, students and the graduate office staff can communicate, submit material for review, make assessments, schedule supervisory committee meetings, etc. The system will also help the graduate office ensure compliance with the requirement of having an annual supervisory committee meeting for all PhD students, by providing reminders for everyone involved and raising flags when deadlines are missed. Perhaps because of the ambitious goals of the system, repeated deployments of prototypes of this system have fallen short of expectations and generated new requests for additional features or for revised interfaces. The latest iteration is slated for deployment in April 2019. In the meantime, an alternative system (PhD Project Tracker) has recently become available from SGS that may serve the goals equally well, although it is too early to tell.

#### Immediate-term goals (within six months)

- Deploy the latest prototype of the GRID system and assess the success of this tool by surveying stakeholders, including students, faculty members and admin staff.

#### Medium-term goals (within one to two years)

- Assess the newly introduced SGS system and compare it to the GRID system, considering features, usability and flexibility. Arrive at a recommendation to either adopt the SGS system or the GRID system.
- Deploy the software for use by all graduate students and supervisors in ECE, and embark on a full year deployment cycle where incoming new students would use this system at the start of their graduate studies.
- At the end of two years, assess the utility of this system, with possible suggestions for improvements, if needed.

#### Long-term goals (within three to five years)

- In the longer term, the system will have been in use by virtually every student in the cohort for the duration of their graduate studies. Assess the impact of this tool on the time-to-completion.

### **3. How does the department plan to clarify expectations for faculty performance?**

We regret that the reviewers did not receive a full description of the department's expectations for faculty performance. It may be that the faculty members with whom they met were not well informed about this. In response, we will improve our communications with faculty members to ensure everyone understands these expectations.

#### Immediate-term goals (within six months)

- Hold a meeting for ECE faculty members to discuss the expectations and metrics for faculty performance, covering tenure review, PTR and promotion.

#### Medium-term goals (within one to two years)

- Develop and disseminate communications material (e.g., on the department's internal website) to keep faculty members informed on this issue.
- Incorporate discussions on these expectations into the chair's regular mentoring meetings with junior faculty.

#### Long-term goals (within three to five years)

- Survey ECE faculty members to assess progress and to determine if improvements in communicating faculty performance expectations are needed.

### **4. How does the department plan to refresh its faculty complement and balance full professors with junior faculty?**

The reviewers recommend considering ways of incentivizing retirements to encourage regeneration of the faculty complement, and to hire strategically in terms of research areas and collaborations. Even though the university expects most faculty members to become full professors, we do appreciate the issue of the demographics of the faculty complement. While policy regarding retirement is set by the university and Faculty, not by

the department, there may be ways in which the department may be able to help refresh the complement and balance of full professors with junior faculty.

Immediate-term goals (within six months)

- Discuss, across the department, emerging hiring needs in certain areas where we do not have enough faculty expertise.

Medium-term goals (within one to two years)

- Work with the Dean's office to develop long-term plans for hiring the required talent, focusing on hiring junior colleagues.
- Implement the hiring plan over two consecutive years.

Long-term goals (within three to five years)

- Reassess the issue of demographics and consider the need for renewed hiring efforts.

**5. The reviewers made a number of recommendations regarding the undergraduate curriculum and encouraged engaging in a review that emphasizes "modes of thought" rather than "information transfer."**

We believe this issue relates to methods of teaching innovation that include active learning and project-based learning, as opposed to traditional lecturing. The purpose is to help today's students learn more effectively in the classrooms, thereby overcoming the reported lack of student motivation and engagement.

Immediate-term goals (within six months)

- Hold a teaching workshop for ECE faculty members to discuss the topic of active and project-based learning. Invite ECE faculty members who have been using these innovative teaching methods to give presentations and help run the workshop.

Medium-term goals (within one to two years)

- Develop pilot programs to include active and project-based learning in a number of ECE courses, spanning the four years of the program.

Long-term goals (within three to five years)

- Assess courses that have incorporated active and project-based learning to examine the success and impact of these curricular changes.

**6. The reviewers inquired as to whether it still makes sense to offer both the MASc and MEng programs, given the programs' flexibility. They recommended tracking employment and salary outcomes to help in this determination.**

The MASc is a research degree that includes a thesis, almost always with publications. The MEng is not intended to be a research degree, instead it emphasizes applications over research. It is course-based and does not require a thesis. There are variations, whereby a

student can do an MEng project (either with a faculty member or in the local industry) in lieu of some course work, but these are usually the exception. MEng students can take some of the introductory courses available in the research stream, but they do not take the more advanced research courses. Instead, the department has developed a number of courses that are “application focused” rather than “research focused,” and are often developed in collaboration with and taught by industry colleagues.

We do not believe it is advisable to merge or cease to offer either of these two degrees. It would negatively affect MAsc students who need to hone their research skills in preparation for undertaking the PhD, and it would not serve industry-based MEng students who pursue advanced studies in lucrative employment sectors. Nevertheless, it would be useful to survey ECE graduates and track their employment and starting salaries as this information might suggest good ways to improve both degrees.

#### Immediate-term goals (within six months)

- Establish a working group with membership from faculty, alumni and students to discuss and recommend the best ways in which we can reach out to graduates from ECE’s masters programs to track their employment outcomes and salaries.

#### Medium-term goals (within one to two years)

- Work with the engineering career centre and engineering advancement office to implement the working group’s recommendations on reaching out to our master’s graduates to track their employment outcomes and salaries.
- Based on the above, conduct surveys over two consecutive years to collect data on the employment and economic outcomes of our graduates. Analyze the data and implement corrections or extensions for the process if required.

#### Long-term goals (within three to five years)

- After multiple years of surveys, use the data to assess whether modifications to the structure of the masters’ programs are required.

The next review of The Edward S. Rogers Sr. Department of Electrical and Computer Engineering and its programs is scheduled for the 2022-2023 academic year. In the interim, the chair of the department will report to the Dean on progress made toward the implementation of recommendations on an annual basis, and the Dean will submit a report to you in the 2020-2021 academic year, midway between the June 2018 review and the next site visit.

This review will be discussed at the April 2, 2019 AP&P meeting. Professor Julie Audet, Vice-Dean Graduate Studies, will attend on behalf of the Dean’s office, and Professor Ravi Adve, Associate Chair, Undergraduate, will attend on behalf of the department.

Attached is the draft summary of the review, which has been reviewed for tone and accuracy and with requested information provided.

Thank you for the opportunity to respond to the report of the external review team. Their comments and recommendations have helped sharpen the vision and future priorities for The Edward S. Rogers Sr. Department of Electrical and Computer Engineering.

Sincerely



Cristina Amon  
Dean

cc: Justine Garrett, Coordinator, Academic Planning and Reviews  
Daniella Mallinick, Director, Academic Programs, Planning and Quality Assurance  
Farid Najm, Professor and Chair, The Edward S. Rogers Sr. Department of Electrical &  
Computer Engineering  
Caroline Ziegler, Faculty Governance & Programs Officer



### **3. Committee on Academic Policy & Programs (AP&P) Findings**

*This section will be inserted after AP&P by the VPAP office using language verbatim from the approved Report of the meeting.*

### **4. Institutional Executive Summary**

The reviewers praised the high quality of students, their strong academic records, and the flexibility of the undergraduate curriculum. The reviewers complimented the faculty members' high level of research activity and strong individual areas of expertise. Overall, the reviewers were impressed by the sense of community throughout the department. The reviewers recommended that the following issues be addressed: refining the department's mission and taking "calculated risks" on how education and research are delivered and conducted; exploring untapped potential opportunities for new areas of research collaboration and expansion; addressing lengthy time-to-completion for PhD students and the need for supervisory committee meetings, which students clearly want; clarifying expectations for faculty performance; refreshing faculty complement and balancing full professors with junior faculty; engaging in a review of the undergraduate curriculum that emphasizes "modes of thought" rather than "information transfer"; and considering whether it still makes sense to offer both the MASc and MEng programs, given the programs' flexibility, and tracking employment and salary outcomes to help in this determination. The Dean's Administrative Response describes the Faculty, unit and programs' responses to the reviewers' recommendations, including an implementation plan for any changes necessary as a result.

### **5. Monitoring and Date of Next Review**

The next review of The Edward S. Rogers Sr. Department of Electrical & Computer Engineering and its programs is scheduled for the 2022-23 academic year. In the interim, the chair of the department will report to the Dean on progress made toward the implementation of recommendations on an annual basis, and the Dean will submit a report to you in the 2020-2021 academic year, midway between the June 2018 review and the next site visit.

### **6. Distribution**

On May 17, 2019, the Final Assessment Report and Implementation Plan was posted to the Vice-Provost, Academic Programs website and the link provided by email to the Dean of the Faculty of Applied Science & Engineering, the Secretaries of AP&P, Academic Board and Governing Council, and the Ontario Universities Council on Quality Assurance. The Dean provided the link to the Chair of the department.

# UTQAP Cyclical Review: Final Assessment Report and Implementation Plan

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## 1. Review Summary

<b>Programs Reviewed:</b>	Civil Engineering, BSc Lassonde Mineral Engineering, BSc Civil Engineering, MSc Civil Engineering, MEng Cities Engineering and Management, MEng Civil Engineering, PhD
<b>Division/Unit Reviewed:</b>	Department of Civil & Mineral Engineering
<b>Commissioning Officer:</b>	Dean, Faculty of Applied Science & Engineering
<b>Reviewers (Name, Affiliation):</b>	<ol style="list-style-type: none"> <li>1. Prof. James H. Garrett, Jr., PhD, Dean, College of Engineering, Carnegie Mellon University</li> <li>2. Prof. Amit Kanvinde, PhD, Chair, Department of Civil and Environmental Engineering, University of California, Davis</li> <li>3. Prof. Kimberly Kurtis, PhD, Interim Head, Department of Civil and Environmental Engineering, Associate Dean of Faculty Development and Scholarship, Georgia Tech</li> <li>4. Prof. Erik Westman, PhD, Department Head, Department of Mining and Minerals Engineering, Virginia Tech</li> </ol>
<b>Date of Review Visit:</b>	March 14 – 15, 2018

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## Previous Review

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Date: 2012

### Summary of Findings and Recommendations

#### 1. Undergraduate Programs

The reviewers observed the following strengths:

- Civil Engineering benefits from “excellently qualified” students, dedicated faculty and staff, and growing student interest

The reviewers identified the following areas of concern:

- Students expressed some concerns with curriculum (too broad, not enough integrative/elective options, too many introductory courses for sub-disciplines; see new courses as ad hoc rather than guided by learning objectives) and would like more input into changes
- Lack of belonging for Lassonde Mineral Engineering students; small number of Lassonde Mineral Engineering courses

The reviewers made the following recommendations:

- Consider engaging in curriculum review/reform

#### 2. Graduate Programs

The reviewers observed the following strengths:

- Civil Engineering at University of Toronto ranked generally among the top ten in North America and is the best in Canada in various international rankings
- Excellent quality students

The reviewers identified the following areas of concern:

- Most students take 5+ years to graduate but four year funding commitment

The reviewers made the following recommendations:

- Increase number of PhD graduates and reduce times to completion

#### Faculty/Research

The reviewers observed the following strengths:

- High ranking reflects quality of faculty research efforts and longstanding commitment to establish and retain strength in specific research areas

The reviewers identified the following areas of concern:

- No faculty mentoring guidelines

- Junior faculty find lack of clarity regarding expectations for promotion and tenure
- Little collaboration between research groups

The reviewers made the following recommendations:

- Develop faculty mentoring guidelines to support junior faculty
- Prepare for shift of funding towards more applied and industry driven research

### **Administration**

The reviewers observed the following strengths:

- Collegial, social environment with good teamwork

The reviewers identified the following areas of concern:

- Lassonde Mineral Engineering program not well integrated into the department; unclear management model for and relationship between Lassonde Mineral Engineering and Civil Engineering

The reviewers made the following recommendations:

- Improve department communications
- Better integrate Lassonde Mineral Engineering

**Last OCGS review date: 2007/08**

## **Current Review: Documentation and Consultation**

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### **Documentation Provided to Reviewers**

- CVs of Civil and Mineral Engineering Faculty
- FASE Academic Plan, 2017-2022
- FASE Annual Report, 2017
- FASE Undergraduate Calendar, 2017-2018
- Itinerary
- Review Report Template
- Self-Study
- Terms of Reference
- U of T Graduate Calendar, 2017-2018
- U of T Quality Assurance Process
- U of T Towards 2030 – Synthesis
- U of T Towards 2030 – View from 2012 (Progress Report)

## Consultation Process

The Committee met with the following persons/groups:

- Dean Cristina Amon
- Vice-Deans of Graduate Studies, Undergraduate Studies and Research
- Civil and Mineral Engineering Department Chair Brent Sleep
- Associate Chairs/Former Associate Chairs/Staff related to Undergraduate Studies
- Associate Chairs/Staff related to Graduate Studies
- Associate Chair for Research
- Pre-tenure Professors in the Department
- Tenured Professors in the Department
- Senior Leadership of the Administrative Staff
- Department Administrative and Technical Staff Members
- Undergraduates in the Civil Engineering and Lassonde Mineral Engineering Programs
- Graduate Students in the Civil Engineering Program
- Chairs and Directors of other Departments and Institutes in the Faculty of Applied Science & Engineering
- The Advisory Search Committee for the Chair of the Department of Civil and Mineral Engineering

## Current Review: Findings and Recommendations

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### 1. Undergraduate Program

The reviewers observed the following **strengths**:

- Overall quality
  - Highly-regarded undergraduate programs that attract the best students in these disciplines
- Objectives
  - Programs shaped by the visions of the University, Faculty, and the department
- Admissions requirements
  - Admissions process is conducted at the Faculty level, allowing some level of control over the caliber of student accepted into the department
- Quality indicators
  - Student evaluations show that the teaching effectiveness is marginally higher than the Faculty average
  - High quality students admitted at undergraduate and graduate levels
  - Quality of undergraduates admitted into the Lassonde Mineral Engineering (LME) program has improved significantly over the past ten years and is now approximately equivalent to that of the Civil Engineering (CE) program
- Students

- Excellent gender diversity

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

- Curriculum and program delivery
  - Student workload is excessive, making it hard for them to consume the material effectively
  - Varying quality of TAs, with further differences between CE and LME students; faculty teaching quality also varies to a lesser degree
  - Number of redundant courses (e.g., Geotechnical Engineering I and II)
  - Students would like to take more electives earlier in their curriculum
  - Students expressed concern that the department was not receptive to some of the curricular issues they had identified, including course offerings in the Lassonde Mineral Engineering program, the obligatory breadth of the curriculum, and obtaining design capstone projects

The reviewers made the following **recommendations**:

- Curriculum and program delivery
  - Review the CE and ME curricula as part of a larger strategic planning effort
  - Streamline offerings, remove redundancies, and increase flexibility
  - Allow students to take electives earlier
  - Provide TAs with more training so they are consistently good resources for the students
- Enrolment
  - Continue to reduce the size of the undergraduate enrolment while increasing the number of doctoral students
- Students
  - Continue to diversify the student population, especially traditionally underrepresented groups

## 2. Graduate Program

The reviewers observed the following strengths:

- Quality indicators
  - MEng, MASc, and PhD programs in Civil Engineering have strong applications and growing enrolments
- Students
  - High quality students with excellent gender diversity

The reviewers identified the following areas of concern:

- Curriculum and program delivery
  - MEng in Cities Engineering and Management is not as robust as it could be
- Student funding

- Students concerned about lack of transparency regarding funding, impacting the morale of some students
- Appearance of inequity between groups in terms of office space and lab/technical support

The reviewers made the following recommendations:

- Curriculum and program delivery
  - Set a deadline for evaluation and decision regarding the future of the MEng in Cities Engineering and Management; determine whether to market it much more aggressively or cease to devote resources to it
- Enrolment
  - Reduce undergraduate enrolment while growing the PhD program

### 3. Faculty/Research

The reviewers observed the following **strengths**:

- Research
  - Very good faculty engagement in research at all ranks
  - Research addresses both fundamental topics and emerging challenges with a common goal “to serve as stewards of the environment to ensure a safe, healthy and sustainable future”
  - Department’s research aligns well with the Faculty’s broad themes of research innovation in water, sustainability, and artificial intelligence or machine learning
  - Breadth in faculty research activities derives from the size of the program, collaboration within the department (particularly within disciplines), and through collaboration with other departments
  - Doubled research funding over the past five years
  - Annual research expenditure per faculty is the best among Canadian Civil Engineering-oriented departments
  - Grants come from a diversity of sources including the Canadian and Ontario governments and industry, with a general upward trend in funding
  - Faculty involvement in research contributes to their ability to deliver state-of-the-practice and emerging technologies in the classroom
- Faculty
  - Department has been able to hire and retain a technically-excellent and diverse group of research-oriented faculty, with only a few faculty departures in recent years and those attributed to faculty seeking leadership roles at other institutions or due to retirement
  - Faculty has grown significantly (16% in five years), presenting new opportunities for research and raising the department’s national and international profile
  - Increase in faculty diversity has been a priority with significant increases in gender diversity

- Faculty feel that the culture is very welcoming and collegial
- Cross-appointed faculty members are very pleased with their dual appointments
- Faculty appear to be energized by their research, supported by both the quality of the students and world-class facilities
- Faculty appear to be well-engaged in research, education, and internal service
- All faculty recognize the professional caliber of their peers, and the excellence of their students, staff, and facilities
- Junior faculty have autonomy to pursue their own research and teaching agendas with department support

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

- Research
  - Corporate funding for research appears to be relatively consistent to slightly downward trending
- Faculty
  - Lab space and equipment needs of pre-tenure faculty are not being recognized and addressed by senior faculty members, with delays of up to five years
  - Information about how to get tenure comes from word of mouth and isn't written down, causing angst and uncertainty for pre-tenure faculty, and untenured faculty expressed some uncertainty about the structure of the tenure materials
  - Lack of established processes for performance appraisal and feedback
  - Some groups appear to be more influential than others, leading to real or perceived inequities in resource allocation, with a potential impact on morale

The reviewers made the following **recommendations**:

- Research
  - Increase engagement in industry-sponsored research to contribute to scholarship and education and provide another opportunity to facilitate student understanding of the engineering practice, as well as their placement in internships and in jobs after graduation
  - Explore the development of structures to support and facilitate undergraduate student engagement in research and their access to facilities (e.g., maker spaces)
  - Identify and renovate or specialize, as required, research space prior to new faculty arrival on campus, accelerating the rate of scholarly productivity in early career faculty
  - Support the growth of collaboration across departments and within departmental research areas to contribute to research innovation and relevance
- Faculty
  - Create a culture which prioritizes mentoring junior faculty and providing detailed and formal annual feedback from the PTR committee
  - Formally document and communicate the expectations of PTR processes



- Provide on-boarding programming, such as LAUNCH, to ensure the pre-tenure faculty know of, and have a chance to ask questions about, PTR processes and policies
- Strengthen linkages across groups of faculty and incentivizing cross-group collaborations to accelerate interdisciplinary research and foster collegiality.

#### 4. Administration

The reviewers observed the following **strengths**:

- Relationships
  - Department members are invested in the success of their peers and the department
  - Students have strong camaraderie and were appreciative of the opportunities provided to them
  - Strong individual faculty research collaborations with other institutions and collaboration between faculty within the same discipline
  - Joint faculty appointments facilitate interdisciplinary collaboration
- Organizational and financial structure
  - Under the current chair, graduate enrolments have risen, the faculty has grown and become more diverse, and the budget has become much more healthy
  - Senior faculty feel that the department provides many state-of-the-art and best-in-country laboratory facilities in structures, materials characterization, transportation, geochemical microbiology, and environmental engineering
  - Department Council is effective in developing academic policy
- Planning/vision
  - Current academic situation is sound and forms an excellent foundation for future growth
  - In an ideal geographic location for sustained, continual growth
  - Department is mature and has an excellent mix of expertise and experience providing solid, long-term platform
  - Self-study document is an excellent and thorough tool on which the planned strategic plan can be developed
- Reputation/profile
  - Well-deserved ranking as the top Civil Engineering department in Canada
  - Ranking demonstrated by impressive rates of faculty funding from prestigious competitive sources, recognition of scholarship through international awards, and high rates of citation

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

- Relationships

- Students, staff and faculty consistently expressed the need for more formally documented and communicated policies and procedures (e.g., curricular expectations, tenure process, sick leave, etc.)
- Chairs from other departments in the Faculty indicated their desire for increased collaborations with Civil & Mineral Engineering
- Evidence of concerted alumni engagement was sparse, and plans for future engagement are not clear
- Organizational and financial structure
  - Significant concerns regarding space quality and allocation and lack of high-level sense of what and how much space is needed
  - Space decisions are not all transparent for faculty, staff and students
  - Faculty, staff and graduate students felt there was not sufficient space for graduate students
  - Serious understaffing problems:
    - morale and productivity are negatively impacted
    - number and distribution of staff has not kept pace with student and faculty growth, and staff are stretched beyond capacity in student advising, lab tech support, IT support, and financial management
    - unclear if there is a staffing plan
    - one senior IT position vacant (search under way for several months), Director of Technical Services on leave, two administrative vacancies in the Department Business Office
  - Director of Technical Services was on leave and senior IT position was vacant, causing delays for junior faculty in setting up their laboratories
  - Job descriptions and duties are unclear, resulting in excessive responsibilities
  - Staff are not reviewed or given performance-improving feedback
  - Currently four associate chairs
- Planning/vision
  - Lack of a strategic plan
- Reputation/profile
  - No current identification of international peers

The reviewers made the following **recommendations**:

- Relationships
  - Strengthen cross-group relationships (especially among junior faculty) by incentivizing collaborations
  - Increase alumni and external stakeholder engagement through restructuring of advisory boards, and more visible marketing, communications, and outreach
- Organizational and financial structure
  - Conduct a space audit will enable the department to more effectively advocate for space and take advantage of financial incentives for optimal space usage
  - Form of a space committee to develop a strategic plan for space and procedures for allocation

- Conduct a major review of staff needs and gaps, staff structure, job descriptions and performance review and feedback processes
- Fill vacant positions and increase laboratory and IT staffing to support growing needs in education and research
- Create a Department Manager or Chief Operations Officer position that oversees all staff and reports to the Chair will increase efficiency of staff, and alleviate anxiety by providing clarity regarding job expectations and performance
- Establish formal and regular communication channels, e.g., standardized performance review protocol
- Consider having fewer Associate Chairs and grooming one or two that are mid-career faculty to serve as future department Chair
- Develop of an “access point” repository of current policy documents, and meeting minutes on all matters of governance
- Manage of fluctuating budgets at the Faculty, rather than department, level
- Planning/vision
  - Include all constituencies in the creation of a strategic plan
  - Evaluate the departmental mission statement
- Reputation/profile
  - Identify aspirational peers that embody achievable goals for the programs within the next ten years, including comparing a variety of metrics to other top programs



## 2. Administrative Response & Implementation Plan<sup>29</sup>

UNIVERSITY OF TORONTO  
FACULTY OF APPLIED SCIENCE & ENGINEERING

February 20, 2019

Professor Susan McCahan  
Vice-Provost, Academic Programs  
University of Toronto

Dear Professor McCahan

I write in response to your letter of August 7, 2018 regarding the March 14-15, 2018 external review of the recently-renamed Department of Civil and Mineral Engineering and its undergraduate and graduate programs.

The external review process is a valuable exercise that affords us the opportunity to take stock of the state of our academic units and of the Faculty as a whole. We are extremely pleased with the reviewers' positive assessment of the overall strength of the department, particularly the excellent quality and diversity of our students and faculty, highly-regarded undergraduate and graduate programs, and increased research funding.

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

### Administration

***1. The reviewers indicated there is a need for an overarching departmental strategic plan, which may include an overall mission statement, address undergraduate and doctoral enrolment, and identify international peer institutions.***

The Department has embarked on consultative processes with stakeholders to develop an overarching departmental strategic plan. The strategic plan, building on outcomes of the self-study and external review report, will be consistent with the Faculty of Applied Science and Engineering (FASE) *2017-2022 Academic Plan and Implementation Plan*, the *University of Toronto Strategic Research Plan* and the *Three Priorities of the University*. The Department has established a Strategic Planning Working Group, consisting of the Chair, four Associate Chairs, and two Directors from the Department.

Immediate-term goals (within six months)

- Develop terms of reference for the Strategic Planning Working Group
- Consult with Department stakeholders (faculty, staff, students, alumni, Industrial Advisory Board)
- Conduct a Department retreat (June 2019)
- Survey best practices of international peer institutions

Mid-term goals (within one to two years)

- Complete the draft strategic plan and circulate it for feedback (July 2019)
- Finalize the strategic plan (September 2019)

Long-term goals (within three to five years)

- Review progress made towards the strategic plan's goals, adjust priorities to ensure continued progress, and refine objectives

***2. The reviewers identified variances in the quality and quantity of space available to faculty and students and in communication about decisions regarding space. The reviewers recommended establishing a "Space Committee" to establish a strategic space plan and to seek ways to improve communications surrounding space decisions.***

Since 2012, nine new faculty members have joined the Department and one faculty member has retired. The number of PhD students has increased from 96 to 110 and the number of post-doctoral fellows and research associates has also grown. This has placed tremendous pressure on office space. Demands for research space have also grown with more faculty, more students, and increases in research funding. Over this period the Department has invested approximately \$7M in lab and office space renovations in the Galbraith and Lassonde Mining buildings and has acquired additional research and graduate student office space. This has included an additional 60 office spaces for graduate students in the Galbraith and Lassonde Mining buildings. The Student Services team has moved to space recently acquired from the FASE, providing space for the expanded IT and Infrastructure personnel in the Department. A number of graduate student offices have been updated with new furniture and been repainted. Renovations with SIF funding have refurbished or created research space in the areas of mining and environment, low impact development, geotechnical engineering, and concrete materials. During the renovation period in 2017 and 2018 there was significant disruption of research programs. In May 2019, the Department will acquire additional office space from the FASE.

Through a consultative process, the Department developed a space policy in 2015. The allocation of graduate student office space is overseen by a Space Management Committee comprised of the four Section Coordinators in the Department with support from the Department Infrastructure Assistant. While within its mandate, this Committee has not been involved in allocation or reallocation of research space. With new faculty members and research programs of more junior faculty members expanding at different rates, there is a need to review the allocation and effectiveness of the current research space distribution within the Department. This review will be led by the new Director of Technical Services (hired in January 2019) with a newly constituted space committee focused on both research lab and graduate student office space allocation. This committee will engage relevant stakeholders in any consideration of space allocations and report any deliberations and decisions on space allocations at Departmental Council meetings.

Immediate-term goals (within six months)

- Hire Director of Technical Services (completed January 2019)
- Review and revise the mandate of the Department Space Committee
- Review the quality and quantity of graduate student office space
- Review the needs for and allocation of research space

Mid-term goals (within one to two years)

- Follow up on space reviews to optimize office and research space usage, prioritizing needs of junior faculty
- Develop a plan for the renewal of office and research space
- Work with Advancement to identify philanthropic opportunities for research space renewal

Long-term goals (within three to five years)

- Conduct regular reviews of space needs, allocation and usage, and communicate the outcomes
- Continue to work with Advancement in seeking funding for space renewal and new space needs

***3. The reviewers encouraged the Department to formalize administrative processes and to improve communications surrounding staff job expectations and performance review. They also recommended conducting a review of needs, gaps, and workload within the staffing structure, especially in the areas of IT and lab support staff.***

Performance reviews for USW staff, Research Associates, and Professional Managers are conducted following the administrative processes set out in the University of Toronto policies and collective agreements. Job descriptions of a number of Departmental staff have been reviewed and updated as needs and expectations changed.

The Department's 2018 Self-Study identified a number of needs, gaps and workload issues within the staffing structure. Since the external review, two additional people have been hired in the Department Business Office. An additional position will be created to provide greater support to faculty members in managing the finances and contracting associated with large government and industry funded research projects. This position should be filled by April 2019.

A new Director of Technical Services was hired in January 2019. This person oversees all technical staff in the Department and is also responsible for health and safety and management of space and research and teaching infrastructure in the Department. A new position, Departmental Assistant, has been created and will be filled by March 2019. This person will report to the Director of Technical Services and assist with management of space and infrastructure and scheduling of IT support.

A new Computer Network Manager was hired after completing a year-long search and engagement of an external search agency. This person works with the Department Computer Assistant. A summer IT assistant was also hired and we will be engaging a work study student to assist with IT. With a pending retirement, we anticipate hiring a new Computer Assistant in 2019. The Department also supports the sharing of IT resources across the FASE, as per recommendations of the FASE IT Taskforce.

With respect to lab support, the Department has the following support staff:

- Three full-time technical staff supporting the Structural Test Facility and research and teaching in the structures and concrete materials area
- One full-time machinist supporting research and teaching needs across the Department
- One full-time laboratory technician supporting undergraduate and graduate teaching for environmental courses and monitoring safety in the environmental research labs
- One full-time technician supporting teaching and research in the geotechnical and geomechanics areas

At present, cost recovery from the technical staff for work associated with research projects accounts for approximately 40% of the salary and benefit costs.

Regular town hall meetings with staff were initiated in August 2018.

Immediate-term goals (within six months)

- Continue to maintain regular communications with staff through town halls
- Review current workloads and identify possibilities for efficiencies and needs for additional positions
- Create a Business Office position associated with research support

Mid-term goals (within one to two years)

- Continue to maintain regular communications with staff through town halls
- Review workloads and job descriptions and allocations of duties on an annual basis
- Anticipate changes in staff workloads
- Develop on-boarding materials for new staff

Long-term goals (within three to five years)

- Continue to evaluate Department needs, staffing, and workloads

## Faculty

**4. The reviewers noted gaps in mentorship and feedback surrounding faculty promotion. The reviewers recommended improving the documentation and communications for tenure expectations, and prioritizing untenured faculty space, resources and feedback.**

Mentors are assigned to new faculty members when they join the Department. Mentors are asked to provide a yearly update to the Chair on their mentoring activities. A teaching mentor is also hired for all new faculty members to provide guidance through their first teaching assignment. The Department Chair meets annually with all assistant professors to review and discuss assessments conducted by the Department PTR Committee. When possible, a junior faculty member is invited to be a member of the PTR Committee each year. Research proposals of junior faculty are reviewed by the Associate Chair of Research in the Department.

As per University policy, probationary reviews for assistant professors are held in their fourth year at the University and the recommendations of the Probationary Review Committee are communicated to these professors by the Department Chair.

Immediate-term goals (within six months)

- Chair will meet with junior faculty to discuss promotions policies and expectations
- Chair will continue meeting with junior faculty as part of the annual PTR assessment

Mid-term goals (within one year)

- Develop on-boarding materials for new faculty
- Ensure junior faculty space and resource needs are prioritized and met within the Department constraints on space and resources
- Chair will continue to meet regularly with junior faculty, including meetings to discuss PTR assessments
- Continue to have junior faculty on the Department PTR Committee

Long-term goals (within two to five years)

- Continue to ensure junior faculty space and resource needs are prioritized and met within the Department constraints on space and resources
- Chair will continue to meet regularly with junior faculty
- Continue to have junior faculty on the Department PTR Committee



## Undergraduate Programs

### **5. As part of the strategic plan, the reviewers recommended conducting a curriculum review to identify curricular overlap and to address student workload.**

The Civil Engineering and Lassonde Mineral Engineering programs are undergoing review by the Canadian Engineering Accreditation Board (CEAB), with accreditation decisions expected in June 2019. Preparation for the October 2018 visit required curriculum mapping and explicit identification of learning outcomes for courses in these programs. Through this process, action items related to current curricula were identified. The goals listed below are consistent with the CEAB requirement for a continuous curriculum improvement process.

Immediate-term goals (within six months)

- Hold town halls with students to collect feedback on the current curricula
- Establish committees to map out a plan for curriculum review. These committees will report to the Department Undergraduate Studies Committee
- Address any concerns raised by the CEAB

Mid-term goals (within one to two years)

- Identify any curricular overlap and student workload issues
- Identify new opportunities and directions in the relevant professions (e.g. data science in civil and mineral engineering professions)
- Complete curriculum review and pass it through the FASE governance process

Long-term goals (within three to five years)

- Review curriculum and CEAB graduate attributes in the continual improvement process on an ongoing basis
- Review curriculum to ensure its relevancy regarding current directions in the engineering profession

### **6. The reviewers encouraged continuing to recruit students from traditionally underrepresented groups.**

The 2018 first year Civil Engineering class is 44% women and 32% of the class are international students. The first year Lassonde Mineral Engineering class is 23% women and 10% of the class are international students. The second year Civil Engineering class is 50% women. We will continue efforts to maintain this level of gender diversity in the Civil Engineering program and increase the level of gender diversity in the Lassonde Mineral Engineering program through participation in FASE recruitment events, our annual Top Applicant Event, and other activities such as the Women in Mining events.

We will also work with the FASE to increase representation from Indigenous, Black, and other communities underrepresented in the Department's graduate and undergraduate

programs. We will consider the recommendations from the Eagles Longhouse Blueprint for Action report and participate in Black Inclusivity Initiatives led by the FASE.

Immediate-term goals (within six months)

- Continue our successful efforts in increasing gender diversity in our graduate and undergraduate programs
- Work with the FASE to increase representation from Indigenous, Black and other underrepresented communities
- Participate in FASE outreach and programming efforts to strengthen relationships with underrepresented communities

Mid-term and long-term goals (within one to five years)

- Maintain efforts to increase gender diversity and representation from Indigenous, Black and other underrepresented communities
- Identify opportunities to incorporate indigenous content into the CIV and LME curriculum

### **Graduate Programs**

***7. The reviewers suggested reviewing the promotion and enrollment for the MEng in Cities Engineering and Management, and evaluating the overall future direction for the program.***

The MEng in Cities Engineering and Management (MEngCEM) was launched in September 2013. The 16-month full-time program will continue the trend towards broadening engineering education and cross traditional engineering disciplines to focus on the application domain of cities. The program is structured around three themes: Theme A: infrastructure-related courses that focus on quantitative methods to provide a foundation for evidence-based decision making; Theme B: cities as complex systems that influence decision making; and Theme C: an integrative practicum that allows students to apply the technical knowledge they have learned to a complex problem related to cities.

To date, enrolment in the MEngCEM has remained relatively small. In the 2018-2019 academic year, there were 47 applications to the program. From these applications, 19 students were offered admission and 10 students accepted the offers. While the program is given significant exposure on the Department website, it is clear that additional efforts are needed to increase enrolment. An initiative is underway to create a mentorship program for MEngCEM students with the City of Toronto and the City of Oshawa has expressed interest in providing practicum placements.

Immediate-term goals (within six months)

- Survey past graduates on impact of the program on their careers, advice for revision of program structure and program curriculum
- Appoint a director

- Form an advisory group
- Review the program's curriculum
- Pursue internship possibilities with City of Oshawa and interested companies (e.g. WSP, PCL Construction)

Mid-term goals (within one to two years)

- Evaluate the impact of the immediate-term actions

Long-term goals (within three years)

- Assess whether to close the program

### **Research**

***8. The reviewers encouraged expanding the Department's research portfolio by exploring more industry-sponsored research for students; identifying ways to support undergraduate research engagement; and, supporting growth in cross-departmental research.***

In 2016, 9.4% of the Department's \$8.5M in research funding was derived from industry sources. Over the past five years, graduate and undergraduate students in the Department have been involved in research supported by funding from 63 companies. Students have participated in industrial internships through the NSERC Industrial Postgraduate Scholarship Program, the Mitacs Accelerate Program, and NSERC Collaborative Research and Training Experience Programs.

Each summer, undergraduate students work in the Department with various research groups, particularly in research labs. Some students are supported by NSERC Undergraduate Summer Assistantships and from the research funds of faculty members.

As of January 2019, the Department has four budgetary faculty cross-appointments with other units in the Faculty. In addition to these cross-appointments, many faculty in the Department actively collaborate on research projects across the FASE and beyond. A number of the projects are supported by funding from the FASE and the Department (six XSeed projects for example, each supported by \$15K/yr. from the Department). Faculty members in the Department are involved in several extra-departmental institutes including the Institute for Water Innovation, the University of Toronto Transportation Institute, the Institute for Sustainable Energy, and the Lassonde Institute of Mining. Cross-departmental and cross-faculty research has been supported by various NSERC programs (e.g. Strategic Project Grants, Collaborate Research and Training Experience Program), the Ontario Research Fund Research Excellence program, and by industry funding. We are creating a new position in the Department Business Office to support faculty who manage large and complex cross-departmental and interdisciplinary research projects.

Immediate-term goals (within six months)

- Create and fill new Business Office position associated with research support
- Ensure undergraduate students are aware of research-related summer employment in the Department
- Continue to work with the FASE Director of Corporate and Foundation Partnerships to pursue industry funding for departmental and cross-departmental research
- Continue to engage the Department Industrial Advisory Board and the Lassonde Advisory Board

Mid-term and long-term goals (over the next five years)

- Continue outreach to industry for support of departmental and cross-departmental research projects
- Explore funding to increase the engagement of undergraduates in research

**Relationships**

***9. The reviewers suggested increasing alumni and external engagement in advisory boards and improving outreach activities to these groups.***

The Department supports the Engineering CONNECT alumni platform with more than 1,000 alumni signed up to CONNECT. The Department is working with FASE Advancement to increase alumni engagement.

Immediate-term goals (within six months)

- Expand the Industrial Advisory Board (IAB) by two members
- Hire Communications and Event Assistant
- Continue to encourage sign-ups to CONNECT
- Hold Skule™ Lunch and Learn sessions on topics relevant to the Department, with targeted invitations
- Begin Gull CAMP bunkhouse construction (\$3.2M project approved by the Capital Projects and Space Allocation Committee in February 2019)

Mid-term goals (within one to two years)

- Continue to expand the Department Industry Advisory Board (IAB) to 10 – 12 members, focussing on diversity
- Identify candidates for FASE alumni awards
- Work with Advancement to develop annual plans for alumni engagement events

Long-term goals (within three to five years)

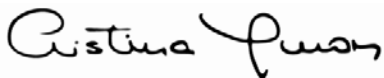
- Renew IAB (members have initial three-year term) and further expand it to 15 members, focussing on diversity
- Form IAB subcommittees to focus on various Department priorities

The next review of the Department of Civil and Mineral Engineering and its programs is scheduled for the 2022-2023 academic year. In the interim, the chair of the department, Professor Brent Sleep, will report to the Dean on progress made toward the implementation of recommendations on an annual basis, and the Dean will submit a report to you in the 2020-2021 academic year, midway between the March 2018 review and the next site visit.

I confirm that Professor Sleep and I will attend the April 2, 2019 AP&P meeting, where this review will be discussed.

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

Sincerely

A handwritten signature in black ink that reads "Cristina Amon". The signature is written in a cursive, flowing style.

Cristina Amon  
Dean

cc:

Justine Garrett, Coordinator, Academic Planning and Reviews  
Professor Heather MacLean, Acting Chair, Department of Civil and Mineral Engineering  
Daniella Mallinick, Director, Academic Programs, Planning and Quality Assurance  
Professor Brent Sleep, Chair, Department of Civil and Mineral Engineering  
Caroline Ziegler, FASE Governance and Programs Officer

### **3. Committee on Academic Policy & Programs (AP&P) Findings**

*This section will be inserted after AP&P by the VPAP office using language verbatim from the approved Report of the meeting.*

### **4. Institutional Executive Summary**

The reviewers praised the high quality of students and were impressed by the gender diversity of the student body. The reviewers highlighted the strong level of faculty research funding, which has doubled over the last five years. Overall, the reviewers were very complimentary and felt the department was deserving of its reputation as the top civil and mineral engineering department in Canada. The reviewers recommended that the following issues be addressed: developing an overarching departmental strategic plan, possibly including an overall mission statement; addressing undergraduate and doctoral enrolment; identifying international peer institutions; addressing variances in the quality and quantity of faculty and student space; improving communication about decisions regarding space; developing a strategic space plan; formalizing administrative processes and improving communications surrounding staff job expectations and performance review; conducting a review of needs, gaps, and workload within the staffing structure, especially in the areas of IT and lab support staff; addressing gaps in mentorship and feedback surrounding faculty promotion; improving the documentation and communications for tenure expectations, and prioritizing untenured faculty space, resources and feedback; conducting a curriculum review to identify curricular overlap and to address student workload; continuing to recruit students from traditionally underrepresented groups; reviewing promotion and enrollment for the MEng in Cities Engineering and Management, and evaluating the overall future direction for the program; expanding the department's research portfolio by exploring more industry-sponsored research for students; identifying ways to support undergraduate research engagement; and increasing alumni and external engagement in advisory boards and improving outreach activities to these groups. The Dean's Administrative Response describes the Faculty, unit and programs' responses to the reviewers' recommendations, including an implementation plan for any changes necessary as a result.

### **5. Monitoring and Date of Next Review**

The next review of the Department of Civil & Mineral Engineering and its programs is scheduled for the 2022-2023 academic year. In the interim, the chair of the department will report to the Dean on progress made toward the implementation of recommendations on an annual basis, and the Dean will submit a report to the Vice-Provost, Academic Programs in the 2020-2021 academic year, midway between the March 2018 review and the next site visit.

### **6. Distribution**

On May 17, 2019, the Final Assessment Report and Implementation Plan was posted to the Vice-Provost, Academic Programs website and the link provided by email to the Dean of the Faculty of Applied Science & Engineering, the Secretaries of AP&P, Academic Board and

Governing Council, and the Ontario Universities Council on Quality Assurance. The Dean provided the link to the Chair of the Department.

# UTQAP Cyclical Review: Final Assessment Report and Implementation Plan

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## 1. Review Summary

<b>Programs Reviewed:</b>	Master of Science in Occupational Therapy, M.Sc.O.T.
<b>Unit Reviewed:</b>	Department of Occupational Science and Occupational Therapy
<b>Commissioning Officer:</b>	Dean, Faculty of Medicine
<b>Reviewers (Name, Affiliation):</b>	<ol style="list-style-type: none"> <li>1. Professor Wendy Coster, Chair, Department of Occupational Therapy, Boston University</li> <li>2. Professor Emily Etcheverry, Former Dean, College of Rehabilitation Sciences, University of Manitoba</li> <li>3. Professor Bernadette Nedelec, Associate Professor, School of Physical &amp; Occupational Therapy, McGill University</li> </ol>
<b>Date of Review Visit:</b>	September 27 – 28, 2018

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## Previous UTQAP Review

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**Date:** September 26 – 27, 2013

### Summary of Findings and Recommendations

#### Strengths

- One of the top-ranked programs in North America
- Strong interdisciplinary rehabilitation science focus
- Outstanding students who are passionate about the profession
- Excellent availability and use of community resources
- Significant increases in research funding over the past decade

#### Opportunities for Program Improvement and Enhancement

- Summarizing the program's curricular framework to share with community partners
- Examining the curriculum structure to strengthen integration among courses
- Exploring student preparation in addressing societal needs
- Gathering additional student outcome data
- Expanding opportunities for scholarships and ways to recognize student academic achievement
- Developing focused research themes around which new partnerships might be built
- Continuing to establish key external relationships
- Strengthening alumni relations
- Developing outreach opportunities to contribute to the health and well-being of Canadians
- Clarifying the formal reporting lines and relationships within the Faculty of Medicine's governance structure

## Current Review: Documentation and Consultation

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### Documentation Provided to Reviewers

Confirmation/Agreement Letter; Terms of Reference; Self-Study Report; Faculty CVs; Schedule; Previous External Review Report (2013-14) and the Dean's and Chair's Responses; 2013-14 Final Assessment Report and Implementation Plan; Dean's Report 2017; Faculty of Medicine's Strategic Priorities; University of Toronto Towards 2030

## Consultation Process

1. Dean and Vice Provost, Relations with Health Care Institutions
2. Vice Dean, Graduate and Academic Affairs
3. Vice Dean, Research and Innovation
4. Chair
5. Executive Committee
6. Research Committee
7. Professional Curriculum Committee
8. Continuing Education Committee
9. Student Affairs Committee
10. Core Faculty
11. Sessional Instructors + Professional Practice Leaders
12. UTM
  - Fieldwork Recruitment and Innovation
  - Vice Chair of Education
  - Administrator
  - Graduate Coordinator
  - Lead: Interim Operations Manager, Mississauga Academy of Medicine and Manager, Operations, Education Office, Trillium Health Partners
13. Wendy Leslie – Interim Operations Manager, Mississauga Academy of Medicine and Manager, Operations, Education Office, Trillium Health Partners
14. MScOT Students | Student Council, Year 2, Graduating Year 2
15. Cognate Department Chairs (Physical Therapy and Speech-Language Pathology), EDU:B Director (Rehabilitation Sciences Institute), Collaborative Specialization (Women’s Health) Director
16. Administrative Staff (Department of Occupational Therapy and Occupational Science and Rehabilitation Sciences Sector)
17. Faculty of Medicine Executive Director of Advancement and Senior Development Officer, Rehabilitation Sciences, and President of PT/OT Alumni Association

## Current Review: Findings and Recommendations

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### 1. Graduate Program

The reviewers observed the following strengths:

- Overall quality
  - Nationally accredited, providing excellent preparation for practice
- Objectives
  - Program has well defined mission, values and vision, which aligns with the Faculty and University missions
- Admissions requirements

- Appropriate admission requirements
- Process for selecting admitted students appears fair and transparent
- Curriculum and program delivery
  - New advanced standing option excellent new addition for practicing therapists looking to acquire a MScOT
  - “Transformative Learning Theory” provides an overarching learning theory for the program
  - Major curriculum review is underway with the main goals of improving the integration and efficiency of delivering the curriculum, as well as updating its content
  - Improvements to curriculum mapping are currently being implemented and a new mapping software has been purchased to assist
  - Fieldwork placements are well integrated into the overall curriculum, and students have access to excellent and diverse range of placements
  - Research requirements are strong and student projects demonstrate an impressive range and depth of research areas
  - High number of students complete electives at the Centre for Interprofessional Education
- Innovation
  - Two new introductory undergraduate courses offered at UTSC are important developments
  - Forthcoming fieldwork placements with organizations that address matters of equity and social determinants of health are seen as innovative student opportunities
  - Addition of UTM campus cohort is an innovative approach to expanding the overall program enrollment, while still maintaining the same curriculum and instruction methods
- Assessment of learning
  - Diverse range of assessment methods mapped onto learning outcomes
- Student engagement, experience and program support services
  - Good interprofessional development allowing students to collaborate with students from cognate programs and disciplines
  - Students can engage with mentoring and committee work in the program
- Quality indicators – graduate students
  - Increasing enrolment and expansion of program to UTM campus
  - Graduate outcomes survey is a positive new development
  - Applicants are well-qualified
  - Very high success rate on national certification exam
  - High level of student and faculty satisfaction with new advanced standing option
  - Overall student evaluations rate the quality of instruction very favorably
  - Time to completion and graduation rates are very impressive
- Student funding
  - Program has secured four new scholarships

The reviewers identified the following areas of concern:

- Curriculum and program delivery
  - Some National Accrediting body criteria are unmet
  - Unclear how much newly acquired mapping software is being used
  - Unclear process for evaluating the effectiveness curriculum change
  - Advanced standing option was put on hold for 2018-19 academic year
- Accessibility and diversity
  - Reviewers commented that student diversity is evident in the population, however, definitions of diversity and the data of how it reflects Toronto and Ontario populations is not available
- Student engagement, experience and program support services
  - Additional mental health support services may be needed
  - Mentorship program component is unclear – the focus appears (but is not confirmed) to be on professional development, and the approach and evaluation are also unclear
  - Students report dissatisfaction with the Accommodations Office
- Quality indicators – graduate students
  - Students report that the timing of student surveys is not ideal or long enough to provide responses
  - No data on relationship between the Rehabilitation Sciences Institute and students in the MScOT
  - Absence of data on graduates

The reviewers made the following recommendations:

- Curriculum and program delivery
  - Formally document methods and measures used when implementing and measuring curricular changes
  - Resume offering advanced standing option as soon as possible and communicate anticipated timelines with the practice community
  - Evaluate the new Leadership, Role Enhancing, Advocacy and Program Planning (LEAP) fieldwork placements to determine the success of these placements and whether adjustments are required
  - Develop Interprofessional Education at the UTM campus
- Accessibility and diversity
  - Set and track appropriate population-based diversity targets
- Student engagement, experience and program support services
  - Explore student need and faculty capacity to offer additional mental health support services and outreach
  - Ensure new professional program advisor hired to the Accommodations Office contributes to increasing student satisfaction
  - Ensure UTM cohort is equally involved in program committees and other extra-curricular program contributions
- Quality indicators – graduate students

- Student Affairs committee should review admissions process regarding campus selection and campus orientation
- Review the timing and methods used for student surveys
- Introduce ways to track the contributions of the Rehabilitation Sciences Institute to the MScOT program, such as the number of MScOT students supervised, faculty teaching contributions and other workload measures
- Introduce methods to collect and analyze data on program graduates

## 2. Faculty/Research

The reviewers observed the following **strengths**:

- Overall quality
  - Students report that faculty are excellent teachers and mentors
- Research
  - Faculty are recognized nationally and internationally within their discipline for the quality of their research and scholarship
  - Diverse and complementary research expertise
- Faculty
  - Several faculty hold key positions at the renowned Centre for Interprofessional Education
  - Stable number of research grants
  - Strong student research supervision

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

- Faculty
  - Difficult to ascertain funding levels obtained by core versus status-only faculty
  - Additional support is needed to help faculty manage their funding within the University setting – if supports are not available at the University the funding may flow through the institutions and hospitals where assistance is available
  - Many tenure and tenure-track faculty are being pulled away from research to support administrative and program initiatives and this over time will affect their research productivity. Additionally there are few research focused mid and early career faculty who are also OT
  - “Substantial drop in presentations” likely due to unfilled positions following retirements; publication rates and grant success will also likely drop due to limited faculty renewal

The reviewers made the following **recommendations**:

- Faculty
  - Increase staff support for faculty grant administration
  - Pursue the four planned teaching-stream hires to alleviate some of the workload on tenured and tenure-track faculty

- Ensure new tenure-stream faculty hires have postdoc experience to increase chances for obtaining operating grants
- Track peer-reviewed presentations and publications that are generated from student research

### 3. Administration

The reviewers observed the following **strengths**:

- Relationships
  - Identification of research themes is assisting with building partnerships
  - Faculty, staff and students have strong pride in the program
  - Rich external relationships that provide support to students, faculty and leadership; program has made great efforts to maintain healthy external relationships
  - Strong relationship with the Centre for Disability and Rehabilitation which provides many international placements for students
  - Continuing collaborative relationships with the other academic units in the Rehabilitation Science Sector, and strong ongoing relationship with the March of Dimes
- Organizational and financial structure
  - Funding has been secured for two research chairs, which is seen as a valuable opportunity to further advance the work in the Department and discipline
  - Department Standing Committees have implemented several quality enhancement activities over the last 5 years
  - Monthly staff meetings held by the Business Manager are seen as very efficient and informative
- Long-range planning and overall assessment
  - Six strategic priorities for 2017-2020 were identified and work towards these priorities is already underway
- International comparators
  - Top-tier program and among Canadian and North American peers

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

- Relationships
  - Alumni activities are confusing, given the conflation of the Physical Therapy and Occupational Therapy alumni groups
- Organizational and financial structure
  - Program expansion and staff departures has resulted in limited human resources to support the program
  - Human resource vacancies are leading to program redundancies and miscommunications, and staff indicate their workload has increased beyond their abilities and what is expected in their job description

- Unclear whether governance structure—affecting the Rehabilitation Science Sector and both the Faculty of Medicine and the School of Graduate Studies—is effective for supporting program and Department success
- Overall committee structure is efficient, however, some ad hoc committees seem to be covering tasks or mandates of standing committees
- Communication and decision making regarding finances are not apparent
- Delayed delivery of resources needed for the program expansion to UTM
- Lack of bi-directional videoconferencing technology at 500 University Ave, and unclear if necessary upgrades can be made
- Long-range planning and overall assessment
  - Program faces some longer-term challenges including:
    - hiring a new Chair and providing the Chair with sufficient resources
    - ensuring adequate office and lab space for projected new hires, and mentoring support for new hires
    - fully integrating and supporting the program expansion to UTM

The reviewers made the following **recommendations**:

- Relationships
  - Foster relationship with the Rehabilitation Science Sector, especially in relation to outreach and promotion activities, and provide a spotlight on the relationship benefits with the March of Dimes
  - Divide Physical Therapy and Occupational Therapy alumni groups
- Organizational and financial structure
  - Continue to engage with the Faculty Dean to address future staffing plans and needs
  - Perform a review of staff human resource needs and appropriate job descriptions to determine if any adjustments need to be made
  - Provide a document that clarifies all committee mandates, including sub and ad hoc committees; include details on the relationship to all other Medicine units that the program collaborates with including the Rehabilitation Science Institute and the Rehabilitation Science Sector
  - Continue with monthly staff meetings hosted by the Business Manager
  - Provide more transparency in financial decisions and budgeting
  - Prioritize delivery of resources to UTM program, including projected new faculty hires, and especially as the program seeks a positive accreditation outcome in the immediate future
  - Determine what technological upgrades are feasible and identify alternative spaces if upgrades are not possible in current locations
- Long-range planning and overall assessment
  - Continue work towards strategic priorities, with additional efforts dedicated to priority two, clarifying relationships with Rehabilitation Sciences, and priority five, expanding continuing education and professional development offerings



## 2. Administrative Response & Implementation Plan

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UNIVERSITY OF TORONTO  
FACULTY OF MEDICINE

L. Trevor Young, MD PhD FRCPC

*Dean*

*Vice-Provost, Relations with Health Care Institutions*

March 6, 2019

Prof. Susan McCahan  
Vice-Provost, Academic Programs  
University of Toronto

Dear Professor McCahan,

I am responding to your request for a decanal administrative response to the external review of the Department of Occupational Science & Occupational Therapy (OSOT) and the Master of Science program in Occupational Therapy, MScOT. This has been done in consultation with the Chair of OSOT, Prof. Susan Rappolt, following consultation with OSOT members.

On behalf of the Faculty of Medicine, University of Toronto, I would first like to thank the external reviewers—Prof. Wendy Coster (Boston University), Emily Etcheverry (University of Manitoba), and Bernadette Nedelec (McGill University)—for a rigorous review of OSOT on September 27-28, 2018. I would also like to thank, on behalf of the Faculty, Prof. Rappolt, the administrative staff and all those who contributed to the preparation of the outstanding self-study report. I also thank the many faculty, students, and staff who met with the external reviewers; their input was invaluable.

Much has been accomplished and OSOT is strongly positioned, going forward, to build on the development of a number of innovative educational initiatives including the satellite program on the Mississauga campus, the Advanced Standing Option for practicing therapists, and two introductory undergraduate courses in Rehabilitation Sciences. The reviewers stated that *“the Program is in the top tier of programs in Canada and North America.”*

The Faculty of Medicine greatly appreciates the time and effort the reviewers dedicated to providing a written report. It is insightful and comprehensive, and will serve to guide the future strategic directions of OSOT.

Below I comment on each of the specific areas that you have identified.

- I. **The reviewers made a number of recommendations relative to ensuring positive student experiences at the St. George and UTM campuses, including encouraging better communication with students about location options for the OT program, and emphasizing the need to provide equivalent experiences for students at both locations, while leveraging the opportunities that each location provides.**

The first-year students at both UTM (Mississauga) and STG (St. George) campus had been in class for only 3 weeks at the time of the UTQAP on-site visit, and did not meet with the reviewers. The reviewers met with second-year students and graduates. Having said this, the Department is fully committed to providing all potential applicants and those who have been offered admission full and explicit information about both the UTM and STG, and is fully transparent about the process for



choosing their preferred campus. In their informal interactions with students at UTM, faculty and staff situated at UTM have observed high student morale and high levels of student satisfaction with being at UTM. Student representatives on the Student Affairs Committee have not raised concerns about UTM students' dissatisfaction with their campus allocation. The Student Affairs Committee will review in the immediate term (this upcoming academic year) the orientation of potential applicants, applicants currently awaiting a decision about admission, and those who have received letters of offer to both campuses. They will also review their process for applicants indicating their campus preference to facilitate applicants' informed decisions and to assure students have a say in where they train.

In addition, there is equal opportunity for UTM students to participate as student representatives on the Department's Student Affairs Committee, Professional Curriculum Committee, and Research Committee. At the time of the on-site review, recruitment of the first-year students' membership on these committees had not yet been completed. Now, there are student members on each of these committees. Students at UTM are encouraged to videoconference into the meetings at STG, along with faculty members who may be based at UTM at the time of the scheduled meetings. All members of standing committees who are off-campus are invited to teleconference into meetings.

Students from both campuses are also frequently recruited as volunteer tour guides for MScOT recruitment and pre-acceptance open house events, and to serve as ambassadors at Department events. The Program Manager/Student Liaison Officer and Departmental event coordinators engage with students at both campuses to invite student participation.

Ms. Sylvia Langlois, an occupational therapist and the Curriculum Lead of the University of Toronto's Centre for Interprofessional Education (IPE), is a longstanding faculty member in the Department. Ms. Langlois created and oversees the IPE curriculum for the medical students of the Mississauga Academy of Medicine (MAM). In conjunction with MAM's IPE personnel and with a second Department member who has experience at the CIPE, Ms. Langlois has created specific IPE opportunities for the UTM OT students. These opportunities include core learning activities at STG (UTM MScOT students are bussed with MAM students to STG for these events), and a menu of electives involving medical students and other health professions at Trillium Health Partners and our growing network of community partner organizations in the Peel Region. Based on the IPE curriculum expertise within the Department, I have complete confidence that the UTM students will have equitably excellent IPE learning opportunities in the immediate, medium, and long terms.

## **II. The reviewers encouraged attending to the addition of bi-directional videoconferencing to ensure a stable and positive teaching and learning environment.**

The fitting of classrooms at 500 University Avenue for bidirectional video-conferencing with the Terrence Donnelly Health Sciences Complex at UTM is, along with building the human resource complement, a top priority for the Department, and has the full support of the Faculty of Medicine under my leadership. A committee has been established that includes, in addition to representatives from the Department, the Vice Dean of Graduate and Academic Affairs, the Faculty's Chief Administrative Officer, and the Directors of Discovery Commons and Facilities Management and Space Planning in order to secure appropriate information technology at 500 University Avenue in the immediate, medium, and long terms. Consultation is currently underway with the Director of Facilities Management and Space Planning regarding optimum utilization of the Department's existing space and recommendations for future faculty and staff space needs. We are confident that, in the immediate term, 500 University will have the capacity to transmit electronically through webcasting the necessary didactic lectures to students at UTM and that, in the medium

term, the capacity for bidirectional videoconferencing that ensures a stable and positive teaching and learning environment will be in place.

**III. The reviewers noted opportunities for the department to better leverage data to measure performance relative to goals. This includes setting population-based admissions targets; formally documenting and reviewing evaluation data; prioritizing outcome data, and tracking faculty benchmark data.**

The Department is highly committed to incorporating methods to improve admissions and supports for a student body that represents our diverse local community and national population. This is consistent with the Faculty of Medicine's new strategic plan that has identified diversity, equity, and inclusion as one of the pillars of the plan. Towards this end, faculty, staff, and friends of the Department have recently funded an entrance scholarship to attract and support Indigenous students. The Department supports the Faculty of Medicine's Summer Mentorship Program, which gives high school students of Indigenous or African ancestry a chance to explore the profession of occupational therapy. The Department is pleased to have enrolled several of the high school students from the Summer Mentorship Program into its MScOT program.

In addition, the Department has supported its Diversity and Inclusion Research Group/Curriculum Stream that includes core and status-only faculty, as well as students. This group's work has been recognized for its excellence by both the University and Faculty of Medicine. The Department's Diversity and Inclusion group is working closely with the Faculty of Medicine's Associate Dean, Inclusion and Diversity and the Faculty of Medicine Diversity Advisory Council to replicate the medical student mentorship program for MScOT students who identify as Indigenous, racialized, LGBTQ2S, first in family to attend university, differently abled, economically disadvantaged, and/or from a minoritized faith group, amongst other groups and communities. There is certainly more to be done to attract and support an MScOT student body that better represents the population. Building on its commitment to occupational justice, the Department will examine ways to set population-based admission targets and protected seats in the medium term.

Under the leadership of Vice Chair, Education, Dr. Deirdre Dawson, the Professional Curriculum Committee (PCC) carefully analyzed multiple sources of data about the curriculum, including course syllabi, student course evaluations, and graduate exit surveys. The findings of this curriculum review lead to the Department's commitment to curriculum renewal. Additional data from the University of Toronto Graduate Student Quality Indicators report, the Canadian Graduate and Professional Student Survey, and the Canadian Association of Occupational Therapists' annual National Occupational Therapy Certification Exam results were used to inform the curriculum renewal deliberations. Based on these recommendations, an application for modifications to the curriculum is underway and is proceeding through internal governance approval. This will be completed in the immediate term and implemented for the September 2019 entering class. Once implemented and optimized, the effectiveness of the curricular modifications will be evaluated using newly established indicators as appropriate. The Vice Chair, Education will present these findings to all core faculty members for discussion, deliberation, and as indicated, further recommendations.

The Department appreciates the importance of gathering and analyzing MScOT program outcome data efficiently and effectively. The Department will continue to work with Alumni Relations to find acceptable methods to access alumni contact information in order to gather crucial data on graduates' employment, as well as their perspectives on how well the MScOT academic, fieldwork, and mentorship components of the curriculum have prepared them for their professional practices.

**IV. The reviewers highlighted several ways in which the department and its programs could improve outreach and relationships with alumni, the practice community, and organizations such as the March of Dimes to the benefit of all parties.**

In collaboration with the new leadership team at the March of Dimes Canada, the Department will continue striving to build upon its successful partnership. The Department is planning in the medium term a 5-year report on the success of the partnership for the mutual benefit of March of Dimes Canada and the Department, and as a resource for the Rehabilitation Sciences Sector, the Faculty of Medicine, and the University of Toronto.

Regarding alumni, the PT/OT Alumni Association Executive, the Faculty of Medicine's new Director of Alumni Relations, and the Chairs and faculty representatives of the Departments of Occupational Science & Occupational Therapy and Physical Therapy will meet early in 2019 (immediate term) to establish a mutually satisfactory pathway to achieve distinct alumni associations with clear communications to support alumni of both cohorts.

**V. The reviewers observed the need to further clarify governance (including the relationships to the Rehabilitation Sciences Sector, the Faculty and SGS), decision-making, and budget planning structures.**

The Department's new Chair and Executive will work in the immediate term with the chairs of the standing committees and their sub-committees, as well as the Department's ad hoc committees to establish and/or renew their terms of reference. Their terms of reference will align with the strategic goals and priorities of the Faculty of Medicine and the University of Toronto. The new Chair will continue in the short, medium, and long terms to collaborate with the Rehabilitation Sciences Sector and the Faculty of Medicine through monthly meetings with the Vice Dean, Graduate and Academic Affairs and the other Chairs of the Rehabilitation Sector Departments on relevant decisions and decision-making roles to ensure that policies affecting the Department and the MScOT program enhance their qualities and their effective and efficient operations. The Chair will also continue in the immediate, medium, and long terms to participate in the monthly Graduate Chairs Committee, which is chaired by the Vice Dean and attended by all 13 Graduate Chairs and the Dean of the School of Graduate Studies (SGS). This is an important forum for the Chair to relate to the other Graduate Chairs of SGS on issues relevant to the Department.

The Department supports the Rehabilitation Sciences Institute (RSI) through teaching (courses and guest lectures) and service (RSI standing committee membership and the chairing of comprehensives and thesis defenses), as well as by attracting and supervising highly qualified MSc and PhD students who register in RSI in order to study in the OSOT faculty members' labs. Faculty members and their families, alumni, and friends of the Department of OSOT have established six endowed scholarships for occupational therapists who are students in RSI. The Department will continue to work with RSI to negotiate mutually beneficial terms for student funding and faculty teaching and service workload in RSI.

Regarding budget planning, the Department Chair and Business Officer will continue to consult and work closely with the Faculty of Medicine's Chief Financial Officer, Chief Administrative Officer, the Vice Dean, Graduate and Academic Affairs and me on proactive and transparent budget planning and management processes. The Chair will continue to consult the Executive and Departmental Affairs Committee, and work with the Business Officer to plan and manage the OSOT's budget to accomplish its short- and long-term strategic priorities.

**VI. The reviewers suggested that staff support for grant administration activities could increase efficiency and grant success rates.**

The Department has received my approval to hire, in the immediate term, a new administrative staff member dedicated to the support of faculty research and administration.

**VII. The reviewers made a number of comments around complement levels relative to the existing and recently established program options. Please describe plans to ensure an appropriate complement to support these offerings.**

The Department received my approval to hire two new full-time continuing positions (teaching- or tenure-stream, to be determined by the Department) in the immediate term, which is in addition to the two new faculty already hired to address the Department's needs associated with a 44% increase in student enrollment resulting from the expansion to UTM. With the appointment of a new Chair imminent, I will revisit the need for additional appointments as the new Chair implements their strategic plan and priorities. Concerning the need to increase the staff complement to provide administrative services associated with the MScOT enrollment expansion at UTM, a full-time staff member is serving in an interim capacity while a new job description is established and approved. The Department expects this new full-time continuing administrative staff position to be posted and filled in the next few months (immediate term). Other administrative staff roles affected by the 44% enrollment increase will be reviewed and adjusted in conjunction with the new staff hires in the immediate term.

To conclude, overall the Department of Occupational Sciences and Occupational Therapy is outstanding in its achievements in teaching, research and collaboration. I congratulate the Chair on her excellent leadership and the members of OSOT for their many contributions to its success.

Sincerely,



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

### **3. Committee on Academic Policy & Programs (AP&P) Findings**

*This section will be inserted after AP&P by the VPAP office using language verbatim from the approved Report of the meeting.*

### **4. Institutional Executive Summary**

The reviewers observed that the program attracts a high quality and quantity of applicants, has excellent rates of program completion, and high success rates on the national certification exam. The program benefits from an exceptional number of top clinical facilities for student placements, and clinicians from these facilities also contribute to the excellence of the program through their supervision and teaching of students. Faculty are highly productive, internationally renowned, and the department is ranked #1 for occupational therapy based on journal citations. Through these indicators, the reviewers concluded that the program sits in the top tier of programs in Canada and North America. The reviewers recommended that the following issues be addressed: encouraging better communication with students about location options for the OT program; emphasizing the need to provide equivalent experiences for students at both UTM and UTSG, while leveraging the opportunities that each location provides; adding bi-directional videoconferencing to ensure a stable and positive teaching and learning environment; leveraging data to measure performance relative to goals, including setting population-based admissions targets; formally documenting and reviewing evaluation data; prioritizing outcome data; tracking faculty benchmark data; improving outreach and relationships with alumni, the practice community, and organizations such as the March of Dimes; clarifying governance (including the relationships to the Rehabilitation Sciences Sector, the Faculty and SGS), decision making, and budget planning structures; improving staff support for grant administration activities to increase efficiency and grant success rates; and addressing complement levels relative to the existing and recently established program options. The Dean's Administrative Response describes the Faculty, unit and programs' responses to the reviewers' recommendations, including an implementation plan for any changes necessary as a result.

### **5. Monitoring and Date of Next Review**

The next review is scheduled in the 2023-24 academic year. In 2021-22, Dr. Allan Kaplan, Vice Dean, Graduate and Academic Affairs, will meet with the Chair to follow up on implementation of the external review recommendations. Later that year, and in consultation with the Vice Dean, Graduate and Academic Programs, the Dean will provide an interim report to the Vice-Provost, Academic Programs on the status of the implementation plan.

### **6. Distribution**

On May 17, 2019, the Final Assessment Report and Implementation Plan was posted to the Vice-Provost, Academic Programs website and the link provided by email to the Dean of the

Faculty of Medicine, the Secretaries of AP&P, Academic Board and Governing Council, and the Ontario Universities Council on Quality Assurance. The Dean provided the link to the Chair of the Department.

# UTQAP Cyclical Review: Final Assessment Report and Implementation Plan

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## 1. Review Summary

<b>Programs Reviewed:</b>	Medical Science, M.Sc., Ph.D. Translational Research in the Health Sciences, M.H.Sc.
<b>Unit Reviewed:</b>	Institute of Medical Science
<b>Commissioning Officer:</b>	Dean, Faculty of Medicine
<b>Reviewers (Name, Affiliation):</b>	<ol style="list-style-type: none"> <li>1. Professor David Cardozo, Associate Dean, Division of Medical Science, Harvard University</li> <li>2. Professor David Eidelman, Vice-Principal, Health Affairs and Dean, Faculty of Medicine, McGill University</li> <li>3. Professor Andrew Watson, Former Associate Dean, Research, Graduate and Postdoctoral Affairs, Schulich School of Medicine &amp; Dentistry, Western University</li> </ol>
<b>Date of Review Visit:</b>	October 15 – 16, 2018

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## Previous Review

**Date:** Review of MSc and PhD in Medical Science, November 2010

Note: the MHSc in Translational Research in the Health Sciences opened September 2015 and this is the first review of the program since opening

## Summary of Findings and Recommendations

### Graduate Programs

The reviewers observed the following strengths:

- “the strongest translational graduate training program in Canada and one of the larger and stronger programs internationally.”
- Programs have good variety and are very attractive to students.
- Structures, curricula and length – appropriate for each of the programs.
- Modes of delivery – excellent with careful monitoring of student progress.
- Graduates – a high proportion enter academic positions.
- Student publications – a high percentage of MSc (63%) and PhD (92%) students have peer-reviewed publications.
- Time-to-completion – excellent for both the MSc and PhD.

The reviewers identified the following areas of concern:

- Students that are not accepted into a PhD or Medicine may not be as well served by the MSc program as might be expected.
- Student funding not sufficient for the cost of living in Toronto; could make it difficult to recruit the very best students.
- Access to courses – students often excluded from courses in other programs in the Faculty and the University.
- Accurate tracking of graduates – not available.
- Time from thesis completion to defense – too long: six weeks for MSc and nine weeks for PhD.

The reviewers made the following recommendations:

- Career counselling – students in the MSc program would benefit from clearer information on possible career trajectories.
- Student funding – needs to be more regularized and sufficient.
- IMS should be more active in recruiting students from outside the University.
- Address the long-standing issue of access to courses in other programs.
- Better tracking of alumni is needed to better evaluate long-term outcomes.
- Consider lengthening the time for the decision to transfer students from MSc to PhD from 21 to 24 months.



## Faculty/Research

The reviewers observed the following strengths:

- Tremendous scope and variety of research activities, many in well funded, high quality laboratories, with excellent graduate supervisors.

The reviewers identified the following areas of concern:

- Bar for newer faculty to become supervisors is set rather high.
- Faculty do not always feel that their teaching and supervision of graduate students is adequately evaluated for promotion or merits.

The reviewers made the following recommendations:

- New faculty should be encouraged to become supervisors earlier in their careers.
- Evaluation for promotion or merits should include graduate student supervision.

## Administration

The reviewers observed the following strengths:

- Director has provided excellent leadership.
- Organization and management: very appropriate for the broad range of programs offered.
- Administrative staff: very knowledgeable and helpful.
- Very good relationship with other units at the University as well as the affiliated hospitals and research institutes.

**Last OCGS review date:** 2004-05

# Current Review: Documentation and Consultation

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## Documentation Provided to Reviewers

Confirmation/Agreement Letter; Terms of Reference; Self-Study Report; Faculty CVs; Schedule; Previous External Review Report (2010-11) and the Dean's and Director's Responses; Dean's Report 2017; Faculty of Medicine's Strategic Priorities; University of Toronto Towards 2030; Interactive Report Form

## Consultation Process

1. Dean and Vice Provost, Relations with Health Care Institutions
2. Vice Dean, Graduate and Academic Affairs
3. Vice Dean, Research and Innovation

4. Director
5. Executive Committee
6. Faculty | Research Themes
7. Faculty | Curriculum
8. Medical Science Program – MSc, PhD, MD-PhD | Graduate Coordinators
9. Medical Science Program – MSc, PhD, MD-PhD | MSc and PhD Trainees, MD-PhD Candidates
10. Translation Research in the Health Sciences Program – MHSc | Director and TRP Advisory Board Member
11. Translation Research in the Health Sciences Program – MHSc | Students
12. Summer Undergraduate Research Program (SURP) | Director and Students
13. IMS Graduate Student Association
14. Directors, Collaborative Specializations
15. Cognate Department (Acting) Chairs – Paediatrics, Molecular Genetics, Medicine, Laboratory Medicine and Pathobiology, Obstetrics and Gynecology, Radiation Oncology, Psychiatry, Surgery, Pharmacology and Toxicology
16. Executive Director of Advancement, Faculty of Medicine and Student, Alumni, Faculty Engagement Committee (SAFE)
17. Administrative Staff

## Current Review: Findings and Recommendations

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### 1. Graduate Program

The reviewers observed the following strengths:

- Objectives
  - Clear program objectives for all MSc and PhD programs
  - Degree Level Expectations, Program Learning Outcomes, and program structure of the MHSc are clear; receptive to students' feedback and expectations
- Admissions requirements
  - Clear admission requirements for all graduate programs
- Curriculum and program delivery
  - MHSc is one of the few programs available with an extensive emphasis on medically related translational research
  - Elective course offerings in the MSc and PhD are reasonable
- Innovation
  - MHSc Capstone project is innovative and unique
- Assessment of learning
  - MHSc assessments are handled very efficiently
- Student engagement, experience and program support services
  - Hiring of wellness counselor by the Office of Graduate and Life Sciences Education is an important development

- Appointment of faculty advisor for alumni engagement and professional development is seen as promising step in enhancing students' professional development
  - Proposed new professional development sessions are seen as excellent and comprehensive
- Large variety of support services offered by IMS, the School of Graduate Studies, and the University
- Newly developed student initiatives have led to several excellent new extra-curricular program offerings
- Quality indicators – graduate students
  - Students have high energy and intellect and are key to maintaining the high international reputation of IMS
  - Improvement to diversity in recruitment of students from outside the University of Toronto, and Director is emphasizing efforts to recruit more international students to the PhD program
  - MSc and PhD progress is carefully monitored by a Program Advisory Committee
  - Strong annual increases in applications for the MHSc program, and students report high levels of satisfaction
- Quality indicators – alumni
  - 10,000 PhDs initiative and new faculty advisor are important initiatives to improve graduate and alumni tracking
- Student funding
  - Harmonization of stipend scale has improved issues with student funding

The reviewers identified the following areas of concern:

- Overall quality
  - Increasing size and continued high demand for the MHSc leads to questions about the future sustainability of the program within IMS
- Objectives
  - Program objectives for the MSc and PhD are not differentiated
- Curriculum and program delivery
  - Students have difficulty accessing statistical analysis courses, especially following the establishment of the Dalla Lana School of Public Health as a Faculty separate from the Faculty of Medicine; students may have interest in data analysis courses in big data, genomics, imaging, etc.
  - Course content for MSC 1010Y and MSC 1011Y is dated, depends on passive learning mechanisms, and does not adequately address topics that benefit all students
  - As class sizes in the MHSc grow, there is concern that learning quality may decrease and faculty may become overburdened
- Student engagement, experience and program support services

- Students raised the issue of access to mental health and professional development supports
- Quality indicators – graduate students
  - While applications to the MSc and PhD have remained consistent, the number of PhD students admitted annually seems small relative to the number of faculty members
  - Variance between MSc and PhD course evaluation scores

The reviewers made the following recommendations:

- Overall quality
  - Investigate options for transferring the MHSc to a different unit to support the rapid growth and to ensure program sustainability
- Objectives
  - Consider curriculum mapping exercise to help differentiate MSc and PhD program objectives
- Curriculum and program delivery
  - IMS should consider developing its own data analysis course offerings
  - Update MSC 1010Y and MSC 1011Y with modern learning techniques and content; this should be a major component of strategic planning and student consultations should be central to the development
  - Ensure there are adequate resources to handle growing MHSc class size
- Student engagement, experience and program support services
  - Continue to focus on professional development enhancements
  - Keep students informed about the variety of support services available
- Quality indicators – graduate students
  - Pay close attention to PhD enrolment numbers, given the trend of decreasing enrolment in Canadian biomedical graduate programs
  - Investigate differences in student evaluation of teaching in courses

## 2. Faculty/Research

The reviewers observed the following **strengths**:

- Overall quality
  - Globally unparalleled research diversity and faculty excellence
- Research
  - Covers most major disciplinary areas of modern biomedical research

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

- Faculty
  - MHSc complement is understaffed

The reviewers made the following **recommendations**:

- Faculty
  - Consider moving MHSc to a unit that can support faculty recruitment for the program

### 3. Administration

The reviewers observed the following **strengths**:

- Relationships
  - IMS offers successful non-credit educational programs: Summer Undergraduate Research Program
  - Excellent relationships with clinical staff and hospitals
  - Clinical chairs are deeply invested in the programs and in raising their research profiles within IMS
- Organizational and financial structure
  - IMS staff are extremely dedicated and play a large role in the success and welfare of the students and programs at the unit
- Long-range planning and overall assessment
  - Several successful initiatives launched since last review in 2010: new IMS website and increased social media presence; 2012-17 strategic plan; new MHSc and graduate diploma opened, etc.
- International comparators
  - IMS excels in all areas of quality indicators; no real comparator within Canada; among the top biomedical research groups in the world

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

- Organizational and financial structure
  - Committee structure not being utilized as committee mandate and terms of reference indicate – especially true of the Executive Committee which has become extremely large and somewhat disengaged from policy making and program operation
  - Several clinical chairs would like to provide stewardship over their departmental disciplinary area
  - Communication challenges:
    - Difficult to keep all members of IMS up to date with consistent and up to date information on policies, regulations, programs, etc.
    - Students, staff, and graduate coordinators wish to be more involved in decision making
  - Organizational structure of MHSc needs attention

The reviewers made the following **recommendations**:

- Organizational and financial structure

- Consider appropriate governance and committee structure during strategic planning
- Explore options for clinical chairs to provide additional leadership/collaboration, such as by forming disciplinary streams or grouping – this should be explored as part of the strategic planning exercise
- Map a clear communication plan and pathways, as part of the strategic planning document, which considers increasing daily communications and establishing bidirectional communication among teams
- Prioritize organizational and staffing plans for the MHSc
- Long-range planning and overall assessment
  - Immediately begin new strategic planning process and engage with all stakeholders when envisioning the new strategic document



## 2. Administrative Response & Implementation Plan

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UNIVERSITY OF TORONTO  
FACULTY OF MEDICINE

L. Trevor Young, MD PhD FRCPC

Dean

Vice-Provost, Relations with Health Care Institutions

March 6, 2019

Prof. Susan McCahan  
Vice-Provost, Academic Programs  
University of Toronto

Dear Professor McCahan,

I am responding to your request for a decanal administrative response to the external review of the Institute of Medical Science (IMS) and its degree programs. This has been done in consultation with the Director of the EDU:B, Prof. Mingyao Liu, following his consultation with IMS members.

On behalf of the Faculty of Medicine, University of Toronto, I would first like to thank the external reviewers—Prof. David Cardozo (Harvard Medical School), David Eidelman, (McGill University) and Andrew Watson (Western University)—for a rigorous review of IMS on October 15-16, 2018. I would also like to thank, on behalf of the Faculty, Professor Liu, the administrative staff and all those who contributed to the preparation of the outstanding self-study report, especially Professor Richard Horner. I also thank the many faculty, students, and staff who met with the external reviewers; their input was invaluable. Much has been accomplished and the IMS is strongly positioned and is on *“an excellent track and has all the expertise, resiliency and energy required to fully take the next challenging phase of its existence.”* The reviewers stated that the IMS is a *“world class and strong, competitive graduate program.”*

The Faculty of Medicine greatly appreciates the time and effort the reviewers dedicated to providing a written report. It is insightful and comprehensive, and will serve to guide the future strategic directions of IMS.

Below I comment on each of the specific areas that you have identified.

### **I. The reviewers expressed concern about the faculty and staff resources and space available to support the MHS in Translational Research program given its growth.**

In response to the reviewers comments, which also included a recommendation *“to move the MHS program to the Department of Laboratory Medicine & Pathobiology (LMP), which has shown interest, and which can more easily build the faculty strength that will be required for the continued success of the program.”* The Vice Dean, Graduate and Academic Affairs recommended this move occur and, after consultation with Professors Liu and Kandel, Chair of LMP, who both agreed to this recommendation, I approved this recommendation effective May 1, 2019 (the move received Faculty governance approval on February 28, 2019). At the time of this report, all of the faculty and students in the program have been informed of the move from IMS to LMP as of May 1, 2019. As such, this recommendation will be implemented in the immediate term. LMP will undertake a review of the program to plan for future growth and investment in the program.

- II. The reviewers made a number of recommendations to improve the programs' curricula, including differentiating the objectives for the MSc and PhD programs; refreshing core courses; and increasing access to statistical data analysis courses. They suggested that curriculum mapping might help clarify program outcomes and support PhD enrolment in the context of the changing landscape of doctoral studies.**

In response to the reviewers comments, Professor Liu has identified a new Director for MSC1010Y/1011Y (the core IMS course), and the program over the next year will develop a plan of how to improve this course. IMS has also identified a new Chair of the Curriculum Committee, who is organizing a working group as a part of the new IMS strategic planning. This working group, together with the new IMS Curriculum Committee will systemically review statistical courses, institute curriculum mapping, and developing new graduate foci in the medium term (in the next 1-2 years).

- III. Additionally, the reviewers encouraged enhancing the student learning experience though providing adequate professional development opportunities and a range of support services.**

IMS has a number of new initiatives to address the student learning experience in professional development. These include:

1. Professor Reinhart Reithmeier has recently been appointed as Director of Graduate Professional Development (GPD) for IMS. IMS has also recently created a new staff position to help support Dr. Reithmeier's efforts to develop GPD programming for IMS.
2. As of September 2018, IMS has integrated basic GPD training into core courses for first-year students.
3. In the medium term, for-credit modules for both MSc and PhD students will be developed that will complement GPD programming offered by the Faculty of Medicine Graduate Life Sciences Education Office and the School of Graduate Studies.
4. Career panels engaging IMS students and alumni will be developed in the medium term.

- IV. The reviewers noted the need to engage all stakeholders in a renewal of the strategic plan, which should include a review of decision-making and committee structures, the possible formation of research streams, and plans for improving communications.**

A new strategic planning process was formally initiated in January 2019, with Dr. Lucy Osborne and Ms. Sarah Topa (staff) as co-chairs of the Strategic Planning Committee and with five working groups having been identified. IMS will be hiring a consulting group to help with this process. Broad consultations will occur as part of this process, which will include town halls with students, staff, faculty and alumni. This will be a great opportunity to further engage IMS community and stakeholders for the future planning. It is expected that the governance structure of the Institute will be streamlined as part of the new plan. The strategic plan will engage Clinical Chairs, hospital research institutes and existing research centres in the Faculty of Medicine to implement graduate research-stream programs. It is expected that the strategic plan will be implemented in medium term, in early 2020.

- V. As noted above, the reviewers affirmed that overall communications needed to be improved. How does the Institute plan to improve communication among all stakeholders?**

The new IMS strategic plan will provide an opportunity for IMS to enhance its overall communication strategy both internally and externally. Internally, in the short term, (within 6 months), communication will be strengthened between the central office, the Director, graduate coordinators and staff. Externally, in the medium term (within 1-2 years), as part of one of the new initiatives of the IMS strategic plan, research streams in IMS will be created. This will facilitate better communication between the Faculty of Medicine research institutes and major research groups in clinical departments and hospital research institutes.



Overall IMS is outstanding in its achievements in teaching, research and collaboration. I congratulate the Director on his excellent leadership and IMS members for their many contributions to its success.

The next review of IMS will occur in approximately 5 years. The monitoring of the implementation of the recommendations will occur under the oversight of Dr. Allan Kaplan, Vice Dean, Graduate and Academic Affairs.

Sincerely,

A handwritten signature in black ink, appearing to read 'L. Young', written in a cursive style.

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

### **3. Committee on Academic Policy & Programs (AP&P) Findings**

*This section will be inserted after AP&P by the VPAP office using language verbatim from the approved Report of the meeting.*

### **4. Institutional Executive Summary**

The reviewers praised the graduate students' high energy and intellect. The reviewers were impressed with the curriculum design and clearly articulated program objectives of the M.H.Sc., and complimented the program for being receptive to student feedback and expectations. The reviewers indicated the new professional development initiatives are very promising and could serve as a model for other programs. Overall, the reviewers were extremely complimentary of all programs and of IMS, indicating they are deserving of their top international ranking. The reviewers recommended that the following issues be addressed: addressing faculty and staff resources and space available to support the MHS in Translational Research program, given its growth; improving the programs' curricula, including differentiating the objectives for the MSc and PhD programs; refreshing core courses; increasing access to statistical data analysis courses; using curriculum mapping to help clarify program outcomes and support PhD enrolment in the context of the changing landscape of doctoral studies; enhancing the student learning experience through providing adequate professional development opportunities and a range of support services; engaging all stakeholders in a renewal of the strategic plan, including a review of decision-making and committee structures; possibly forming research streams; and improving communications among all stakeholders. The Dean's Administrative Response describes the Faculty, unit and programs' responses to the reviewers' recommendations, including an implementation plan for any changes necessary as a result.

### **5. Monitoring and Date of Next Review**

The next review is scheduled in the 2023-24 academic year. In 2021-22, Dr. Allan Kaplan, Vice Dean, Graduate and Academic Affairs, will meet with the Director to follow up on implementation of the external review recommendations. Later that year, and in consultation with the Vice Dean, Graduate and Academic Programs, the Dean will provide an interim report to the Vice-Provost, Academic Programs on the status of the implementation plan.

### **6. Distribution**

On May 1, 2019, the Final Assessment Report and Implementation Plan was posted to the Vice-Provost, Academic Programs website and the link provided by email to the Dean of the Faculty of Medicine, the Secretaries of AP&P, Academic Board and Governing Council, and the Ontario Universities Council on Quality Assurance. The Dean provided the link to the Director of the Program.

# UTQAP Cyclical Review: Final Assessment Report and Implementation Plan

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## 1. Review Summary

<b>Programs Reviewed:</b>	French, BA (Hons.): Specialist, Specialist Co-op, Major, Major Co-op, Minor Linguistics, BA (Hons.): Specialist, Specialist Co-op, Major, Major Co-op, Minor Psycholinguistics, BA (Hons.): Specialist, Specialist Co-op English to Chinese Translation: Minor (Arts)
<b>Unit Reviewed:</b>	Centre for French and Linguistics
<b>Commissioning Officer:</b>	Vice-Principal Academic and Dean, UTSC
<b>Reviewers:</b>	<ol style="list-style-type: none"> <li>1. Professor John Archibald, Ph.D., Department of Linguistics, University of Victoria</li> <li>2. Professor Patrice Beddor, Ph.D., Chair, Department of Linguistics, University of Michigan</li> <li>3. Professor Denis Liakin, Ph.D., Department of French Studies, Concordia University</li> </ol>
<b>Date of Review Visit:</b>	May 14 – 15, 2018

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## Previous Reviews

### Dates:

- Review of Linguistics and Psycholinguistics programs with Department of Humanities: Dec 2009
- Review of French programs: July 2011

### Note:

- Specialist in Linguistics approved to commence: 2007-08
- English to Chinese Translation minor approved to commence: 2014-15
- Creation of the Centre for French and Linguistics (EDU:A): 2012-13

## Summary of Findings and Recommendations

### Undergraduate Programs

The reviewers observed the following strengths:

- Well-thought out and coherent curriculum (French 2011)
- CTEP is a strength (French 2011)
- Overall program enrolments are increasing (French 2011)

The reviewers identified the following areas of concern:

- It is not clear that History, French and Linguistics and Philosophy have thoroughly thought through their distinctive identity at UTSC (Humanities 2009)
- Proliferation of course offerings that are designed to be taught by teaching stream faculty (Humanities 2009)
- Students were upset that the calendar did not match reality, and frequently had to take classes at the downtown campus in order to graduate (Humanities 2009)
- French students are not offered the possibility of taking linguistics courses at the C- and D-levels; scarcity of D-level courses for Specialists (French 2011)

The reviewers made the following recommendations:

- Align major with St George so that it is 8 credits (French 2011)
- Be more consistent with evaluation methods across similar courses (French 2011)

### Administration

The reviewers identified the following areas of concern:

- The reviewers found a unit driven by competing visions for the humanities and in extreme conflict about governance. The complexity of these issues demanded most of their attention, leaving little time for activities normally the

purview of such reviews (for example, detailed comments on the curriculum of individual programs). (Humanities 2009)

The reviewers made the following recommendations:

- Dean to institute new structure (Humanities 2009)

## Current Review: Documentation and Consultation

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### 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 CFL programs; and description of CFL 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-Principal Academic and Dean, Vice-Dean Undergraduate, Vice-Dean Graduate, Assistant Dean, Academic, and Academic Programs Officer; the Vice-Principal Research (Acting); the Director of the Centre for Teaching and Learning; 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

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### 1. Undergraduate Program

The reviewers observed the following **strengths**:

- Overall quality
  - Students receive impressive high-quality training offered through well-structured programs
- Objectives
  - Multidisciplinary programs that foster students' awareness of the intersections between language and culture
  - Programs include the study of French, Québécois and Francophone literatures, theatre and cinema; translation, linguistics and language pedagogy; and history, society and culture in Canadian and global contexts
- Admissions requirements

- UTSC fills a societal need for first-generation university students; admissions requirements are appropriate
- Curriculum and program delivery
  - Several courses offer an important experiential learning component that permits students to obtain real-world language practice
  - French programs are well-thought out and organized, cover main areas of French language and culture, follow the curriculum of the similar programs at Canadian universities and are mostly designed for non-Francophones
  - Excellent achievement of aligning of the language courses with the Common European Framework of Reference for Languages
  - Very popular program in Psycholinguistics
  - Non-co-op programs have experienced sustained and substantial growth
  - Introduction to Linguistics course has experienced phenomenal growth; popularity demonstrates that the Linguistics program attracts students with both formal and general interests
  - Linguistic programs' curriculum is solid, comprehensive and dynamic
  - Numerous Linguistics courses provide experiential learning experiences and research experiences, especially through the Specialist programs
  - English to Chinese Translation minor (ECT) is unique, well-suited to the local UTSC population, and meets a global need
  - Co-op office is developing helpful information sheets about skills
- Innovation
  - New linguistics courses introduce students to current important topics and important linguistics methods
  - Distinctive focus on experimental methods in the linguistics programs, especially the Psycholinguistics Specialist, filling an important need in the GTA
  - Student engagement, experience and program support services
  - The Linguistic Student Association actively engages in outreach activities on campus and in the local community
  - Faculty members' ability to inspire and engage is reflected in active student associations, student awards, and positive feedback on student surveys
- Quality indicators – undergraduate students
  - French major and minor enrolments have remained stable
  - Linguistics programs attract excellent students who successfully compete for prestigious awards (e.g., UTEA-SSH) and scholarships (e.g., SSHRC CGS).
  - Considerable recent growth of the ECT minor
  - Students' knowledge of diverse languages means that they bring important expertise to ongoing research within the Centre
  - Energetic, creative, dedicated faculty offer a vibrant undergraduate curriculum

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

- Curriculum and program delivery

- Closure of CTEP resulted in the cancellation of several French courses at the C- and D-levels
- Current structure of French programs creates a barrier to students declaring a major late, preventing them from graduating in four years
- Co-op Linguistics programs are relatively small
- Great reliance on sessionals to deliver ECT minor; unsustainable situation of having program supervisor as only permanent faculty member in ECT
- Students concerned about large class sizes in some translation courses and lack of regularly scheduled upper level courses in Linguistics
- Quality indicators – undergraduate students
  - Declining French specialist enrolment due to the closure of CTEP
- Quality indicators – faculty
  - Students noted the lack of a range of advanced courses or availability of required courses due to small faculty complement size

The reviewers made the following **recommendations**:

- Curriculum and program delivery
  - Pursue the creation/conversion of a new BSc program in Psycholinguistics, based on the popularity of the current BA program
  - If new faculty lines are added, consider the creation of an Experimental Linguistics MSc program
  - Pursue the creation of a new BA program (major) in ECT
  - Investigate accreditation for the proposed ECT major so that graduates would automatically receive accreditation from a professional body
  - Differentiate the learning objectives of the major and the minor in ECT as the major is developed
  - Ensure there is rigour in any new ECT courses added
  - Reconsider resources and administrative structures for ECT in light of recent growth
  - Review the current structure of French Major and Specialist in order to lower full-course equivalents for the Major to 7 (and possibly for the Specialist to 10 or 11)
  - Create a pronunciation course (corrective phonetics) in French
  - Create uniformity of course outlines for multiple sections in French courses
  - Put in place a process for approval of course outlines in French
  - Create an A-level introductory course on francophone literatures/cultures in English or an introductory French literature course to attract a broader group of students to the major
  - Encourage students to enrol in co-op major programs
- Quality indicators – undergraduate students
  - Rethink the strategy for attracting new students to the French programs, especially in the Specialist program in order to offer sufficient C- and D- level courses

## 2. Graduate Program (n/a)

## 3. Faculty/Research

The reviewers observed the following **strengths**:

- Overall quality
  - Grants, graduate supervision, publications and conference presentations attest to the high quality of the research
- Research
  - French faculty research spans areas highly relevant to the teaching of graduate and undergraduate courses in both literatures and culture as well as in linguistics and language learning
  - Linguistics faculty undertake theoretical and experimental research, and cover an impressively wide range of disciplinary subfields for a relatively small complement
  - Though there is less depth of coverage in certain areas than in comparably sized departments, Linguistics complement reflects the well-considered decision to focus on experimental approaches
- Faculty
  - Linguistics faculty's areas of specializations are highly conducive to drawing undergraduate and graduate students into linguistics research
  - Phenomenal growth of the ECT minor is due to the efforts of the one permanent faculty member in that area

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

- Research
  - Notable gap of applied linguistics in French research activity
- Faculty
  - Troubling multi-year delays of not having functional research laboratories for new Linguistics faculty
  - Only one permanent faculty member in ECT
  - Enrolment growth has outpaced Linguistics complement; growing needs in sentence processing, computational linguistics, and speech language pathology

The reviewers made the following **recommendations**:

- Faculty
  - Assign a senior scholar from the same stream to mentor new faculty on all aspects of faculty life
  - All faculty in the Centre should meet to discuss the proposed complement plan



- Act upon top priorities in the complement plan, including stabilizing ECT area with new hires
- Consider the balance of teaching-stream and tenure-stream faculty in the ECT complement
- Increase the Linguistics complement, including a specialist in sentence processing, who would be essential to the planned MSc in Psycholinguistics

## 4. Administration

The reviewers observed the following **strengths**:

- Relationships
  - Staff morale is good
  - Students are uniformly enthusiastic about their programs
  - Dedicated, professional members of the Co-op Office have a strong relationship with the Centre
  - Strong connection between Linguistics and Psychology as reflected in cross-appointments
  - Valuable relationship with the liaison librarian who supports undergraduate research poster day
- Organizational and financial structure
  - Current administrative support staff structure works well
  - Valuable addition of a Financial Assistant
- International comparators
  - Centre has been highly successful in growth and identifying niches that differentiate its programs from others in the GTA and beyond

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

- Relationships
  - Low morale amongst the French complement, primarily related to declining enrolment and closure of CTEP
  - Staff are stretched in serving more than one unit
- Organizational and financial structure
  - Lack of clarity around roles of director and associate directors
  - Problematic communication flow in the Centre, with meetings held infrequently
  - Lack of clarity on how the complement plan would be approved
  - Long-range planning and overall assessment
  - Divided perspectives on whether to seek departmental status
  - Unit is at an important juncture in terms of identifying a vision for the research and teaching missions of an academic unit that encompasses French, Linguistics, ECT, and other language teaching

The reviewers made the following **recommendations**:

- Relationships
  - Contact the federal government and Immigration Canada to investigate collaboration possibility for second language tests, potentially allowing CFL French graduates to not have to take these tests—potentially attracting new students to these programs
  - Improve the relationship with the Office of the Vice-Principal Research
- Organizational and financial structure
  - Generate a constitution for the CFL that addresses concerns about governance, communication, complement generation, and meeting schedules
  - Hold a retreat for the French sector to develop a vision and mission statement and a strategy for implementing it, with assistance from an external curriculum design expert
  - Review Financial Assistant role to determine whether increasing it to 100% is warranted
- Long-range planning and overall assessment
  - Refrain from seeking departmental status until recommended governance documents are created and approved by the CFL, and an overarching vision for the research and teaching missions of the unit is crafted
  - Consider appropriateness of minority language instruction as it fits within the unit's academic plan, rather than as an opportunity for revenue generation
  - Consider space implications when making new hires



## 2. Administrative Response & Implementation Plan

UNIVERSITY OF  
**TORONTO**  
SCARBOROUGH

OFFICE OF THE VICE-PRINCIPAL ACADEMIC & DEAN

March 7, 2019

Professor Susan McCahan  
Vice-Provost, Academic Programs  
Office of the Vice-President and Provost  
Simcoe Hall  
University of Toronto

Dear Susan,

**Administrative Response:**  
**External Review of the Centre for French and Linguistics**

Thank you for your letter of February 6, 2019 requesting my administrative response to the external review of the Centre for French and Linguistics (CFL). I appreciate the seriousness with which the reviewers approached the external review process, as well as the thoughtful consideration given to the Centre and its undergraduate programs. I am very pleased to note that the reviewers were impressed by the high quality of the training that students are receiving and by the Centre's well-structured programs.

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, Vice-Dean Faculty Affairs and Equity, Assistant Dean, Academic and Academic Programs Officer met with the Interim Director, Associate Director, Linguistics and Psycholinguistics, Associate Director, French, and Program Supervisor, English-Chinese Translation on February 27, 2019 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:

- The reviewers encouraged conversations to build morale and develop a mission and vision for the French sector and to review the structure of the specialist and major in light of decreased demand for the specialist, to support recruitment, ensure the viability of C- and D-level courses, and to create parity with cognate programs on other campuses.

The reviewers express some concern regarding the morale of the French faculty – particularly in light of the loss of the Concurrent Teacher Education program, and a

subsequent decline in student enrolments. The reviewers encourage the French group to engage in a discussion of their future direction in terms of their vision and curriculum, and from this discussion to develop a mission statement. To support this effort, they recommend the French group engage in a retreat led by the Director, with guidance from relevant experts.

CFL notes that last year was a particularly difficult year for the unit in terms of administration. Under the leadership of the Interim Director there have been positive changes, including regular departmental meetings, open communication and good progress on questions of governance. Once the next Director has been appointed, the French faculty will be better able to have the necessary conversations about morale and vision, perhaps at a retreat as suggested by the reviewers.

As well, the French faculty members have been engaging in productive and meaningful discussions on curriculum, recruitment and enrolment; they feel that it is through these channels that they will forge a path to improved morale amongst faculty members.

Firstly, they have established an active and committed Curriculum Mapping Committee that is engaged in curriculum mapping, involving re-appraising the Major and Specialist programs in light of desired learning outcomes. This process will set the stage for future conversations with all French faculty members with regards to the direction of the discipline. The expectation is that the review of the French programs will be a mechanism through which the faculty can engage in frank discussions about the goals of the discipline in view of the needs of UTSC's changing student body.

Secondly, the French faculty are taking the questions of recruitment and enrolment very seriously; it is certainly true that, due to the loss of CTEP, enrolments in the Specialist program are down; however, general enrolment numbers in French have improved from their low point last year, where some C- and D- level classes (and even one B-level class) were cancelled. This year, the CFL is pleased to note waitlists for some B-level classes, and more appropriate enrolment numbers in C-level classes. The question of enrolment does remain a concern and it has impacted the morale of the unit. The French faculty are currently exploring the following strategies to increase enrolment in French programs:

- a) Modifying and improving the relationship with Co-op. Historically, French students have had little success finding co-op placements relevant to their programs; one of the reasons for this is that their language proficiency does not meet the level required by employers. To address this, the CFL has adopted the interational standards of the CEFR (Common European Framework of Reference) for language classes, which has enabled them to strengthen the language requirement for entry into French Co-op. This will ensure that French Co-op students will have at least the international B1 level by the time their work-term placement commences, which will enable them to compete successfully for meaningful co-op placements. These more attractive partnerships will in turn allow CFL to use French Co-op as a recruitment tool in Francophone schools, hopefully thereby attracting stronger French students to UTSC.

- b) Creating intensive introductory French courses. This summer, for the first time, CFL will be offering two new introductory French courses (FREA90Y and FREA91Y) on an intensive schedule: FREA90Y is the equivalent of FREA96H and FREA97H, which students can complete in May-June; FREA91Y is the equivalent of FREA98H and FREA99H, which students can complete in July-August. This will potentially allow students who have no previous experience in French to be admitted to FREA01H (which is the gateway course to the French Major, Minor and Specialist) in the Fall, thereby enabling students with a lower French proficiency to meet the entry requirement for French programs.

Although the links between these changes and the morale of the French discipline may not immediately be evident, the CFL believes that considering questions of curriculum and of enrolment are important steps in fostering a positive environment for all colleagues.

- The reviewers also made modest suggestions around course outlines, introductory courses, etc., to ensure consistency, support for grammar and pronunciation, and broaden the pool from which students may enter the major.

The reviewers recommend the French group establish more uniform course outlines for courses with multiple sections, and put into place a process for the approval of course outlines. They made several recommendations for curricular changes aimed at attracting more students to the Major and Major Co-op programs in French, and increasing enrolments in C- and D-level French courses. These recommendations include: creating a pronunciation course, and creating an introductory course in either francophone literatures/culture in English or French literature. Finally, the reviewers identify a gap in faculty research in the area of applied linguistics, and suggest this area would be beneficial given that language teaching is a priority in French.

As previously stated, the Curriculum Mapping Committee has established a list of learning outcomes for the French Major and Specialist; the French faculty are now involved in the next step in the process, which is determining how courses correspond to these outcomes. The faculty is confident this process will result in curricular changes, some of which will address the reviewers' comments; however, the faculty may take different approaches to those proposed by the reviewers. The suggestion, for example, to create a pronunciation course is not supported by the majority of French faculty members; instead, they believe it will be more productive to target every French student with more directed pronunciation work within already existing language classes.

To support changes to the curriculum, there will be a need for future hires in French/Linguistics. Two faculty members who taught French linguistics classes (Prof. Karen McCrindle, who is now Associate Dean, Teaching and Learning, and Prof. Juvéнал Ndrayiragije, who has research-related course release and teaches mainly in English in the Linguistics area) are no longer available to teach French courses. The CFL is currently unable to offer enough linguistics courses in French through full-time faculty members, which means they depend on part-time faculty and sessionals to offer these courses. The suggestion to offer new linguistics courses (in applied linguistics, for example) is

currently unsustainable, given the faculty situation. The CFL will consider modifying its faculty complement plan to include a position in French linguistics with a specialization in language acquisition, which would support courses in applied linguistics as suggested by the reviewers.

Finally, once the Curriculum Mapping Committee has completed its work, the CFL will initiate discussions among faculty regarding standardized structures and content for French courses, while of course leaving room for academic freedom.

- The reviewers reflected students' concerns about large class sizes in ECT and limited course selection in Linguistics, and commented on the need for additional faculty.

The reviewers note the overall positive, welcoming and engaging experience of students in both Linguistics and English-Chinese Translation (ECT), although they also believe it is important to acknowledge students' concerns around large class sizes and too few faculty teaching in ECT, as well as too few upper-level courses being taught in Linguistics. To address these issues, the reviewers support the Centre's desire for new hires in ECT and Linguistics. The reviewers suggest the priorities should be teaching-stream and tenure-stream hires in ECT to support both the existing Minor and also a planned future Major, and tenure-stream hires in sentence processing and computational linguistics to support the planned transition of the BA in Psycholinguistics to a BSc, as well as future plans for an MSc program in Psycholinguistics.

In response to the external review, CFL has implemented some short-term measures to address these issues and is in the process of putting in place more permanent solutions. The group fully agree with the external reviewers that, given the enormous popularity of ECT, the program is severely understaffed. In the summer of 2018 (and as a direct response to the points raised in the external review) 2 part-time faculty were recruited to support ECT. Although both of these positions are currently contractually limited term appointments (one will expire in June 2020, the other in June 2021), the complement planning process for the next five years is underway and will include a teaching stream position in Year 1 and a tenure stream position in Year 2.

The Centre is also requesting a tenure stream appointment in Psycholinguistics (Year 1) which will provide the needed complement to support a BSc program in Psycholinguistics. Once this program is in place, the Centre will consider developing a MSc in Psycholinguistics. The Centre notes that any Psycholinguistics hire will likely require lab space, and they are committed to working with the Dean's Office to ensure that such space is available at the time of hiring.

- The reviewers supported a number of plans to develop new programs (e.g., to convert the Psycholinguistics BA to a BSc as a step towards a new master's program; to develop a distinctive, rigorous, research-informed ECT major that could be accredited). Please comment on the status of these plans including complement plans and any consultation undertaken with cognate units.

The reviewers are clear that they believe the CFL's plans to replace the BA in Psycholinguistics with a BSc is step in the right direction. As they state, the BSc would appropriately capture the program's mission and curriculum, and would further differentiate the Linguistics and Psycholinguistics degree programs. They also suggest that a BSc in Psycholinguistics is the first step towards the Centre realizing its goal of introducing a Master's program. With regard to plans to introduce a new Major in ECT, the reviewers note the strong enrolments in the Minor and suggest these enrolments indicate demand for a Major in this area.

Over this past Fall, the CFL has worked to develop plans for a Major in ECT. A formal proposal was submitted in January 2019 and is currently in the early stages of review and development; their goal is to launch the program in Fall 2021. In addition, a new full-time, continuing track, teaching stream faculty member hired at the start of this academic year will support the Linguistics program. As mentioned earlier, the Centre's next complement plan includes one tenure-stream hire in Psycholinguistics.

- The reviewers noted lengthy delays in getting lab space and equipment for new linguistics faculty and suggested that assigning mentors to new faculty might help.

The source of the reviewer's concerns here is the lingering bad feeling associated with past delays for faculty in Psycholinguistics in getting their lab facilities up and running. To ensure that delays do not continue to be an issue, the reviewers recommend the Centre strengthen its relationship with the Vice-Principal Research, and ensure that new faculty members are assigned a mentor who is a senior academic in the same stream (teaching or tenure) as the new hire.

Regarding the lab space, there were several structural issues related to the renovation of this space. Nearly all of these issues have been addressed and the CFL is working diligently to clear up the last few remaining concerns. Compensation and support has been provided to the two faculty members who have been affected by delays (both in the form of course releases and research stipends), and they are aware of the option to request a delay of their tenure/probationary reviews.

The Vice-Principal Academic and Dean notes that there is a new process at UTSC for identifying space and equipment needs for new faculty that involves the Offices of the Vice-Principal Academic and Dean, the Vice-Principal Research, and the Chief Administrative Officer that enables the Campus to prepare in a pro-active way for the needs of new faculty. This new process also encourages departments to consider the research facility needs of new faculty at the time that they develop their faculty complement plans. The availability of suitable space will be taken into consideration when the campus develops its faculty recruitment plans and 5-year complement plan.

Because faculty often consult with their colleagues on matters of importance to them, including issues like 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. In

addition there are a suite of initiatives related to UTSC's mentorship steering group (*Mentoring Excellence & Diversity at UTSC*, or MEAD), including 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 Vice-Dean Faculty Affairs and Equity 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.

- The reviewers expressed concern about the lack of clarity around unit governance, mission and vision for the Centre, and future plans for the Centre's structure. How will governance and communication structures in the Centre be improved in the short and long term?

The reviewers highlight that, since the establishment of the Centre for French and Linguistics in 2012: "much work has been done to create an academic unit with cohesion in spite of the multifaceted nature of their programs." Nevertheless, the following issues were identified: (1) the duties of the Director and Associate Directors were not explicitly defined; (2) communication and information flow within and outside the unit was problematic; (3) meetings were not held frequently enough; and (4) there was a lack of clarity around the development of the Centre's complement plan. To resolve these, and similar issues, the reviewers recommend the Centre develop a Constitution.

The reviewers also address the question of whether the CFL should move from an EDU:A to a Department. They contextualize their discussion by highlighting the growth of the Centre's programs, their success in identifying niches that differentiate CFL programs from others in the GTA, and the steps the Centre has taken to increase cohesion among the three disciplines in the unit – French, Linguistics and ECT. The reviewers suggest that, before the Centre contemplates Department status, they should develop an overarching vision for CFL's research and teaching missions. They believe that the discussions around the development of a Constitution will support this process.

Under the leadership of the Interim Director, CFL has been working hard to address issues of governance. They have formed a task force, which has been meeting on a monthly basis since September 2018 to develop a Constitution/Best Practices document. The working group consists of members from all areas (French, Linguistics, and ECT) and is composed of both tenure and teaching stream faculty. As a preliminary step to working through issues of governance, CFL has examined the Constitutions of several other departments. They have also had a representative from one of these departments meet with the taskforce to discuss what they considered was working/not working with their own Constitution. Some of the issues CFL has been addressing include: What standing committees are needed by the unit? How should they be staffed? Who is entitled to participate? What is the role of the Director and Associate Directors? As they continue to move forward in addressing these issues they will work in consultation with the Office of the Vice-Principal Academic and Dean. They also note that, in an effort to improve communication and promote greater cohesion and understanding among the entire unit, they have begun to hold monthly two-hour faculty meetings wherein



information can be disseminated to the group and each subunit can inform the others about initiatives they are undertaking. These monthly faculty meetings are proving to be a big success and have prompted a range of important discussions.

Regards,



Professor William Gough  
Vice-Principal Academic and Dean

<b>Action</b>	<b>Implementation Timeline</b>	<b>Lead</b>
The Curriculum Mapping Committee will continue and complete the curriculum mapping exercise in the French area.	Immediate (6 months)	Interim Director; Associate Director, French
The French group will modify and improve the relationship with Co-op.	Immediate (6 months)	Interim Director; Associate Director, French
The French group will create intensive introductory French courses.	Immediate (6 months)	Associate Director, French
The Dean's Office will include a session on effective mentorship in the New Faculty Orientation.	Immediate (6 months)	Vice-Dean Faculty Affairs and Equity and department Chairs/Directors
The Dean's Office will complete the search for a new Director of the CFL.	Immediate (6 months)	Vice-Principal Academic and Dean
The CFL will consider modifying its next faculty complement plan to include a position in French linguistics to support courses in applied linguistics.	Immediate to Medium (6 months to 1 year)	Interim Director
The French group will continue to engage in a discussion regarding their future direction and will develop a mission	Immediate to Medium (6 months to 2 years)	Associate Director, French

statement. This process will be supported by the new Director, once that person is appointed.		
The French group will determine and implement curriculum changes prompted by their curriculum mapping exercise.	Immediate to Medium (6 months to 2 years)	Interim Director; Associate Director, French
The Centre's next complement plan will include the following: <ul style="list-style-type: none"> <li>• for ECT, a new teaching stream faculty member in Year 1;</li> <li>• for Psycholinguistics a new tenure stream faculty member in Year 1;</li> <li>• for ECT a new tenure stream faculty member in Year 2.</li> </ul>	Immediate to Medium (6 months to 2 years)	Interim Director; Associate Director, French
CFL will continue 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)	Interim Director and/or designate(s)
In line with their academic priorities and available resources, the CFL will begin introducing new programs.	Medium to Longer (2 years to 5 years)	Interim Director; Associate Director, French
Following upon the appointment of a new Director, and the development of a departmental constitution the CFL, in consultation with the Dean's Office, will revisit moving to Departmental status.	Medium to Longer (2 years to 5 years)	Director; Vice-Principal Academic and Dean

### **3. Committee on Academic Policy & Programs (AP&P) Findings**

*This section will be inserted after AP&P by the VPAP office using language verbatim from the approved Report of the meeting.*

### **4. Institutional Executive Summary**

The reviewers praised high quality of the training that students are receiving in the Centre for French and Linguistics and its well-structured programs. They noted the well thought out and organized French programs and the comprehensive Linguistics curriculum, with its focus on experimental methods. The faculty are dedicated, and the students are satisfied with their programs, courses, and advising. They also highlighted the phenomenal growth of the English-to-Chinese Translation minor and the efforts of the program supervisor. The reviewers recommended that the following issues be addressed: encouraging conversations to build morale and develop a mission and vision for the French sector; reviewing the structure of the specialist and major in light of decreased demand for the specialist; supporting recruitment; ensuring the viability of C and D level courses; creating parity with cognate programs on other campuses; adapting course outlines and introductory courses to ensure consistency; providing support for grammar and pronunciation; broadening the pool from which students may enter the major; addressing students' concerns about large class sizes in ECT and limited course selection in Linguistics; addressing the need for additional faculty; developing new programs (e.g., converting the Psycholinguistics BA to a BSc as a step towards a new master's program; developing a distinctive ECT major that could be accredited); addressing lengthy delays in getting lab space and equipment for new linguistics faculty; addressing the lack of clarity around unit governance, mission and vision for the Centre, and future plans for the Centre's structure. The Dean's Administrative Response describes the Faculty, unit and programs' responses to the reviewers' recommendations, including an implementation plan for any changes necessary as a result.

### **5. Monitoring and Date of Next Review**

*This section will be inserted after AP&P upon confirmation from the Office of the Dean and Vice-Principal Academic, UTSC.*

### **6. Distribution**

On May 17, 2019, the Final Assessment Report and Implementation Plan was posted to the Vice-Provost, Academic Programs website and the link provided by email to the Vice-Principal, Academic & Dean of the University of Toronto Scarborough, the Secretaries of AP&P, Academic Board and Governing Council, and the Ontario Universities Council on Quality Assurance. The Dean provided the link to the Director of the program.

# UTQAP Cyclical Review: Final Assessment Report and Implementation Plan

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## 1. Review Summary

<b>Programs Reviewed:</b>	Political Science, B.A. Hons.: Specialist, Major, Minor  Economics and Political Science, B.A. Hons.: Specialist (Joint with Economics)  History and Political Science, B.A. Hons.: Specialist (Joint with History)
<b>Unit Reviewed:</b>	Department of Political Science, UTM
<b>Commissioning Officer:</b>	Vice-Principal Academic and Dean, University of Toronto Mississauga
<b>Reviewers:</b>	1. Professor Rudra (Rudy) Sil, SAS Director of the Huntsman Program in International Studies & Business, Department of Political Science, University of Pennsylvania 2. Professor Lois Harder, Professor and Principal, Peter Lougheed Leadership College, Faculty of Arts, University of Alberta
<b>Date of Review Visit:</b>	April 26 – 27, 2018

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## Previous Review

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**Date: December 13-14, 2010**

### Summary of Findings and Recommendations

#### Undergraduate Programs

The reviewers observed the following strengths:

- Very positive student evaluations; very engaged students
- Effective use of graduates in undergraduate teaching

The reviewers identified the following areas of concern:

- Relatively large student to faculty ratio
- Difficult for students to enrol in fourth year courses at St. George; lack of consistent and accurate information about enrolling

The reviewers made the following recommendations:

- Offer more third year courses on a semester basis
- Offer academic counselling by graduate students to undergraduates

#### Faculty/Research

The reviewers observed the following strengths:

- High quality faculty with diverse strengths

The reviewers identified the following areas of concern:

- Ill-advised reliance on part-time faculty

The reviewers made the following recommendations:

- Hire new positions to sustain department's positive trajectory

#### Administration

The reviewers observed the following strengths:

- The Principal is actively working to build partnerships with the city of Mississauga and the local community in the area of multicultural programming and include communities.

The reviewers identified the following areas of concern:

- The physical separation between UTM and the ST George campus

The reviewers made the following recommendations:

- Department to actively support the Principal's fundraising initiatives

- Department to work together with the UTM administration to develop programs that reflect the increasing ethnic and religious diversity of the UTM campus

## Current Review: Documentation and Consultation

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### Documentation Provided to Reviewers

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

### Consultation Process

The reviewers met with the Vice-Principal Academic & Dean; Vice-Dean, Teaching and Learning; Chair of the Department of Political Science, UTM; Graduate Chair of the Department of Political Science; senior and junior tenure-stream faculty members; teaching stream faculty members; undergraduate students; departmental administrative staff; staff from the Robert Gillespie Academic Skills Centre the Hazel McCallion Academic Learning Centre.

## Current Review: Findings and Recommendations

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### 1. Undergraduate Program

The reviewers observed the following **strengths**:

- Curriculum and program delivery
  - Good range of topics in the curriculum
  - Specialist tracks provide students with good options for exploring their individual interests
  - Students have a clear understanding of the program structure and degree requirements
- Quality indicators – undergraduate students
  - Satisfied with course selection, education quality and access to faculty – this is especially impressive given the “commuter campus” status

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

- Curriculum and program delivery

- Some year long courses offered, which allow students to drop the course as late as February, leaving students without any credit
- Students interested in a senior-level capstone or thesis project have to travel to St. George campus to engage in these activities
- Absence of courses on topics related to China and/or East Asia, especially surprising given the student demographics at UTM; students confirmed they would be interested in courses in this topic area
- Innovation
  - Confusion surrounding what constitutes experiential learning and community service learning; student interest in the opportunities exceeds the available activities
- Student engagement, experience and program support services
  - Many TAs are hired from St. George campus and do not attend classes due to long commute times, leaving them less prepared to lead tutorials
  - TAs are hired for a certain number of hours, which can lead to challenges with having enough hours left at the end of the term to grade final exams, and limits the ability to require longer written assignments
- Quality indicators – undergraduate students
  - Faculty expressed concern that many students are not prepared to write well and there is an apparent lack of commitment to reading
    - Some junior female faculty have devoted time to designing and supporting writing intensive courses offered by the Academic Skills Centre and by devoting time to personally assisting students; the time and effort faculty are devoting to this is of some concern
  - Number of “weaker” students may be slightly larger at UTM when compared to St. George

The reviewers made the following **recommendations**:

- Curriculum and program delivery
  - Evaluate current yearlong course offerings to determine if it would be more appropriate to offer courses on a one-semester basis
  - Seriously consider the addition of a senior-level capstone and/or thesis project, especially given student interest in graduate studies
  - Explore options for offering a large lecture course on China and a more specialized course on East Asia
- Innovation
  - Establish a department-wide understanding of what “experiential learning” entails and encourage more of these activities and community service learning
    - Consider possible rewards and recognition for faculty who undertake additional work required for experiential learning experiences
- Student engagement, experience and program support services
  - Provide TAs with course lecture notes and try to ensure TAs regularly attend lectures when they have been assigned to a course for the first time

- Increase the number of TA hours for 100 and 200-level courses to allow TAs to provide more useful feedback
- Quality indicators – undergraduate students
  - Address critical writing and reading challenges by:
    - considering campus-wide writing intensive courses that could be taken early in a student’s program
    - reviewing the writing intensive courses at the Academic Skills Centre and measuring the benefits against the time and effort devoted by the faculty involved
    - exploring smaller class sizes

## 2. Faculty/Research

The reviewers observed the following **strengths**:

- Overall quality
  - Productive and visible faculty make impressive contributions for the size of the department
  - Excellent junior faculty are establishing themselves in their disciplinary fields
  - Faculty output is on par with other international peer departments
  - Successful grant acquisition in an environment that is growing evermore competitive
- Research
  - Diverse scope of research that cuts across various subfields and addresses themes of growing global importance
- Faculty
  - Actively participate in the training and supervision of graduate students at St. George campus
  - Many belong to professional associations, serving as officers, grant reviewers, coordinators, etc.

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

- Research
  - Absence of faculty working on the study of Indigenous politics, as well as Chinese and/or East Asian politics
- Faculty
  - Recent faculty losses will need to be filled
  - New faculty and instructors may not be familiar with managing TAs
  - Women and racial minorities were called on much more often to provide emotional and caring support for students
  - Demographics of current faculty are a bit unbalanced: all senior and full professors are men, there is a small associate professor pool, and large group of assistant professors where all the female faculty in the department reside



- Faculty demographics can present challenges when identifying department leadership

The reviewers made the following **recommendations**:

- Research
  - Prioritize extending the faculty scope and research output in the areas of Indigenous politics, and Chinese/East Asian politics
- Faculty
  - Ensure faculty renewal:
    - considers racial diversity and gender
    - considers the Truth and Reconciliation recommendations
    - considers shifts in the demographics of the student body
  - Provide guidance and mentoring to new faculty on how to best manage TAs to ensure positive teaching and learning experiences for undergraduate students, and to ensure good time management for faculty and instructors
  - Emotional and supportive work provided by female and racial minority faculty should be acknowledged in annual evaluations and tenure and promotion decisions

### 3. Administration

The reviewers observed the following **strengths**:

- Relationships
  - Good research community formed between UTM and St. George faculty
  - Strong camaraderie and respect among faculty, staff and students
- Organizational and financial structure
  - Extremely competent staff who contribute to the overall positive environment
  - While financial structure does not include much flexibility for supporting strategic initiatives, the Dean's office is very supportive of several identified priorities surrounding research, student engagement, TA needs, etc.

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

- Organizational and financial structure
  - Administrative staff are at times overworked; strain is growing
  - An executive committee does not seem to exist at the department
  - Difficult to have substantive planning and governance discussions at UTM due to faculty commitments to St. George and travel times
    - This was a reason given for not having completed a curriculum mapping exercise yet

- Department does not feel able to take up new opportunities coming out of the UTM Dean's office because of a lack of time and resources available
  - Some of the new administrative initiatives would be an asset, but possible implementation is overshadowed by the concern of further increasing staff workload
- Administrative and faculty offices are located in separate spaces
- Computer infrastructure, primarily for faculty, needs improvement

The reviewers made the following **recommendations**:

- Organizational and financial structure
  - Complete a strategic needs assessment to evaluate staff workload and to identify places to increase efficiencies
  - Create an executive committee structure, consisting of the Chair, Associate Chair, and Manager, to address and consult on issues that arise at the department
  - Promote on-site academic planning that prioritizes student and community engagement at UTM
  - Seek support from the University regarding administrative challenges so that the department may take advantage of new initiatives
  - Monitor move to new shared offices (set for August 2018) to ensure arrangement is working for all members of the department



## 2. Administrative Response & Implementation Plan

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UNIVERSITY OF  
**TORONTO**  
MISSISSAUGA

OFFICE OF THE DEAN

March 7, 2019

Professor Susan McCahan  
Vice-Provost, Academic Programs  
Simcoe Hall  
University of Toronto

Dear Professor McCahan,

I am writing to provide an administrative response to the External Review of UTM's Department of Political Science, which was held in April 2018. The Political Science, B.A. Hons. (Specialist, Major, Minor); Economics and Political Science, B.A. Hons. (Specialist); and History and Political Science, B.A. Hons. (Specialist) programs were reviewed. The review noted the high quality and diverse strengths of the faculty, highlighting in particular the contributions of the younger generation of scholars in the unit. The review also praised the high level of engagement of students in these programs. With appropriate support, the Department is well positioned to work with academic and community partners to engage with and reflect the increasing diversity of the UTM campus.

The Department has already made a number of significant changes in response to the review and in preparation for the changes and activities outlined in this letter. In particular, the Department is excited by the prospect of creative and energetic leadership provided by a new generation of faculty and will have a new Chair, Professor Andrea Olive, effective July 1, 2019. The Department has also taken preliminary steps to alleviate the "over-work" of staff identified by reviewers and will soon receive additional staffing support amounting to 20% of a Financial Officer. The Department is contemplating requesting further adjustments to administrative staffing to provide additional assistance to the Chair.

The next sections directly address the issues raised by the reviewers and highlighted in your request for a response. An implementation plan with timelines can be found at the end of this letter.

### **Administration**

*The reviewers urged consideration of administrative/committee structures that would allow for more concerted attention to setting and realizing Department priorities.*

The new Chair will scrutinize existing administrative structures and will implement new structures in the department. In preparation, she has been provided with some additional administrative staffing resources, and the Department is considering a request for further adjustments to staffing to provide additional support to the Chair.

Professor Olive has indicated that curriculum mapping is a high priority for her first year, and she intends to engage the Department in a full-scale mapping exercise. The results of this exercise will inform a curricular review and later adjustments to administrative structures.

*The reviewers suggested ways to ensure that TAs are adequately prepared to lead tutorials. The reviewers also flagged the need for guidance for new teaching staff on working effectively and efficiently with TAs to support undergraduate student learning outcomes and excellent teaching experience for graduate students.*

As a member of a tri-campus graduate unit, the Department has primarily relied on TA workshops run at St. George. Additional training workshops for TAs in writing intensive courses have been provided at UTM by the Robert Gillespie Academic Skills Centre (RGASC). Faculty teaching writing intensive courses have had good experiences with the latter training, and the Department will explore a collaboration with the RGASC to provide these resources to TAs in other courses. The Department will also consider organizing an orientation for new teaching staff to include information about effective TA management and mentoring.

## **Curriculum**

*The reviewers encouraged the department to develop a shared understanding of experiential learning and to ensure supports are in place to engage in more of these activities.*

The Department strongly supports the expansion of experiential learning opportunities. However, as noted by the reviewers, engaging in such activities has implications for administrative support and faculty workload. The Department believes these activities should be carefully integrated into the curriculum to maximize impact while balancing the load on faculty and staff and will use the previously mentioned curriculum mapping exercise as a mechanism for developing a shared understanding of the role of – and opportunities for – experiential learning in the program.

*The reviewers asked whether students might be better served by having all courses offered on a semester-long basis, a change which could also allow for greater flexibility with respect to assigning faculty and teaching assistants to courses.*

A number of year-long courses have been split into sequences in recent years, including one change this year which replaced JPE250Y with JPE251F and JPE252S. The Department believes further splits in the future to be likely.

However, the Department's position is that the advantages and disadvantages of a split should be evaluated on a course-by-course basis by the curriculum committee, in coordination with the course's instructor(s). Such a decision would depend on the content and skills to be developed, as informed by the proposed curriculum map, and on the pedagogical choices made by the Department and instructor(s).

*The reviewers suggested ways to support specialist students at UTM who are interested in pursuing graduate studies.*

The reviewers proposed a “capstone” course for fourth year students in specialist programs. This proposal has already been adopted. The course has been approved for the 2019-20 calendar and will be taught in the upcoming academic year.

The reviewers also proposed closer coordination with the Department’s undergraduate student society, and we have also adopted this proposal. This year, faculty participated in a workshop hosted by UTM’s Political Science and Pre-Law Association devoted precisely to issues relating to grad school admission.

## **Faculty**

*The reviewers were concerned that female faculty were differentially spending more time supporting undergraduate students beyond basic course requirements (e.g., supporting writing skills development or providing experiential learning opportunities). The reviewers asked how this impacts annual reviews and tenure and promotion.*

The annual review process in Political Science is performed first at a tri-campus level, by a large and diverse tri-campus committee, and then reviewed by a much smaller UTM committee. Tenure and promotion committees also feature tri-campus representation. In all cases, the committees take account of the full range of activities and contributions of Political Science faculty, including the activities mentioned by the reviewers. The Chair of the UTM Department always has a voice in these processes, and historically, no issues have been identified. Nevertheless, both the Interim and incoming Chairs will carefully monitor these processes going forward. It should also be noted that the UTM Department is represented on a fairly new tri-campus Political Science equity committee responsible for reviewing a whole range of gender-related issues. The new Chair will avail herself of the work done by this tri-campus committee.

The Department acknowledges that the two writing intensive courses currently in the program are primarily taught by female faculty but emphasizes that male faculty engage in experiential learning offerings, both in the classroom and through research opportunities. The Department expects the planned curriculum mapping exercise and review to identify additional opportunities for such teaching. The incoming Chair will vigilantly monitor both the distribution of workload and its impact on annual reviews, tenure, and promotion.

*The reviewers made a number of recommendations to inform complement planning, including the need to attend to diversity, the TRC recommendations, regional gaps, and support for experiential learning.*

The reviewers’ recommendations align with the Departments desires. In addition, the incoming Chair has expressed an expectation that curricular needs, as defined by the planned curriculum

map, will influence complement planning by identifying gaps and opportunities for skills development and experiential learning.

In the near term, the Department will be encouraged to fill up to two vacancies, one created in 2018 and one expected in 2019. The Department has begun the process of deliberating the nature of these positions, including area, stream, and rank. Furthermore, issues such as diversity, the TRC recommendations, and the need to support experiential learning will feature prominently in the deliberations about both the position description and any potential candidates.

## **Students**

*The reviewers noted faculty concerns regarding incoming students' writing skills and encouraged consideration of campus-wide supports.*

In its Academic Plan, UTM has committed to supporting the development of students' foundational writing skills. A working group recently presented recommendations to the campus that included the creation of required first year courses where the writing process is taught and practiced, and the expansion of funded supports to develop students' writing skills within the disciplines in upper year courses.

The Department is supportive of these efforts but is already taking steps, within the Political Science programs, to support the development of writing skills. As noted by reviewers, the Department is already offering a number of writing intensive courses with support provided by the Dean's Writing Initiative. The faculty will consider expanding participation in the program, potentially into first year political science courses. These efforts will be guided by the previously mentioned curriculum mapping work that the Department will undertake.

## **Implementation Plan - Department of Political Science, UTM**

### Immediate Term (6 months)

#### Administration

- Increase the administrative support available to the Department by 20% of a financial officer. *[Department with funding from the Dean's Office]*
- Offer an orientation to new instructional staff to highlight effective TA management and mentoring. *[Department in collaboration with the Robert Gillespie Academic Skills Centre]*

### Curriculum

- In conjunction with the new Chair stepping up, begin a curriculum mapping exercise to inform further curricular changes. *[Department with support from the Dean's Office and Robert Gillespie Academic Skills Centre]*

### Faculty

- Deliberate on a medium-term hiring plan to fill up to two expected vacancies. *[Department]*

### Medium Term (1-2 years)

#### Administrative

- Monitor and improve the orientation provided to new instructional staff, and consider expanded TA training at UTM to support important issues like writing instruction. *[Department in collaboration with the Robert Gillespie Academic Skills Centre]*

#### Curriculum

- Continue curriculum mapping efforts. *[Department]*
- Begin a curriculum review, including a review of experiential learning in the curriculum, using the developing curriculum map. *[Department with support from the Experiential Learning Office]*

#### Faculty

- Fill faculty vacancies, with consideration provided to diversity, the TRC recommendations, and identified curricular needs and opportunities. *[Department with support from the Office of the Dean]*

#### Students

- Expand writing skills development based on the results of curriculum mapping and changes to writing support at the campus level due to the Academic Plan. *[Department with funding from the Dean's Writing Initiative]*

### Long Term (3-5 years)

#### Curriculum

- Maintain the curriculum map and continue review of programs. *[Department]*

#### Faculty

- Engage in annual complement planning informed by diversity needs, the TRC recommendations, and identified curricular needs and opportunities. *[Department with support from the Office of the Dean]*

Please let me know if you have any questions about this response. The Department Chair and Dean will review the progress made on this plane annually, as part of a regularly scheduled meeting. The next review of these programs is scheduled to be completed by the 2026-27 academic year.

Sincerely,



Amrita Danieri  
Vice-Principal, Academic & Dean



### **3. Committee on Academic Policy & Programs (AP&P) Findings**

*This section will be inserted after AP&P by the VPAP office using language verbatim from the approved Report of the meeting.*

### **4. Institutional Executive Summary**

The reviewers praised the range of topics in the curriculum, which allows students the opportunity to explore individual interests. The reviewers were impressed by the student satisfaction with access to faculty, especially given the commuter status for many faculty and students. Overall, the reviewers complimented the positive environment at the Department and highlighted the healthy relationship with St. George campus. The reviewers recommended that the following issues be addressed: addressing faculty concerns regarding incoming students' writing skills by encouraging consideration of campus-wide supports; addressing issue of female faculty providing disproportionate support to undergraduate students beyond basic course requirements (e.g. writing skills development, experiential learning opportunities) and the impact of this on annual reviews and tenure and promotion; developing a shared understanding of experiential learning and ensuring supports are in place to increase engagement in these activities; offering all courses on a semester-long basis to allow for greater flexibility in assigning faculty and teaching assistants to courses; supporting specialist students at UTM who are interested in pursuing graduate studies; ensuring that TAs are adequately prepared to lead tutorials; providing guidance for new teaching staff on working effectively and efficiently with TAs to support undergraduate student learning outcomes and teaching experience for graduate students; considering diversity, TRC recommendations, regional gaps, and support for experiential learning in complement planning; and considering administrative/committee structures that would allow for more concerted attention to setting and realizing Department priorities. The Dean's Administrative Response describes the Campus, unit and programs' responses to the reviewers' recommendations, including an implementation plan for any changes necessary as a result.

### **5. Monitoring and Date of Next Review**

The Department Chair and Dean will review the progress made on this plan annually, as part of a regularly scheduled meeting. The next review of these programs is scheduled to be completed by the 2025-2026 academic year.

### **Distribution**

On May 17, 2019, the Final Assessment Report and Implementation Plan was posted to the Vice-Provost, Academic Programs website and the link provided by email to the Vice-Principal, Academic & Dean of the University of Toronto Mississauga, the Secretaries of AP&P, Academic Board and Governing Council, and the Ontario Universities Council on Quality Assurance. The Dean provided the link to the Chair of the Department.

# UTQAP Cyclical Review: Final Assessment Report and Implementation Plan

## 1. Review Summary

<b>Program Reviewed:</b>	Book and Media Studies, B.A. (Hons.): Maj, Min
<b>Division/Unit Offering Program:</b>	University of St. Michael's College, Faculty of Arts & Science
<b>Commissioning Officer:</b>	Dean, Faculty of Arts & Science
<b>Reviewers:</b>	<ol style="list-style-type: none"> <li>1. Prof. Thomas Carmichael, Ph.D., Dean, Faculty of Information and Media Studies, University of Western Ontario</li> <li>2. Prof. Paul Conway, Ph.D., School of Information, University of Michigan</li> </ol>
<b>Date of Review Visit:</b>	May 3, 2018

### Previous Review

Program approved to commence Spring 2007. No previous reviews.

## Current Review: Documentation and Consultation

### Documentation Provided to Reviewers

Self-Study and Appendices; Terms of Reference; Faculty CVS, Towards 2030 Framework.

## Consultation Process

The reviewers met with the Dean, Faculty of Arts & Science; Vice-Dean, Academic Planning and Strategic Initiatives; Principal and Vice-President of USMC and Director of the BMS program; BMS faculty members; Cognate faculty: Director of the Centre for Medieval Studies; Director of the Cinema Studies Institute; archivists from the Kelly Library; St. Michael's College staff; and undergraduate students in the BMS program.

## Current Review: Findings and Recommendations

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### 1. Undergraduate Program

The reviewers observed the following **strengths**:

- Overall quality
  - Remarkably successful program that is product of an inspired vision, a unique legacy, and the sustained engagement of faculty and sessional instructors
  - Program's interdisciplinary orientation and commitment to its objectives promise growth, development, and student interest—unique among humanities programs
- Objectives
  - Innovative, interdisciplinary program founded to carry forward the legacy of Marshall McLuhan's thought and housed in the University of St. Michael's College
  - Exemplary in its fulfillment of its objectives, those of Arts & Science and U of T
- Admissions requirements
  - Straightforward admissions requirements
- Curriculum and program delivery
  - Course offerings are robust in each stream
  - Invaluable introductory foundation courses
  - Flexible curriculum with a lot of student choice
  - Welcome addition of an internship course in media, which provides a unique opportunity that is often not available to undergraduates in traditional humanities programs
- Innovation
  - Configuration of the program is unique in Canada and internationally
  - Immense book and manuscript resources of the University of Toronto and the University of Toronto library system offer outstanding opportunities for innovative practical engagement
- Student engagement, experience and program support services
  - Strength of the program's reputation, its subject matter, and its interdisciplinary orientation are attractive to students
  - Students are enthusiastic about the program
- Quality indicators – undergraduate students

- Larger than many undergraduate programs at U of T
- Quality of the program is commensurate with the strong quality of students on the St. George campus

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

- Curriculum and program delivery
  - Separation of print and media into two subject POSTs
  - Program flexibility means that courses taught from year to year have little common content and causes students difficulty in mapping out their programs of study
  - While program demand is met by the committed and very successful instructors and scholars, current program delivery is constrained by the need to meet overwhelming demand
  - Delivery of the media internship course depends on faculty goodwill and voluntary labour
- Quality indicators – undergraduate students
  - Program’s size far outstrips the resources available to support its mission

The reviewers made the following **recommendations**:

- Admissions requirements
  - Revise admissions requirements to make admission more competitive, reducing the number of majors and prioritizing BMS in course admissions
- Curriculum and program delivery
  - Add significant resources to the administration of the internship course
- Quality indicators – undergraduate students
  - Reduce the number of students in the major to a level that faculty and administrators feel can be supported and that is consistent with the program’s academic values and objectives

## 2. Faculty/Research

The reviewers observed the following **strengths**:

- Research
  - Each of the five faculty associated with the program has an active research profile
  - Archivists and librarians at the Kelly library who participate in the program also have active records of publication and academic activity
  - Exciting and necessary opportunities for undergraduate research, including the Interconnectivity Studies Working Group

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

- Faculty
  - Some faculty have teaching loads above what would be expected at a major research institution
  - Program requires more full-time faculty with significant research in their workloads

The reviewers made the following **recommendations**:

- Research
  - University to make a substantial commitment to faculty research to ensure faculty stay at the forefront of critical and intellectual fields
- Faculty
  - Address urgent need for more full-time faculty members, whose appointment includes significant commitments to and support for research in the fields represented by the program's unique vision

### 3. Administration

The reviewers observed the following **strengths**:

- Relationships
  - Program also enjoys the full support of the Principal of the University of St. Michael's College, where it is housed, and the support of the Faculty of Arts & Science
  - Faculty, staff, and students are enthusiastic about the program and committed to its objectives and success
  - Promising partnerships with Cinema Studies and Medieval Studies
  - Recognized relationship with the Collaborative Program in Book History and Print Culture
  - Developing relationships with the media and scholarly community across Toronto
- Organizational and financial structure
  - Impressive commitment of the director to seek partners to enlarge the faculty complement
  - Positive development of a home for students in the McLuhan Centre for Culture and Technology, which is an invaluable asset to the program and its students
- International comparators
  - Truly unique program in its equal dedication to book studies and media studies

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

- Relationships
  - Relationships with other units are essential to realize development of the faculty complement

- Strength of the relationship with the iSchool is less apparent than with other units, though the Dean of the iSchool and notable faculty members have been supportive of the program
- The iSchool's new undergraduate program will likely limit potential for direct collaboration with the program
- Organizational and financial structure
  - Considerable challenge of managing the program with a small number of administrators and support staff, who have commitments outside of the program
  - AV and IT infrastructure at St Michael's lags behind that of the University, though these are prioritized in the upcoming USMC plan
- Long-range planning and overall assessment
  - Universal understanding that faculty resources are a central challenge
  - Enrolment growth does not provide the program with any immediate or guaranteed advantage in terms of revenue or a claim on resource
- International comparators
  - Comparator programs include a significant cohort of tenure-stream and tenured faculty and a major research mission

The reviewers made the following **recommendations**:

- Relationships
  - Develop the relationship with the new Digital Humanities program at Woodsworth College
  - Continue to develop societal outreach relationships
- Organizational and financial structure
  - Continue to develop partnerships to enlarge the faculty complement
- Long-range planning and overall assessment
  - Consider the size of Book and Media Studies in the context of its current resources and academic objectives
  - Prioritize seeking student support through bursaries and scholarships
  - Highlight the extraordinary success of the program in appeals to alumni



## 2. Administrative Response & Implementation Plan

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UNIVERSITY OF TORONTO

FACULTY OF ARTS & SCIENCE

March 6, 2019

Professor Susan McCahan  
Vice-Provost, Academic Programs  
University of Toronto

**Re: UTQAP cyclical review of Book and Media Studies (BMS)**

Dear Professor McCahan,

Along with the faculty, staff and students of Book and Media Studies, I am pleased with the external reviewers' assessment of BMS and its programs: Book and Media Studies, B.A., Hons. (Major, Minor). The reviewers complimented the "*remarkable success*" of the Book and Media Studies undergraduate program, highlighting its "*interdisciplinary orientation and its double commitment to the historical culture of the book and the contemporary media landscape and its social context.*"

The quality of this program notwithstanding, as per your letter dated January 21, 2019, the review report raises a number of issues and challenges. I am writing to address the areas of the review report that you identify as key. The response to these items and implementation plan are separated into immediate (6 months), medium (one to two years), and longer (three to five years) terms, where appropriate, along with who will take the lead in each area. The Dean's office has discussed the reviewers' comments through consultation with the Director of the Book and Media Studies program to develop the following implementation plan incorporating the reviewers' recommendations.

**The reviewers observed that growth has outpaced the faculty complement and emphasized the importance of having faculty who are engaged in research contributing to the program; they identified a number of possible cognate unit relationships to build on in this regard. They also recommended changing admissions requirements control enrolment more effectively to align it with the available faculty compliment.**

### Implementation Plan

**Immediate term response:** The program is open to all of these points and notes the research-informed teaching currently being done by the USMC teaching-stream professors currently involved with the program (who hold SSHRC grants, publish books and peer-reviewed articles, and are part of and convene meetings of international groups of scholars in cognate fields).

The Principal has been actively involved in conversations with Chairs/Directors of cognate units, and is already working with English, Cinema Studies, and the Digital Humanities to examine the possibility of including courses taught by cognate tenure-stream faculty in the BMS program.

The Principal will work with the Vice-Dean, Undergraduate and International, to determine the optimal enrolment for the program.

**Medium to longer term response:** The Faculty is aware of the need to engage tenure-stream faculty in interdisciplinary programs, including those sponsored by Colleges. The Faculty is currently engaged in an Academic Planning exercise involving eight working groups. The Academic Planning and Change Working Group includes in its terms of reference the need to address support for interdisciplinary programs. The report of the Working Group, including a set of recommendations, will be provided to the Dean in May 2019. The reports of all working groups will provide the groundwork for the next A&S Academic Plan.

**The reviewers noted that the program's current size outstrips the resources available to support its mission. How will IT, AV and staff resource needs be addressed in line with the program's academic objectives?**

#### Implementation Plan

**Immediate (six months) term response:** The program's sponsor, USMC, will continue to offer these resources in ways that are commensurate with the size of the program. USMC continuously updates its facilities and related resources such as budgetary constraints allow.

**The reviewers recommended assessing the desirability of maintaining distinct paths and the logic and relation of the program streams, as well as considering sequences of consistently offered courses.**

The BMS program committee is convinced that the distinct streams are what make this an especially distinctive program: there are media studies programs and print culture programs at many institutions, but only BMS makes the case for their complementarity and integration.

#### Implementation Plan

**Immediate term response:** Since the reviewers' visit, the program is already committed to and practicing a more intentional and logical set of consistently-offered courses. The primary rubric for this – with currently stable teaching capacities, via the teaching-stream faculty noted above – is to consider student needs in the context of program requirements and legible progressions from gateway courses through to fourth-year courses.

**Medium term response:** The program is committed to creating a curriculum map as an added resource in this respect; the mapping exercise will provide an opportunity to consider these logical progressions and to assess whether changes to courses or program requirements are advisable.



**The reviewers asked how the program will maintain its existing research and experiential learning opportunities as well as grow an integrated suite of experiential learning opportunities.**

Implementation Plan

**Immediate term response:** Research opportunities are in place, supported by the College, and will continue.

**Medium term response:** The Faculty is committed to increasing capacity for experiential learning opportunities, and is in the process of setting up a new Experiential Learning and Outreach Support (ELOS) Office. This office will assist departments and programs with building more experiential, research, and international opportunities into their curricula, and with developing outreach activities that enable faculty and students to engage with relevant community and non-profit organizations, as well as industry. The office will also facilitate work or community placements for students that align with their educational goals. The ELOS team will work with the Principal over the next two years to identify experiential learning opportunities for BMS students.

**The reviewers recommend that USMC make seeking student support for the program one of its priorities.**

Implementation Plan

**Immediate term response:** The Principal has identified student support for BMS as a priority with colleagues in USMC senior administration (president, chief advancement officer, and bursar). In spring 2019, the program is hosting a public talk intended to engage alumni and, among other items, identify opportunities for giving to students in the program.

The Dean's office will monitor the implementation of recommendations, with, at minimum, a brief report to the Office of the Vice-Provost, Academic Programs, midway between the year of the site visit and the year of the next site visit. The year of the next review will be the 2025-2026 academic year.

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

Sincerely,



David Cameron  
Dean and Professor of Political Science

cc.

Randy Boyagoda, Principal of the University of St. Michael's College, Director of Book and Media Studies

Penelope Lockwood, Vice Dean, Academic Planning & Strategic Initiatives, Faculty of Arts & Science

Daniella Mallinick, Director, Academic Programs, Planning & Quality Assurance, Office of the Vice-Provost, Academic Programs

Andrea Benoit, Academic Review Officer, Office of the Dean, Faculty of Arts & Science

### **3. Committee on Academic Policy & Programs (AP&P) Findings**

*This section will be inserted after AP&P by the VPAP office using language verbatim from the approved Report of the meeting.*

### **4. Institutional Executive Summary**

The reviewers praised the program's success, highlighting its innovation and interdisciplinary nature. Students are enthusiastic about the program and curriculum, which provides good student choice among a robust list of course offerings. The reviewers were impressed by the healthy relationship with St. Michael's College, and identified several other promising partnerships that can continue to grow the strong reputation of the program. The reviewers recommended that the following issues be addressed: addressing how enrolment growth has outpaced the faculty complement; having faculty who are engaged in research contributing to the program; changing admissions requirements to control enrolment more effectively to align it with the available faculty complement; addressing how the program's size outstrips the resources available to support its mission; assessing the desirability of maintaining distinct paths and the logic and relation of the program streams, as well as considering sequences of consistently offered courses; determining how the program will maintain its existing research and experiential learning opportunities as well as grow an integrated suite of experiential learning opportunities; and having USMC prioritize seeking student support for the program. The Dean's Administrative Response describes the Faculty, College, and program's responses to the reviewers' recommendations, including an implementation plan for any changes necessary as a result.

### **5. Monitoring and Date of Next Review**

The Dean's office will monitor the implementation of recommendations, with, at minimum, a brief report to the Office of the Vice-Provost, Academic Programs, midway between the year of the site visit and the year of the next site visit. The year of the next review will be the 2025-2026 academic year.

### **6. Distribution**

On May 17, 2019, the Final Assessment Report and Implementation Plan was posted to the Vice-Provost, Academic Programs website and the link provided by email to the Dean of the Faculty of Arts & Science, the Secretaries of AP&P, Academic Board and Governing Council, and the Ontario Universities Council on Quality Assurance. The Dean provided the link to the Director of the Program.

# UTQAP Cyclical Review: Final Assessment Report and Implementation Plan

## 1. Review Summary

<b>Programs Reviewed:</b>	<p>Industrial Relations and Human Resources, B.A. (Hons.): Specialist, Major</p> <p>Certificate in Human Resource Management (with Woodsworth College)</p> <p>Master of Industrial Relations and Human Resources, M.I.R.H.R.</p> <p>Industrial Relations and Human Resources, Ph.D.</p>
<b>Unit Reviewed:</b>	Centre for Industrial Relations and Human Resources
<b>Commissioning Officer:</b>	Dean, Faculty of Arts and Science
<b>Reviewers (Name, Affiliation):</b>	<ol style="list-style-type: none"> <li>1. Professor John Budd, Industrial Relations Land Grant Chair, Department of Work and Organizations, Center for Human Resources and Labor Studies, Carlson School of Management, University of Minnesota</li> <li>2. Professor Richard P. Chaykowski, Director MIR Program, Faculty of Arts and Science, Queen's University</li> <li>3. Professor Anthony J. Nyberg, Academic Director, Master of Human Resources, Management Department, Darla Moore School of Business, University of South Carolina</li> </ol>
<b>Date of Review Visit:</b>	June 4 – 5, 2018

## Previous Review

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**Date: December 2009** University Review of undergraduate programs

### Summary of Findings and Recommendations

#### Undergraduate Programs

The reviewers observed the following strengths:

- High quality programs with good depth and breadth of curriculum
- Good student satisfaction with program quality, instruction, and mix of practitioners and scholars
- Programs are enhanced by public lectures and events hosted at the Centre for Industrial Relations and Human Resources (CIRHR)

The reviewers identified the following areas of concern:

- Undergraduate programs still seem a little small relative to their potential
- Only one of the eight faculty involved in the program has a full appointment to the programs, resulting in some program vulnerability

The reviewers made the following recommendations:

- Expand recruitment efforts to students generally interested in business, and consider adding more course sections taught by doctoral candidates to help reduce waiting lists
- Engage in curriculum review (organized by a curriculum committee) and consider possible program expansion, keeping in mind ways to streamline the program due to limited full-time faculty appointments
- Increase outreach and tracking more by: publicizing programs more, tracking graduate outcomes, building stronger alumni ties, and showcase successes on the website. These outreach efforts could help attract additional student scholarships and funding
- Expand student engagement efforts to increase frequency of student interactions with each other and to support student participation in the annual HR competition held in Montreal

#### Faculty/Research

The reviewers observed the following strengths:

- Faculty are engaged in the undergraduate programs

#### Administration

The reviewers observed the following strengths:

- Impressive strengths in both fields of employment relations and industrial relations & human resources

- Good working relationship with CIRHR
- Strong program administrator
- Proximity to CIRHR library is an asset
- Space is ample for program needs

The reviewers made the following recommendations:

- Utilize the disciplinary strengths in both fields as a marketing/recruitment tool
- Ensure new program administrator (who will take over soon as current administrator is retiring) has strong administrative skills and attention to detail
- Strengthen ties with MIRHR program to promote recruitment from the undergraduate program

**Date: February 9 – 10, 2010** OCGS Review of MIRHR and PhD program

## Summary of Findings and Recommendations

### Graduate Programs

The reviewers observed the following strengths:

- Overall high quality programs
- PhD program has strong reputation, which attracts “elite” students

The reviewers identified the following areas of concern:

- Lack of funds for PhD conference participation
- PhD students pay for their own computers and software needed to complete their program
- Office space for PhD students is shared, and there is no private space for PhD instructors to meet with their students

The reviewers made the following recommendations:

- MIRHR students would like a more focused core curriculum with specific streams of study; this could satisfy expectations better
- Increase MIRHR student participation in case competitions
- MIRHR students in the 24-month option would benefit from an internship
- Consider feasibility of an international exchange experience
- Provide PhD students with additional funding for conferences
- Explore options for technology funding for PhD students
- PhD students would benefit from teaching opportunities

### Faculty/Research

The reviewers observed the following strengths:

- High quality faculty

## Administration

The reviewers observed the following strengths:

- Dedicated support staff

The reviewers identified the following areas of concern:

- The Centre is operating at capacity, and the physical space is limiting any further program growth

The reviewers made the following recommendations:

- Consider resource implications when planning for faculty and leadership renewal
- Review relationship with UTSC faculty and consider impact of UTSC potentially starting their own industrial relations and human resources program
- Secure additional resources for space and program expansion, and to secure the existing positive program reputation

## Current Review: Documentation and Consultation

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### Documentation Provided to Reviewers

Terms of Reference; CIRHR Self-Study; Previous external review report of the graduate programs (2010); Previous external review report of the undergraduate programs (2010); Academic Plan: *Towards 2030* and *Towards 2030: The View from 2012 - An Assessment of the University of Toronto's Progress Since Towards 2030*; Faculty CVs; Faculty of Arts & Science Calendar Entry for the Undergraduate Programs; School of Graduate Studies Calendar Entry for the Graduate Programs; Undergraduate degree expectations; Graduate degree level expectations; University of Toronto Libraries Report for Industrial Relations & Human Resources; Student Services Statement; Standardized Data Set for the CIRHR; CIRHR PhD Employment Data; 10,000 PhDs Project – CIRHR Excerpt.

### Consultation Process

The reviewers met with the Dean, Faculty of Arts and Science; Vice-Dean, Academic Planning and Strategic Initiatives; the CIRHR Director; Graduate Coordinator and Associate Chair of the CIRHR; Undergraduate Coordinator and Associate Chair of the CIRHR; Faculty: sessional instructors, cross-appointed, teaching-stream, and tenure-stream faculty; library staff; administrative staff; representatives of cognate University of Toronto departments: Rotman School of Management, Chair, Department of Economics, Chair, Department of Management; Acting Vice-Principal of Woodsworth College; and current students and alumni from the undergraduate, MIRHR, and PhD programs.

Final Assessment Report and Implementation Plan: Centre for Industrial Relations and Human Resources

# Current Review: Findings and Recommendations

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## 1. Undergraduate Program

The reviewers observed the following **strengths**:

- Objectives
  - Curricular goals are appropriate for the discipline
- Quality indicators – undergraduate students
  - Graduates with employment relations expertise are in high demand
  - Healthy and growing enrolments
  - Student report very positive educational experiences

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

- Curriculum and program delivery
  - Connections between curriculum and career paths are not clear to students early in their studies
  - No recent curriculum review
- Student engagement, experience and program support services
  - With only a few core faculty, academic advising demands are concentrated on a small number of individuals, including staff administrators and teaching assistants
  - Students report being frustrated at the lack of dedicated career advising resources
  - Students expressed a desired for more professional development supports

The reviewers made the following **recommendations**:

- Curriculum and program delivery
  - Provide clear information early in the program regarding curricular choices and career path options
  - Conduct curriculum review, that includes consultations and representation from all instructors involved in the program, that focuses on:
    - Identifying fundamental program goals
    - Removing course overlap, promoting better coordination of curriculum, and determining appropriate curricular depth and coverage
    - Establishing consistent course expectations
    - Evaluating the range of experiential learning opportunities
    - Reviewing the range of elective courses
    - Assessing the possibility of increasing international learning perspectives
    - Articulates the role of the undergraduate programs within the Centre
    - Reviews the role of the Certificate program to determine if it is a complement or substitute to the MIRHR program



- Student engagement, experience and program support services
  - Consider feasibility of mentors and job shadowing opportunities within the business industry; the MIRHR alumni base might be a source of opportunities
  - An internal case competition might also help meet student needs

## 2. Graduate Program

The reviewers observed the following **strengths**:

- Overall quality
  - MIRHR program is one of the best in Canada
- Curriculum and program delivery
  - PhD curriculum is appropriately focused on theoretical and methodological courses
  - Encouragement to think about research early in the PhD program is a very positive focus
- Quality indicators – graduate students
  - High demand for graduates with employment relations expertise, and overall high employment rate of PhD graduates
  - Robust enrolment in the MIRHR, and high quality of current students
  - MIRHR alumni are highly successful and have a strong connection to the program

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

- Curriculum and program delivery
  - A thorough curriculum review of the MIRHR is needed
  - Tension regarding the perspectives of the role of the MIRHR program as a feeder program for the PhD
  - The design of the 12-month advanced standing option does not allow for participation in the summer internship program
  - Coursework requirements for students in the MIRHR program vary depending on the student's background and which coursework is waived, and some students expressed frustration with their lack of choice of courses
- Student engagement, experience and program support services
  - PhD students reported variable levels of engagement with faculty and feeling welcome in the research methods seminar
- Student funding
  - Although PhD students are advised not to take on additional teaching work, the high cost of living in Toronto means many students do, which can affect research productivity and time-to-completion
  - Research assistantships are not advertised broadly, and opportunities are sometimes perceived to be available based on personal relationships
  - PhD students reported satisfaction with current conference funding, but were uncertain whether this support would be sustained in the future

The reviewers made the following **recommendations**:

- Curriculum and program delivery
  - Conduct curriculum review of the MIRHR that is inclusive of all program instructors, which considers the:
    - Balance of professionally-oriented and research-oriented courses, and specific approaches within courses
    - Viability of courses with low enrolment
    - Blend of IRHR coursework and business coursework
    - Content overlap, greater coordination among courses, and ensuring appropriate disciplinary depth and coverage
  - Consider status of the MIRHR as a feeder program for the PhD, noting that many other professional master's programs in the area have moved away from this design given the challenges in preparing graduate for both business careers and research intensive doctoral training
  - Explore addition of summer internship for MIRHR students given the value of the experience for newly graduated undergraduates
- Quality indicators – alumni
  - Many alumni were very complementary noting:
    - the strength of faculty research and teaching
    - the value of the MIRHR program learning outcomes in relation to their career outcomes
    - their willingness to support teaching and serve as future resources
    - the value of the facilities especially the library
- Student funding
  - Provide early guidance to PhD students on the process for applying for SSHRC funding; consider pre-registration application counselling
  - Create annual doctoral student awards, and allocate sustained funding for conferences and research travel in order to maintain a high research quality and success

### 3. Faculty/Research

The reviewers observed the following **strengths**:

- Faculty
  - Very strong research reputation
  - Ability to hire full-time faculty has been a very positive change
  - Good publication record in top journals
  - Involved in many leading associations in Canada and internationally
  - Junior faculty member recently won outstanding young scholar awards

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

- Faculty
  - Only three full-time faculty; complement level is too low to support 300 undergraduate students and additional graduate students
  - Several faculty and instructors who are highly involved in the Centre, teaching, and supervision, are at or nearing retirement
  - Key short-term roadblock to growing reputation and strength in the discipline is the faculty complement
  - While the adjunct instructors are very experienced, their level of teaching effectiveness varies and their on-campus presence is limited
  - Ratio of adjunct to full-time faculty is very high; heavy reliance on adjuncts to teach core topic courses; advising pressures on remaining faculty and TAs
  - Previously, faculty from cognate units would teach some courses, but changes in disciplinary focus at other units has meant there are fewer faculty with expertise in employment relations
  - More can be done to welcome and integrate adjunct instructors

The reviewers made the following **recommendations**:

- Faculty
  - Decrease the ratio of adjunct instructors to full-time faculty over time
  - Explore options for increasing relationships with faculty from other units who have expertise in human resources and organizational behaviour, especially given that research interests of incoming students do not always match the current faculty expertise
  - For future hires, consider the disciplinary needs of the graduate programs, especially in the areas of mainstream human resources and organizational behaviour, and provide appropriate supports for faculty in these areas of expertise
  - Consider feasibility of expanding international employment relations, to further strengthen this area of focus
  - Ensure adjunct faculty teaching is subject to appropriate performance measures
  - While there is some desire to increase the number of PhD students, an appropriate faculty complement level must be established first
  - As faculty size increases, ensure adequate conference and travel funding is available
  - Provide more initial onboarding for new faculty to assist with expectations for research, classroom, and teaching-related issues
  - Increase integration of adjunct instructors by including them in all Centre communications and host Centre retreats inviting all levels of faculty

## 4. Administration

The reviewers observed the following **strengths**:

- Relationships
  - Positive working relationship between Woodsworth and the Centre
  - Good communications and efficient sharing of administrative resources
  - Morale at the Centre is high, and faculty and staff are highly productive especially given the small number of full time workers
- Organizational and financial structure
  - Addition of undergraduates contributed Centre's growing success
  - Library is a critical physical and intellectual home for graduate programs
- International comparators
  - Strong reputation in the field of employment relations
  - One of the leading Centres in Canada and internationally

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

- Relationships
  - Potential relationships with other cognate units unexplored
- Organizational and financial structure
  - Space constraints present a longer-term issue; following the recent move of the undergraduate programs from Woodsworth to the Centre, some uncertainty has arisen as to which one students identify as their home base
  - Students value the library, study space and access to faculty at the Centre, but space constraints limit their ability to make it their program home
- Long-range planning and overall assessment
  - The small size of the core faculty limits future options for filling Centre leadership roles, especially that of the Director
  - Alumni are a significant fundraising group, but have overall negative reactions to general solicitations for financial support from the University

The reviewers made the following **recommendations**:

- Relationships
  - Explore collaborations with the Department of Sociology, and faculty from Rotman and UTSC who specialize in human resources and organizational behaviour
- Organizational and financial structure
  - Consider pursuing classroom and library space expansions with possible engagement from alumni to support fundraising efforts
  - Any plans to expand undergraduate enrolments should also include an increase to the administrative staff support for the programs
- Long-range planning and overall assessment
  - Careful complement planning should include future leadership needs
  - Centre would benefit from fundraising initiatives that make it clear to alumni that their donations will support the Centre
- International comparators

- Maintaining status as a leader in the field requires an emphasis and support for existing and incoming faculty to continue to publish in leading journals and attend international conferences



## 2. Administrative Response & Implementation Plan

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UNIVERSITY OF TORONTO  
FACULTY OF ARTS & SCIENCE

March 12, 2019

Professor Susan McCahan  
Vice-Provost, Academic Programs  
University of Toronto

**Re: UTQAP cyclical review of the Centre for Industrial Relations and Human Resources**

Dear Professor McCahan,

Along with the faculty, staff and students of the Centre for Industrial Relations and Human Resources, I am pleased with the external reviewers' assessment of the Centre and its programs: Industrial Relations and Human Resources, B.A., Hons., Specialist, Major; Certificate in Human Resource Management (with Woodsworth College); Master of Industrial Relations and Human Resources, M.I.R.H.R.; and, Industrial Relations and Human Resources, Ph.D. The reviewers complimented the Centre's undergraduate and graduate courses and its "*outstanding reputation in the field of employment relations.*"

The quality of this program notwithstanding, as per your letter dated January 21, 2019, the review report raises a number of issues and challenges. I am writing to address the areas of the review report that you identify as key. The response to these items and implementation plan are separated into immediate (six months), medium (one to two years), and longer (three to five years) terms, where appropriate, along with who (Program Director, Dean) will take the lead in each area. The Dean's office has discussed the reviewers' comments through consultation with CIRHR and its various constituencies (faculty, staff, students, alumni, and advisory board members) to develop the following implementation plan(s) incorporating the reviewers' recommendations

**The reviewers encouraged conducting a curriculum review of the undergraduate program, emphasizing the need to differentiate the undergraduate and Master's program, ensuring appropriate coverage, and eliminating overlap.**

The CIRHR has grown significantly in recent years (in terms of students and faculty), and although new faculty lines have been allocated, these individuals have been at relatively early career stages with limited capacity for taking on significant administrative roles. As these faculty complete the tenure process, they are becoming available for such roles. In the next six months, the CIRHR will have a new Associate Director for the undergraduate and PhD programs. This new Associate Director will undertake the curriculum review, under the mentorship of the current Director and working in tandem with the experienced administrative program coordinator.

### Implementation Plan

**Immediate (six months) term response:** The CIRHR is committed to conducting a curriculum review and has already reached out to the the Curriculum Development Specialist in the Office of the Vice-Provost, Innovations in Undergraduate Education, as well as the A&S Vice-Dean, Undergraduate and International, in order to initiate the curriculum review process (beginning in the spring of 2019) with the undergraduate B.A. Hons (Specialist and Major) programs.

As noted above, a new Associate Director is being appointed, effective July 1<sup>st</sup>, 2019; the Associate Director will work with the Curriculum Development Specialist to conduct a full curriculum mapping exercise. One aim of this exercise will be the elimination of overlap in the undergraduate and graduate programs.

**Medium (one-to-two years) term response:** The CIRHR will put curriculum changes outlined in the review described above through the formal A&S governance process.

**Likewise, the reviewers encouraged conducting a curriculum review of the Master's program, noting the highly variable experience that students can have in the program, blend of IRHR and business coursework, and the mix of professionally-oriented and business-oriented content.**

The reviewers noted the differing experiences that students can have in the program, attributable to the blend of academic instruction—in industrial relations and human resource management courses—and professionally oriented, practical business coursework. Indeed, the mix of academic, professionally-oriented and business-oriented content, and the varying backgrounds of MIRHR students (i.e., some arrive directly from undergraduate degrees with little or no professional work experience whilst others have extensive experience) is something that requires attention and possibly different course options.

### Implementation Plan

**Medium (one-to-two years) term response:** The CIRHR will conduct a review of the MIRHR program curriculum, with special attention to the experiences of the students (i.e., those newly graduated versus those with extensive professional experience) in the program. It will also take account of changes made to the undergraduate program so as to avoid duplication of content and update any program course exemptions.

**The reviewers identified some areas for improvement regarding funding and support for PhD students, and outlined a number of ways to bolster research opportunities and funding for this group.**

The reviewers complimented the PhD program on the CIRHR's employment rates, noting they are "very high" and that "[m]ost recent graduates find an academic job in a regional Canadian university, with occasional top-tier placements." However, the reviewers identified some areas for improvement regarding funding and support for PhD students, and outlined a number of ways to enhance academic job opportunities (e.g., improvements to relevant conference travel) and research funding (e.g., funding for field trip research) for this group.

### Implementation Plan

**Immediate (six months) term response:** The CIRHR has taken action to support more research and conference related travel by increasing the CIRHR PhD travel grant from \$500 to \$2,000 per student. The grant supports registered full time PhDs with travel costs associated with thesis completion. Students are also encouraged to apply for additional funds should opportunities arise to present research papers at acknowledged and suitable conferences.

The CIRHR, which has always provided undergraduate teaching opportunities, has now moved to create more opportunities for PhDs to TA in the MIRHR program, which has shown recent enrollment growth and corresponding increases in class size.

**Medium (one-to-two years) term response:** In terms of bolstering research opportunities, the CIRHR will encourage newly recruited tenure stream faculty, with active research agendas, to work with PhDs in fashioning joint work that could serve to fund their research, and to additionally further their PhD thesis completion and lead to peer-reviewed publications.

**The reviewers urged consideration of the appropriate complement mix, which includes primary and cross-appointed tenure-stream faculty as well as adjuncts connected to the profession, to ensure stability and faculty availability for students.**

### Implementation Plan

**Immediate (six months) term response:** The CIRHR is going through a period of growth. In recent years, the CIRHR has hired two tenure-stream faculty members, who are now teaching in IRE courses and contributing to the intellectual life of the Centre, including availability for students. There are two searches currently underway. There is one search for a 100% CIRHR tenure-stream faculty member to join the Centre as of July 1, 2019. In addition, the CIRHR has also received approval for a tenure-stream search in the area of Globalisation, Business and the Humanities; this will be a joint position (51% CIRHR) with the Centre for Diaspora and Transnational Studies. This hire will extend the CIRHR's areas of labour and work-related research to the field of labour history and the study of globalisation. It will also, as recommended by the reviewers, open up links and connections to related Departments/Centres on campus. These two new hires will bring the CIRHR faculty complement to 4.5 and will significantly expand the capacity for CIRHR to put tenured and tenure-stream faculty in the classroom.

While the Centre is in the process of building teaching capacity, the Director has secured several sessional instructors who hold tenure-stream faculty positions elsewhere in this or other universities, and who have highly regarded academic credentials and/or specialized practical experience. These include an Associate Professor from the Dalla Lana School of Public Health who is teaching the undergraduate and Masters courses in Employment and Workplace Health; an Associate Professor from Osgoode Hall Law School (who is also a PhD alumni) who is teaching the Masters Labour Arbitration course; and an Associate Professor from Ryerson's Ted Rogers School of Management (also a PhD alumni) who is teaching the Masters Compensation course.



**Medium (one-to-two years) term response:** As part of the 2019-20 A&S academic planning process, the Faculty is introducing a new requirement for unit-level planning, to be completed by each unit in the year following a UTQAP review. The unit-level plan will include a section on complement planning. The Director will work with the Dean's office on developing this plan for the medium-to-longer term.

**How do the unit, the College, and the Faculty plan to address both long-term space needs and the overall structure for the Centre?**

#### Implementation Plan

**Immediate (six months) term response:** The CIRHR is working with the Faculty of Arts and Science and Woodsworth College to address future organizational configuration and staff needs. The Director is working with the Dean's office on plans to address current space constraints and long-term space needs as well as the organizational and structural needs of the Centre as its programs continue to grow over the next three to five years.

In the shorter-term, the CIRHR has taken steps internally to make the building at 121 St. George Street more amenable to student study, work and gathering. The main floor spaces in the student library and 2<sup>nd</sup> floor seminar room were renewed in 2015-2016. A project is now underway to make the basement – which used to be an active space at the Centre, with community space as well as a large computer lab – more functional and useful.

In terms of organizational structure – specifically the unit's Human Resource staffing needs – CIRHR has already engaged with their HR liaison in the Faculty of Arts and Science to create a staffing needs assessment. This exercise, undertaken in the Fall of 2018, provided an assessment of short term, medium term and long terms needs, based on CIRHR's overall strategy and trajectory of program growth. The Director is working with the Dean's office to implement a staffing plan that will accommodate both current needs and future growth.

**Medium (one-to-two years) term response:** The CIRHR will work with the Vice-Dean, Research & Infrastructure to explore medium-term internal options at 121 St. George Street in order to add and improve space. For example, there are rooms that could be reconfigured to provide more office space for incoming faculty and to provide areas for group study and meeting spaces for students.

**Longer (three–five years) term response:** A new academic building in the Woodsworth precinct is currently in the design phase. The building will accommodate the move of the Centre for Criminology and Sociological Studies (CRIM) to the precinct; this will provide additional space for the CIRHR as well as significant additional student space. Occupancy is anticipated by 2023. This space plan will accommodate the relocation of the CIRHR librarian and a majority of its collection, which will benefit from synergies with the relocated CRIM collection. The vacated office space in the existing site will allow the CIRHR to accommodate some of its future office needs and the existing library will remain in use by graduate students as a study and lounge space.

The Dean's office will monitor the implementation of recommendations, with, at minimum, a brief report to the Office of the Vice-Provost, Academic Programs, midway between the year of

the site visit and the year of the next site visit. The year of the next review will be the 2024-2025 academic year.

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

Sincerely,



David Cameron  
Dean and Professor of Political Science

cc.

Rafael Gomez, Director, CIRHR

Poppy Lockwood, Vice-Dean, Academic Planning and Strategic Initiatives, Faculty of Arts & Science

Daniella Mallinck, Director, Academic Programs, Planning and Quality Assurance, Office of the Vice-Provost, Academic Programs

Andrea Benoit, Academic Review Officer, Office of the Dean, Faculty of Arts & Science

### **3. Committee on Academic Policy & Programs (AP&P) Findings**

*This section will be inserted after AP&P by the VPAP office using language verbatim from the approved Report of the meeting.*

### **4. Institutional Executive Summary**

The reviewers noted the Centre's position as one of the leading units in the field in Canada and internationally with an outstanding reputation in the field of employment relations. The Centre's graduates are in high demand, and they singled out the M.I.R.H.R. as a flagship program, with its large number of highly successful alumni. The reviewers recommended that the following issues be addressed: conducting a curriculum review of the undergraduate program, emphasizing the need to differentiate the undergraduate and Master's program, ensuring appropriate coverage, and eliminating overlap; conducting a curriculum review of the Master's program, noting the highly variable experience that students can have in the program, blend of IRHR and business coursework, and the mix of professionally-oriented and business-oriented content; improving funding and support for PhD students and bolstering research opportunities and funding for this group; considering the appropriate complement mix, which includes primary and cross-appointed tenure-stream faculty as well as adjuncts connected to the profession, to ensure stability and faculty availability for students; and determining how the unit, the College, and the Faculty plan to address both long-term space needs and the overall structure for the Centre. The Dean's Administrative Response describes the Faculty, unit and programs' responses to the reviewers' recommendations, including an implementation plan for any changes necessary as a result.

### **5. Monitoring and Date of Next Review**

The Dean's office will monitor the implementation of recommendations, with, at minimum, a brief report to the Office of the Vice-Provost, Academic Programs, midway between the year of the site visit and the year of the next site visit. The year of the next review will be the 2024-2025 academic year.

### **6. Distribution**

On May 17, 2019, the Final Assessment Report and Implementation Plan was posted to the Vice-Provost, Academic Programs website and the link provided by email to the Dean of the Faculty of Arts & Science, the Secretaries of AP&P, Academic Board and Governing Council, and the Ontario Universities Council on Quality Assurance. The Dean provided the link to the Director of the Unit.

# UTQAP Cyclical Review: Final Assessment Report and Implementation Plan

## 1. Review Summary

<b>Programs Reviewed:</b>	Cinema Studies, B.A. (Hons.): Spec, Maj, Min Cinema Studies, M.A., Ph.D.
<b>Unit Reviewed:</b>	Cinema Studies Institute (EDU:A)
<b>Commissioning Officer:</b>	Dean, Faculty of Arts & Science
<b>Reviewers:</b>	<ol style="list-style-type: none"> <li>1. Prof. Catherine Russell, Mel Hoppenheim School of Cinema, Concordia University</li> <li>2. Prof. Johannes von Moltke, Department of Screen Arts &amp; Cultures, Department of Germanic Languages &amp; Literatures, University of Michigan</li> <li>3. Prof. Susan Lord, Department of Film and Media, Queen's University</li> </ol>
<b>Date of Review Visit:</b>	March 26 – 27, 2018

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## Previous Review

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**Date: November 17 – 18, 2005 – Review of B.A. (Hons.): Spec, Maj, Min**  
 2007 – M.A. program approved to commence  
 2012 - Ph.D. program approved to commence

## Summary of Findings and Recommendations

### 1. Undergraduate Programs

The reviewers observed the following strengths:

- Among the top undergraduate film studies programs in Canada, recognized as Innis College's flagship program.
- Rational organization and remarkable quality of the program and courses

The reviewers made the following recommendations:

- Conduct review of the curriculum

### Faculty/Research

The reviewers observed the following strengths:

- Senior faculty have good research profiles, and junior faculty show excellent promise
- Faculty has critical mass to support becoming an Institute and offering an M.A.

The reviewers identified the following areas of concern:

- Impressive quality, but lacking in demographic balance due to recent retirements

The reviewers made the following recommendations:

- Make a senior hire to rebalance the faculty
- Hire a specialist in Canadian cinema

### Administration

The reviewers observed the following strengths:

- Good working relationship with the Principal of Innis College and with units who offer affiliated courses
- Town Hall and smaller theatre are excellent facilities

The reviewers identified the following areas of concern:

- Other classrooms and media commons screening rooms require some renovation

The reviewers made the following recommendations:

- Become an institute and offer an MA program and expand staffing as enrolment expands
- Improve teaching spaces to accommodate expansion

## Current Review: Documentation and Consultation

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### Documentation Provided to Reviewers

Terms of Reference; Self-study and Appendices; Faculty CVs.

### Consultation Process

The reviewers met with the Dean, Faculty of Arts & Science; Associate Dean, Undergraduate Issues and Academic Planning; Director of CSI; Undergraduate and Graduate Coordinators; Tenured, Tenure-stream, and Teaching-stream Faculty; Representatives of Cognate Units: Chairs of the Departments of French, History, German, Italian, Comparative Literature, and English, and Director of the Centre for Drama, Theatre and Performance Studies; Principal of Innis College; CSI Administrative staff; Innis College staff; Undergraduate and Graduate students.

## Current Review: Findings and Recommendations

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### 2. Undergraduate Program

The reviewers observed the following **strengths**:

- Overall quality
  - Cinema Studies Institute (CSI) offers rigorous undergraduate and graduate programs in film and media history, theory and criticism
  - Healthy undergraduate program
- Objectives
  - Students develop media literacy, excellent writing and research methods, and a firm understanding of American and European cinema history
- Admissions requirements
  - Students are prepared to undertake the challenging nature of the program's curriculum
- Curriculum and program delivery
  - Interdisciplinary program with a greater range of media studies courses resulting from change to EDU:A status and new hires
  - Programs are all clearly and coherently structured, tied to learning outcomes, and based in excellent teaching and learning opportunities
  - CSI is committed to classroom learning, with the support of digital learning platforms
  - Location in Toronto is an advantage for placements
- Assessment of learning
  - Appropriately assessed through tests, essays and in some cases hybrid project models
- Student engagement, experience and program support services

- Students have positive sense of belonging with a very strong student union
- Impressive undergraduate use of research collections of the Innis library
- Unique, impressive undergraduate journal
- Quality indicators – undergraduate students
  - Mean entry average of around 88%, which is in line with the other U15 universities in Canada and comparable schools in the USA
  - Entering average has been steadily increasing since Fall 2015 due to program demand
  - Completion rates are in line with other institutions

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

- Curriculum and program delivery
  - Students feel that the process for access to upper level seminars is opaque
  - Challenges for students unable to take the Business of Film course
  - Most cinema studies programs offer greater diversity in regional and national cinemas outside of the US and Europe
  - Fewer students have been taking advantage of placements recently
- Accessibility and diversity
  - Though “each member of the teaching staff would read themselves into this phrase and the principles behind them,” CSI’s program objectives do not include an explicit commitment to “principles of equal opportunity, equity and justice”
  - Lack of diversity in faculty and courses; students are hungry for content that reflects the contemporary social and cultural landscape

The reviewers made the following **recommendations**:

- Curriculum and program delivery
  - Provide more transparency around access to upper level seminars
  - Clarify curricular options and provide a structured or required set of opportunities for internship or practicum courses to mobilize research outside of academic settings and prepare students for a wider array of future job placements
  - Create more flexibility and opportunity for extension of research into the communities beyond the university
- Assessment of learning
  - Allow students to undertake more media-based or hybrid projects, within the constraints of being a studies-centred program
- Quality indicators – undergraduate students
  - Consider admitting more students to keep up with demand

### 3. Graduate Program

The reviewers observed the following **strengths**:

- Overall quality
  - Cinema Studies Institute offers rigorous undergraduate and graduate programs in film and media history, theory and criticism
- Objectives
  - Students develop media literacy, excellent writing and research methods, and a firm understanding of American and European cinema history
- Admissions requirements
  - Admissions requirements for the MA and PhD are consistent with the program's mandate and its core strengths in theory, history and criticism
- Curriculum and program delivery
  - Curricula reflect balance between faculty expertise and core requirements
  - Programs are all clearly and coherently structured, tied to learning outcomes, and based in excellent teaching and learning opportunities
  - Students are being given good mentorship in terms of academic professionalization
  - CSI is committed to classroom learning, with the support of digital learning platforms
  - Location in Toronto is an advantage for placements
- Student engagement, experience and program support services
  - Student experience in the CSI is very positive
  - Graduate students have a dynamic sense of their cohorts and are appreciate of their faculty
- Quality indicators – graduate students
  - Students enter with excellent grades and previous training
  - Research at the PhD level reflects the diversity of PhD projects currently underway
  - MA students have the option of writing a research paper as part of their degree, and approximately half of each cohort take advantage of this opportunity
- Student funding
  - Comparable rate of external awards for MA and PhD students shows that the quality of the students' records and the program are recognized nationally

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

- Admissions requirements
  - PhD does not require connection to a mentor before admission
  - One-year MA program is not tightly linked to the PhD as only a handful of students enter the PhD, with many taking a “gap year” between the programs due to lack of preparation or encouragement to apply
- Curriculum and program delivery
  - Challenges around distribution of students over different classes at the graduate level
  - Some ambiguity about the transition from coursework to comps in PhD program
  - Comprehensive exams structured into the second year of the PhD
  - Fewer students have been taking advantage of placements recently



- Accessibility and diversity
  - Though “each member of the teaching staff would read themselves into this phrase and the principles behind them,” CSI’s program objectives do not include an explicit commitment to “principles of equal opportunity, equity and justice”
  - Lack of diversity in faculty and courses; students are hungry for content that reflects the contemporary social and cultural landscape
  - MA program has been unable to enrol international students; PhD program has been able to enrol only one international student per year thus far
- Assessment of learning
  - Rethink the comprehensive exams to permit a time-limited take home
  - Reconsider the second year exam reading list to reflect greater regional and identity-based diversity
- Quality indicators – graduate students
  - The first PhD students who entered in 2013 have not yet scheduled their defenses, potentially causing financial and psychological stress on students who go beyond a fifth year
- Student funding
  - Certain faculty members advocate funding the fifth year of doctoral study by defunding MA students

The reviewers made the following **recommendations**:

- Admissions requirements
  - Reconsider practice of not requiring a connection to a mentor for PhD students before admissions, as students will be drawn to the graduate program director or core course instructors, overburdening some and not providing supervisory opportunities for others
  - Support MA students’ application to the PhD in fall term of their first year
- Curriculum and program delivery
  - Clarify curricular options and provide a structured or required set of opportunities for internship or practicum courses at both levels
  - Consider PhD structures in a range of other schools in order to facilitate the students’ foundational needs and progress, and providing students with competitive CVs for positions in collateral cultural institutions
- Accessibility and diversity
  - Increase acceptances of international students
- Quality indicators – graduate students
  - Streamline the PhD and think about flexible forms of the thesis to reduce time to completion, such as shorter thesis projects or a manuscript or portfolio linked to comprehensive exams in order to help students finish in four or five years
- Student funding
  - Keep MA funding as it is, as defunding it is not a viable way forward
  - If fifth year PhD funding is provided, include professionalization such as teaching fellowship or RA funding that results in a publication, making students competitive in the academy

## 4. Faculty/Research

The reviewers observed the following **strengths**:

- Overall quality
  - Current faculty complement is extremely strong in terms of research capacity and teaching strengths
  - Faculty and alumni have had a significant impact on the shaping of cinema studies, nationally and internationally—reflected in the objectives in the academic programs
- Research
  - Cohesive and productive research unit
  - Faculty maintain active research programs within film and media history, theory and criticism
  - Research productivity is high with a continuous publication stream of monographs, anthologies, and refereed journal articles, generally in key publishers and journals
  - In several cases publications have garnered prestigious awards - notably at the Society of Cinema and Media Studies, the field's most important North American professional organization
  - Students are appropriately engaged in and by research at CSI

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

- Research
  - Unit has been branching out into adjacent areas of television and media studies, but it is not currently recognized for its strength in these areas
  - Grant volume is comparatively low for a unit of such distinction
  - Most research faculty seemed to concur that the application process was too arduous
  - CSI does not maintain a space in which to share ongoing research
  - Little research collaboration among faculty
- Faculty
  - Three faculty have received releases, leaving teaching, course development, and supervision to very few, stretched, colleagues
  - Only three tenure-stream faculty are 100% associated with CSI, with five other partially based in other departments
  - Serious lack of diversity in the faculty complement
  - Women do not see a clear path forward through the ranks because of their service burden, even though they have significant impact as researchers

The reviewers made the following **recommendations**:

- Research

- Arts & Science and Office of Research Services could provide more tailored, localized grant writing assistance to help foster more successful applications in the future
- Consider launching a research colloquium
- Faculty
  - Hire two lines: 1) indigenous cinema, with Canadian and/or Quebec as a strength; 2) race and media, with a subfield of transmediality
  - Faculty to offer support for PTR, especially for promotion from associate to full professor
  - Allow assistant professors to supervise doctoral students

## 5. Administration

The reviewers observed the following **strengths**:

- Relationships
  - Strong sense of community and cohesion among students
  - Institute owes much of its success to Innis College; mutually beneficial relationship between Innis and CSI
  - CSI is at the fulcrum of an interdisciplinary exchange of faculty and students, crossing academic units as well as other research units in the university
  - CSI attracts high enrolments, and thus supports TA training for graduate students in other departments
  - CSI is well partnered with local organizations, particularly through its association with Innis College
  - Innis Town Hall hosts regular cinema-related events and is an important venue for independent, foreign and Canadian film screenings
  - Several instructors have integrated community-based organizations such as TIFF and Power Plant into their courses, and prominent directors, screenwriters, critics, producers, and programmers are brought in from time to time to teach courses
  - Faculty members are active in a variety of outside organizations
- Organizational and financial structure
  - Staff are supportive of the Institute and very much part of the collegial work environment
  - Innis expansion plan will benefit the CSI, which will result in increased classroom size and additional faculty offices
  - Successful track record of fundraising in Innis College
- Long-range planning and overall assessment
  - CSI has fulfilled many of the key recommendations set out in the Arts & Science Academic Plan from 2011
- International comparators
  - As one of the leading graduate programs in the country, CSI will be producing film scholars to join the ranks of media educators nationally and internationally

- Differs from some programs in that it does not offer a substantial link to practice; in close alignment with the University of Chicago, UC Berkeley, Yale, Indiana University

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

- Relationships
  - Relationships with community organization and industry professionals seem to be ad-hoc rather than structural
  - Underutilized potential experiences for students in downtown Toronto
  - Little follow-up research on MA graduates and no PhD graduates yet, so it's hard to assess the social impact of the Institute at this stage
- Organizational and financial structure
  - Staff are clearly overworked; only one full-time staff and one half-time staff, who reports to five different supervisors
  - Very few faculty meetings; not as much cohesion and collegiality among faculty as there is among students
  - Decision making on the part of Institute leadership is opaque
- Long-range planning and overall assessment
  - Lacking emphasis on diversity, equal opportunity, equity, and justice in programs and research
  - Faculty profile and course content would benefit from enhanced diversity
  - No explicit recognition of considerable challenge the Truth and Reconciliation Commission (TRC) presents to the mission of postsecondary education
  - Present organizational model with Innis College is not sustainable

The reviewers made the following **recommendations**:

- Relationships
  - Engage in more collaboration on the graduate level in terms of interdisciplinary teaching and research opportunities for students and faculty
  - Capitalize on the Institute's location for student professional experiences and create better integration with local film culture
  - Integrate faculty from Mississauga and Scarborough into the fragmented culture of the Institute, perhaps through research-related events
  - Track job placement and career outcomes of MA and PhD graduates to assess the Institute's social impact
- Organizational and financial structure
  - Prioritize hiring a second full-time assistant to the Institute to manage the website, handle the budget, support advancement and co-ordinate events planning alongside the graduate programs
  - Consider making the CSI governance structure more transparent and accountable by involving elected representatives
- Long-range planning and overall assessment

- Take up the issue of diversity across all units and programs: within the curriculum (from the first year forward to the PhD); in the faculty complement; in leveraging its location in the city; and in considering regional studies beyond North America and Europe
- Engage in a more vigorous approach to Indigenous media and bring the CSI more directly into the conversations proposed by the TRC
- Engage in strategic planning to determine a sustainable, long-term relationship with Innis College, which also addresses support staff, AV requirement, advancement, and space
- Arts & Science should take responsibility for the costs of CSI and provide more support directly to the Institute to give it more autonomy with respect to facilities, budgets, and other support services, without being reliant on the college
- International comparators
  - Consider carefully how CSI positions itself in relation to international trends in the field of cinema and media studies



## 2. Administrative Response & Implementation Plan

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UNIVERSITY OF TORONTO  
FACULTY OF ARTS & SCIENCE

March 8, 2019

Professor Susan McCahan  
Vice-Provost, Academic Programs  
University of Toronto

### **Re: UTQAP cyclical review of the Cinema Studies Institute**

Dear Professor McCahan,

Along with the faculty, staff and students of the Cinema Studies Institute, I am pleased with the external reviewers' assessment of CSI and its programs: Cinema Studies, B.A., Hons., Specialist, Major, Minor; and Cinema Studies, M.A., Ph.D. The reviewers complimented CSI on its "*rigorous undergraduate and graduate programs in film and media history, theory and criticism*" and the Institute having "*significant impact on the shaping of film studies, nationally and internationally.*"

The quality of this program notwithstanding, as per your letter dated January 21, 2019, the review report raises a number of issues and challenges. I am writing to address the areas of the review report that you identify as key. The response to these items and implementation plan are separated into immediate (six months), medium (one to two years), and longer (three to five years) terms, where appropriate, along with who (Institute Director, Program, Dean) will take the lead in each area. The Dean's office, including Vice-Deans and senior staff, has discussed the reviewers' comments through consultation with the Director of the Cinema Studies Institute, who has in turn discussed the response with the Graduate and Undergraduate Coordinators for CSI; these consultations have resulted in the following implementation plan incorporating the reviewers' recommendations.

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**The reviewers emphasized the importance of increasing diversity in the faculty complement.**

#### Implementation Plan

**Immediate term response:** Increasing diversity in the faculty complement is a priority for CSI. One significant step in this direction has been taken since the reviewers' site visit. Specifically, CSI is in the process of completing a search for a specialist in the area of race and media. All three short-listed candidates are members of underrepresented groups, and two are women.

**Medium term response:** At the graduate level, hiring at the other campuses also has the potential to enhance diversity. Indeed, a new graduate faculty member with a primary appointment at UTM will be joining the graduate program in 2019-20; this faculty member is a member of a group currently underrepresented in CSI, and her area of expertise, East Asian

cinema, will also increase the diversity of course offerings at the graduate level.

**Longer term response:** Increasing diversity will remain a priority in requests for faculty lines in the future. More specifically, CSI hopes to hire in the future in the area of Canadian film and media, and would be especially eager to consider candidates who specialize in Indigenous and/or Quebecois film and media.

Diversity in faculty complement is also a priority for the Faculty more generally. In 2017-2018, Arts and Science identified a set of six Faculty Priorities (<http://www.artsci.utoronto.ca/faculty-staff/academic-planning>) including one focused on enhancing equity, diversity and inclusion. As part of the Faculty's current Academic Planning exercise, the Dean has formed a new Equity, Diversity and Inclusion Working Group, with representation from faculty, staff, and students. This group has a mandate to explore ways to increase representation from underrepresented groups and enhance opportunities to build diversity and create a more inclusive Faculty environment. The Working Group will develop a series of recommendations in a report to be submitted to the Dean in May, 2019.

**The reviewers recommend Faculty support for PTR, tenure and promotion processes, especially for promotion from Associate to Full; they also noted the burden of service undertaken by women and the impact this may have on promotion.**

The Faculty of Arts & Science offers programming and supports for new faculty, including an annual orientation and a session that offers advice and guidance on the PTR process. Additionally, all new faculty receive a resource binder at the time of appointment that provides an overview of the various academic HR processes. They also receive a monthly newsletter with information on divisional and central supports (including sessions offered through VPFAL and CTSD).

#### Implementation Plan

**Immediate to medium term response:** This past year, the Faculty has implemented a new program for new and continuing academic administrators that includes sessions on academic appointments, academic HR review processes, PTR and supporting faculty research portfolios.

The Faculty is in the process of developing additional programming to support mid-career faculty, in part drawing on the recommendations from focus groups with women associate professors in the tenure stream.

At the level of the unit, the Director will raise the issue of service and its impact on promotion at the annual CSI retreat in May. Because the unit is relatively new, there are few Full Professors (only one among Institute faculty and one more among core graduate-only faculty). As a result, this promotion process has not been normalized or modeled for other faculty. With additional faculty expected to move into the ranks of full professors in the near future, there will be additional opportunities for mentorship.

**The reviewers made a number of recommendations to support research engagement and collaboration, including launching a colloquium and Faculty support for research applications. Drawing a connection to research engagement and PTR, the reviewers also recommend that pre-tenure faculty supervise graduate students.**

### Implementation Plan

#### **Immediate term response:**

*Graduate supervision:* CSI has now changed its policy regarding the supervisory capacity of pre-tenure faculty. Many faculty members continue to believe that it is important to protect pre-tenure faculty from too many service expectations; accordingly, the Institute is now putting in place a system wherein a pre-tenure faculty member can opt-in to a supervisory role if they choose to do so. They can also, however, choose not to take on this supervisory role, and the Institute will ensure that such a choice is not held against pre-tenure faculty in any formal or informal way.

*Support for engagement and collaboration:* CSI has now formed a new Events Committee to create more opportunities for collaboration and intellectual exchange. For example, the Committee has coordinated (or assisted in the coordination of): a pedagogy discussion group, a professionalization seminar for grad students (devoted to navigating the job market), and a faculty/student screening series. These events are aimed at enhancing research engagement and collaboration.

*Research Support:* The Director is playing an active role in encouraging faculty to engage with funding opportunities. Indeed, this year two CSI faculty applied for SSHRC Insight Grants and one for a Connection Grant; two others applied for Connection Grants last year. This is an improvement over past years, and the Institute is committed to growth in this capacity.

**Medium term response:** The Faculty of Arts and Science provides support directly to those faculty who require assistance in developing grant applications through office of the A&S Social Sciences Research Funding Officer. The Funding Officer encourages faculty to initiate grant applications and helps them to shape and package their proposals successfully, prior to their being submitted to Research Services for the normal institutional review and approvals. The Director will be more proactive about letting people know about the supports there are in place for faculty already, including those offered by the Funding Officer in the Office of the Dean.

#### **The reviewers emphasized the importance of increasing diversity in the curriculum.**

The Director acknowledges the reviewers' point, but also notes that the reviewers did not appear to take into consideration the many courses in the CSI curriculum that come from other units, especially language departments. For example, the Department of Spanish and Portuguese offers a course on Latin American cinema; East Asian Studies teaches courses on Japanese and Korean cinemas; the French Department teaches courses on French and African cinemas; and the Department of Slavic Studies offers a course on Czech animation. While these courses do not have a CIN prefix and are usually not taught by core CSI faculty, they are included in the CSI curriculum and count for CIN credit. Indeed, these courses underscore the interdisciplinary foundations of the CSI program. In addition, many CIN courses which are more thematic in



nature (e.g., Feminist Approaches to Cinema, Ecocinema, etc.) also include significant content that enhances diversity in the curriculum.

### Implementation Plan

**Immediate term response:** Although the curriculum does already include significant diversity, the Director agrees that CSI can certainly continue to improve on this count. The upcoming hire in the area of race and media will enhance the diversity of the curriculum by bringing new elective courses into the mix. Moreover, the Institute is committed to using the arrival of that new faculty member as an occasion to revisit core courses to ensure they are suiting the needs of students and keeping pace with changes in the discipline. More generally, the Institute is moving to a greater emphasis on diversity and concomitantly less emphasis on the Eurocentric canon that has, for many decades, structured film studies.

**Medium term response:** CSI is contemplating mounting a course on Indigenous film and media. Although CSI does have non-Indigenous faculty who have the expertise to teach this course, an even more compelling option at this point in time is hiring an Indigenous scholar, with existing connections to our program, in a sessional instructor capacity. This option would be consistent with CSI's plan to request future hires in the area of Indigenous film in the medium to longer-term.

### **How does the Institute plan to provide additional structured experiential learning opportunities for students in all programs?**

#### Implementation Plan

**Immediate term response:** At the MA level, CSI will continue to offer the option of an internship as a capstone experience. (The other option will remain a major research paper.) At the undergraduate level CSI does have an internship course on the books, and it has been taught once. It became apparent that the course requires a measure of administrative support, above and beyond that which is provided by the instructor. With only 1.5 FTE of staff support for the entire Institute, CSI did not have the means to provide that support. CSI requested additional staff to support this course as well as other initiatives. The Faculty has now approved an additional .5 FTE staff position to support the graduate program. With the additional staff capacity, CSI should be in a better position to support experiential learning initiatives. The Faculty will continue to work with CSI to review staffing needs.

**Medium term response:** Arts and Science is in the process of setting up a new Experiential Learning and Outreach Support Office. This office will assist departments and programs to build more experiential, research, and international opportunities into their curricula, and to develop outreach activities that enable faculty and students to engage with relevant community and non-profit organizations, as well as industry. The office will also facilitate work or community placements for students that align with their educational goals.

Moving forward, this office will work with CSI to provide support for the development of new experiential learning opportunities.

**The reviewers recommended a number of strategies to reduce PhD time-to-completion, including thinking about flexible forms of the thesis and supporting alternative careers; they also recommended tracking outcomes and making some changes to MA/PhD admissions processes.**

### Implementation Plan

**Immediate term response:** Time-to-completion: The Institute has now made changes to the exam process to streamline the PhD program. Specifically, the general comprehensive exams have been replaced with multiple special field exams to create better flow between the exam process and the dissertation that follows it. This streamlining should improve PhD time-to-completion.

In addition, through the collaboration of the Graduate Committee and the newly formed Events Committee, the Institute has introduced new professionalization events for graduate students (for example, a “Preparing for the Job Market” workshop and a “Two-Minute Research Pitch” challenge); CSI has also offered more graduate student workshops with visiting scholars than ever before. Insofar as these kinds of events tend to foreground (among other things) practical matters, such as how to be work in a strategic and efficient way, they should help with the time-to-completion question.

*Admissions:* Since the receipt of the external review, the Institute has taken to heart the suggestion that they fully support their MA students who want to apply to PhD programs right away – that is, in the first semester of their MA – so as to avoid a “gap year” in their graduate education. As a result, two of the seven domestic students to whom CSI has extended an offer of admission into the PhD program this year are currently enrolled in the MA program. CSI will continue this practice moving forward.

### **Medium term response:**

*Time-to-completion:* Additional changes to the graduate program will be discussed at the upcoming faculty retreat, including the possibility of more flexible forms of the thesis and a change in the structure of the proseminar; the retreat will provide an opportunity for faculty to discuss options that would allow the proseminar to support students’ progression through the program more directly.

*Alternative careers and tracking students:* The Faculty of Arts and Science is committed to providing graduate students with information about alternative careers. Indeed the Milestones and Pathways program offers seminars on alternative career options (<https://teaching.artsci.utoronto.ca/mpcareers/>). Arts and Science also offers funding through this program for individual units to support professional development initiatives for graduate students. At the upcoming faculty retreat, CSI will discuss possible options for using Milestones and Pathways funding to develop a unit-specific initiative to support alternative careers. A&S has participated in the successful SGS initiative to track PhD student outcomes: the 10,000 PhD project (<http://www.sgs.utoronto.ca/about/Pages/10,000-PhDs-Project.aspx>). At the unit level, CSI has not had sufficient graduate program staff in the past to track graduate outcomes. With the addition of .5 FTE, as noted above, the program will have more capacity for such initiatives in the future.

*Admissions:* The reviewers recommended that CSI consider requiring PhD program applicants to have an established connection to a future supervisor. They argued that “students will naturally be drawn to the graduate program director or core course instructors, overburdening some and not providing supervisory opportunities for others.” It is the case that there is currently an unequal distribution of students across the faculty, but the reasons for such are not the ones identified by the review: that is, it is not the case that students have consistently gravitated *en masse* toward the Graduate Coordinator or the core course instructors. In light of this, CSI would like to observe prevailing trends in supervision for a little longer before making any changes to the admissions process. In the short-term, however, CSI will continue to create more opportunities (for example, social and scholarly events) for incoming PhD students to ensure that students gain exposure to all faculty. Moreover, CSI will continue the practice of assigning a different mentor to each incoming PhD student in the hopes of creating logical pairings that could potentially be formalized into supervisory relationships in the second year.

**The reviewers observed that undergraduate students wanted more transparency around access to upper level seminars; some undergraduate students were unable to access certain courses.**

#### Implementation Plan

**Immediate term response:** In response to student confusion about the process of enrolling in 400-level seminars, the Institute has increased outreach efforts: as of last year, CSI has been providing information about this process through individual emails, information on the Institute’s website, and biannual information sessions run by the CSI Undergraduate Coordinator.

**Medium term response:** A closer examination of the issue has revealed that the concern about access to certain courses is primarily focused on one course: Business of Film, which is offered once a year with enrollment capped at 50 students. This is a popular course because it allows students to meet their program-level quantitative reasoning requirement; however, the course is not in and of itself a program requirement. Apparently, many students were unaware that they could meet the quantitative reasoning requirement through a whole host of other courses as well. Accordingly, the Director will work with the Undergraduate Coordinator on an ongoing basis to ensure that students are aware of the full range of options available to them for meeting program requirements.

**How can the relationship with Innis College be further enhanced to support students in the program and long-term planning for space needs?**

#### Implementation Plan

**Medium to longer term response:** The most important factor in enhancing the relationship between Innis and CSI is staffing. As mentioned above, CSI has made certain requests regarding changes in staffing. These requests relate not only to CSI, but also to Innis College since Innis currently provides certain services to CSI (AV support, event planning support, financial services) that are not, strictly speaking, the College’s responsibility. The Faculty will work with the program and the College to ensure that the CSI programs have appropriate supports. The

Faculty will also work with the College to address longer-term space planning.

The Dean's office will monitor the implementation of recommendations, with, at minimum, a brief report to the Office of the Vice-Provost, Academic Programs, midway between the year of the site visit and the year of the next site visit. The year of the next review will be the 2025-2026 academic year.

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

Sincerely,



David Cameron  
Dean and Professor of Political Science

cc.

Corinn Columpar, Director, Cinema Studies Institute

Poppy Lockwood, Vice-Dean, Academic Planning and Strategic Initiatives, Faculty of Arts & Science

Daniella Mallinck, Director, Academic Programs, Planning and Quality Assurance, Office of the Vice-Provost, Academic Programs

Andrea Benoit, Academic Review Officer, Office of the Dean, Faculty of Arts & Science

### **3. Committee on Academic Policy & Programs (AP&P) Findings**

*This section will be inserted after AP&P by the VPAP office using language verbatim from the approved Report of the meeting.*

### **4. Institutional Executive Summary**

The reviewers praised the quality of the students admitted, who are well prepared to take on the rigorous and challenging curriculum. Faculty complement is strong, with a good range of expertise and impressive research and publication record. The reviewers remarked on the very healthy relationship with Innis College, which compliments the overall positive sense of community among the faculty, staff and students at the Institute. The reviewers recommended that the following issues be addressed: increasing diversity in the faculty complement; providing Faculty support for PTR, tenure and promotion processes, especially for promotion from Associate to Full; addressing the burden of service undertaken by women and the impact this may have on promotion; supporting research engagement and collaboration, including launching a colloquium and Faculty support for research applications; allowing pre-tenure faculty supervise graduate students; increasing diversity in the curriculum; providing additional structured experiential learning opportunities for students in all programs; reducing PhD time-to completion, including thinking about flexible forms of the thesis and supporting alternative careers; tracking outcomes and making some changes to MA/PhD admissions processes; providing undergraduate students with more transparency around access to upper level seminars; and further enhancing the relationship with Innis College to support students in the program and long-term planning for space needs. The Dean's Administrative Response describes the Faculty, unit and programs' responses to the reviewers' recommendations, including an implementation plan for any changes necessary as a result.

### **5. Monitoring and Date of Next Review**

The Dean's Office will monitor the implementation of recommendations, with, at minimum, a brief report to the Office of the Vice-Provost, Academic Programs, midway between the year of the site visit and the year of the next site visit. The year of the next review will be the 2025-2026 academic year.

### **6. Distribution**

On May 17, 2019, the Final Assessment Report and Implementation Plan was posted to the Vice-Provost, Academic Programs website and the link provided by email to the Dean of the Faculty of Arts & Science, the Secretaries of AP&P, Academic Board and Governing Council, and the Ontario Universities Council on Quality Assurance. The Dean provided the link to the Director of the Unit.

# UTQAP Cyclical Review: Final Assessment Report and Implementation Plan

## 1. Review Summary

<b>Programs Reviewed:</b>	Astronomy & Astrophysics, B.Sc. Hons. (Major, Minor) Astronomy & Physics, B.Sc. Hons. (Specialist) Planetary Science, B.Sc. Hons. (Specialist) Astronomy & Astrophysics, M.Sc., Ph.D.
<b>Units Reviewed:</b>	Department of Astronomy & Astrophysics Canadian Institute for Theoretical Astrophysics Dunlap Institute for Astronomy & Astrophysics
<b>Commissioning Officer:</b>	Dean, Faculty of Arts & Science
<b>Reviewers (Name, Affiliation):</b>	1. Prof. Stefi Baum, Dean, Faculty of Science, University of Manitoba 2. Professor Shantanu Basu, Department of Physics & Astronomy, University of Western Ontario 3. Professor Edmund W. Bertschinger, Massachusetts Institute of Technology
<b>Date of Review Visit:</b>	March 19 – 20, 2018

## Previous Review

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**Date: April 12 – 13, 2010** University review of Department, undergraduate and graduate programs

### Summary of Findings and Recommendations

#### 1. Undergraduate Programs

The reviewers observed the following strengths:

- Innovative and creative undergraduate courses and programs
- High student satisfaction with education
- Creative approaches have increased enrollment from non-science Majors in introductory astronomy courses, and additional TAs have helped support the courses

The reviewers identified the following areas of concern:

- No graduate outcomes data

The reviewers made the following recommendations:

- Implement an exit survey for graduating students
- Continue to foster introductory course enrolment growth by appointing a Lecturer to supplement teaching

#### 2. Graduate Programs

The reviewers observed the following strengths:

- Majority of students have a positive view of the program
- Strong cohort of students with broad range of research topics

The reviewers identified the following areas of concern:

- Student recruitment has been a challenge, and disappointing to hear decrease in emphasis on international student recruitment
- Students are concerned with lack of organized strategy for recruitment
- Quality and structure of graduate programs needs urgent attention from a curriculum committee
- Financial support is relatively low compared to other institutions
- Mixed opinions on reduced course work requirements, and whether students still obtain a broad enough foundation
- Graduate students are unsatisfied with courses: teaching, expected background, workload, and differences in difficulty from one course to the next; graduate course staffing come secondary to undergraduate course staffing

- Faculty-led communications need improvement, and first year committees are not providing adequate student advising

The reviewers made the following recommendations:

- Involve more senior graduate students in recruitment efforts and establish a strategic approach to recruitment
- Track the “first choice success rate” to assist with recruitment
- Consider if students should start in the MSc, or whether advisory committee can be strengthened, to ensure students have an adequate foundation
- Ensure all graduate courses are well-organized and well-taught
- Consider reducing the number of faculty on the first year committee, and consider adding a graduate student to the committee

### **Faculty/Research**

The reviewers observed the following strengths:

- High scientific productivity
- Department links with CITA and Dunlap strengthen research profile
- Recognized strengths in extragalactic astronomy and cosmology, star formation, exoplanets, and high-energy astrophysics related to compact objects
- Good research breadth and depth

The reviewers made the following recommendations:

- New Dunlap faculty appointments in instrumentations should be joint appointments with the Department; these appointments can assist with undergraduate and graduate teaching and service responsibilities

### **Administration**

The reviewers observed the following strengths:

- Department is flourishing, and has world-class status in the field; only university in Canada with a department dedicated to astronomy and astrophysics
- Collegial environment, and high morale among faculty, staff, and students
- Librarian is a valuable resource

The reviewers identified the following areas of concern:

- Need for strategic planning in terms of hiring and complement levels of faculty and staff
- Challenges with space and facilities, include the Department library
- Graduate Chair is not always consulted on academic planning and graduate recruitment at UTM and UTSC
- Individual staff workload has increased
- IT-support is in critical need, and stop-gap measures are problematic



- Anxieties around the delay in opening Dunlap and the uncertainty of administrative support for the unit
- Communication challenges between faculty and staff as personnel have moved buildings

The reviewers made the following recommendations:

- New focus in instrumentation should be accompanied by an appropriate testing facility
- A strong physics and astronomy presence should be fostered at UTM and UTSC; consider establishing a separate department on each campus
- Consider additional administrative staff support
- Explore options of sharing technical resources among the Department, CITA, and Dunlap
- Library space might be better utilized for collegial exchanges, given that many resources are available online and hard-copies take substantial space
- Encourage the Dean of the Faculty to maximize profile of Dunlap
- Co-locate the Department, CITA, and Dunlap

## Current Review: Documentation and Consultation

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### Documentation Provided to Reviewers

- Terms of Reference
- Self-Study and Appendices
- Faculty CVs
- DAA External Review 2010 and 2005
- QT Data – ASTSC 2017-2018
- PhD Program Data
- Graduate Calendar
- Undergraduate Calendar
- Course Syllabi: AST425, AST325/326, AST320H1, AST199-LO111, AST1199-LO112, AST210, AST222, AST221, AST101, AST320H1
- UTQAP Visit Itinerary
- QA Library Report
- Students Services Information St. George Campus
- List of all staff DAA, CITA and Dunlap
- MSc and PhD Degree Level Expectations
- Qualifying Exam Question Bank for 2018
- UTQAP Agenda Workshop March 15<sup>th</sup>, 2017

## Consultation Process

The reviewers met with the Dean, Faculty of Arts & Science; the Vice-Dean, Academic Planning and Strategic Initiatives; the Associate Dean, Academic Planning and Undergraduate Issues; the Department Chair, Undergraduate Associate Chair, and Graduate Associate Chair; the Acting Director of CITA; Dunlap Institute faculty; Department faculty; Department teaching faculty and CLTA; Tri-campus graduate faculty: UTM and UTSC; Cognate faculty: Chair, Department of Physics; Postdoctoral Fellows; staff; undergraduate and graduate students.

## Current Review: Findings and Recommendations

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### 1. Undergraduate Program

The reviewers observed the following **strengths**:

- Overall quality
  - Strong programs that compare well to international peers
- Curriculum and program delivery
  - Program objectives map onto Faculty degree level expectations and the University Strategic Research Plan
  - Astronomy & Astrophysics Specialist emphasizes topics in astrophysics, and provides a thorough grounding in physics
  - Planetary Science programs offer good breadth of courses
- Innovation
  - Capstone course provides opportunity for hands-on research, and is an effective means for preparing students for a future career in the field
  - Portable planetarium provides interactive learning environment for large astronomy courses, and new staff have been added to provide planetarium and course support
  - Planned creation of new planetarium (in new building) is a positive development that will further assist with instruction and outreach
- Assessment of learning
  - Graded assignments testing quantitative and critical thinking, writing, student presentations, midterms, and final exams, are appropriate for the discipline
- Quality indicators – undergraduate students
  - High quality of entering students, and admitted students seem to be performing well based on CGPA
  - Enrolment in Astronomy & Astrophysics Specialist has more than doubled from 2009-2016
  - Students are mostly happy and satisfied with the program
- Student funding
  - Healthy suite of student awards available and outstanding students are eligible to apply for the NSERC Undergraduate Summer Research Awards

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

- Curriculum and program delivery
  - Recent “hot topics” in astrophysics, exoplanets, and gravitational waves, are not developed in upper level courses
  - High number (14.0 FCE) of required courses in the Astronomy & Astrophysics Specialist, which may serve as a limitation to enrolment; some students reported switching to the Major (or another Major in a different program altogether) due to the high course requirements
  - Enrolment cap on second year Astronomy & Astrophysics course may serve as a barrier for some students interested in entering the Department’s programs
  - Lack of computer programming skills development in curriculum
  - An undergraduate curriculum committee has been formed, they are not yet meeting on a regular basis to address issues such as:
    - Student concerns regarding overlap in year-two and year-three courses
    - Timing of midterm exams at cognate units being; exams are scheduled too close to the Departments own midterms
    - Only one experiential learning course
  - Varying opinions on new workshop (*Environment from an Indigenous Perspective*) and course (*Indigenous Astronomy*) regarding efficacy of creating a “non-scientific” course
- Accessibility and diversity
  - Building is not accessible, making it difficult for some students to meet with professors and attend classes
- Assessment of learning
  - Enrolment growth has created challenges to providing optimal feedback in some courses
- Quality indicators – undergraduate students
  - Only marginal enrolment in the Planetary Science programs
  - Lack of recruitment efforts to students in first year
  - Student completion rates and employment outcomes data not available
  - Not much student interaction with the undergraduate Chair

The reviewers made the following **recommendations**:

- Curriculum and program delivery
  - Department is encouraged to further develop upper level curriculum in the areas of astronomy, exoplanets, and gravitational waves
  - Consider if reducing the Astronomy & Astrophysics Specialist requirements would be appropriate
  - Explore computer science course offerings that support programming and coding development, and seek ways to improve student advising in these areas and overall
  - Ensure the undergraduate curriculum committee meets on a regular basis, and:
    - Undertakes an annual curriculum mapping exercise
    - Consults with cognate units regarding midterm exam timing
    - Considers the balance of classroom versus experiential learning courses

- Accessibility and diversity
  - While new building should address accessibility concerns, in the interim a working group should be formed to address student access issues
- Assessment of learning
  - Additional TAs may mitigate issues with student feedback
- Student engagement, experience and program support services
- Quality indicators – undergraduate students
  - Work to maintain Astronomy & Astrophysics enrolment numbers, and consider if recruitment efforts should focus on continued growth in this area and should be extended to students in year one
  - Ensure resources for the Planetary Science program are drawn from existing resources used by the Astronomy & Astrophysics programs
  - Start collecting completion and employment outcome data

## 2. Graduate Program

The reviewers observed the following strengths:

- Overall quality
  - Strong overall quality of graduate programs
- Objectives
  - Program objectives are consistent with the overall Faculty and University level learning objectives; Department is doing a good job of navigating program objectives with institutional objectives
- Admissions requirements
  - Appropriate admission standards that are serving the Department well
- Curriculum and program delivery
  - PhD students complete two projects at the beginning of their program with two different supervisors; this method seems to a good opportunity for incoming students to make an informed selection of a permanent supervisor, and students report being satisfied with this approach
- Innovation
  - Variety of research discussion groups that meet regularly, enhancing the quality of the programs
- Assessment of learning
  - Design of qualifying exams seem to be working effectively, and are similar to comparable programs
- Student engagement, experience and program support services
  - Social engagement opportunities through various outreach activities
  - High emphasis on outreach and communication though public tours; Dunlap provides several staff to support communications and outreach activities
- Quality indicators – graduate students
  - Increase in applications to graduate programs from 2008-2015 (applications have approximately doubled), and increase in PhD enrolments
  - Completion rates are consistent with peers

- Graduating student survey results show that nearly all graduates rated the program as excellent or very good
- Good number of graduates obtain tenure-track and other post-secondary employment opportunities
- Morale high among current graduate students

The reviewers identified the following areas of concern:

- Curriculum and program delivery
  - Unclear if any of the 2.0 FCE courses for the direct-entry PhD are required core courses, and if any of the 2.0 FCE can be completed from outside the Department
  - Limited number of courses, especially theory courses given that CITA faculty are not required to teach
  - Difficulty in offering consistent number of courses due to faculty changes
- Accessibility and diversity
  - Building infrastructure poses accessibility concerns, and mental health, diversity, and harassment support claims, are important initiatives to enhance
- Student engagement, experience and program support services
  - Graduate advising may have suffered recently due to frequent changes in Graduate Chair
  - Faculty members at Scarborough and Mississauga are not involved in graduate student training
  - Some students reported that faculty could be more engaged and attend student talks; a recent event was cancelled due to low attendance
- Quality indicators – graduate students
  - Mean time to completion is 6 years, which exceeds allocated funding
  - Current female PhD Astronomy students are planning to leave the field post graduation at a higher rate than males

The reviewers made the following recommendations:

- Curriculum and program delivery
  - Consult with faculty members and graduate students regarding the course requirements and provide clear communication on requirements in all Department materials
    - Form a graduate curriculum committee to consult and address matters related to graduate curriculum
  - Address limited course offerings by:
    - consider offering additional “mini-courses”, ensuring that the Department evaluates whether this is a better option than expanding regular course offerings
    - encouraging postdocs to teach the mini-courses
    - review cognate unit offerings and external partner offerings
- Accessibility and diversity

- Enhance awareness surrounding accessibility, diversity, mental health and harassment issues, and develop mechanisms to address issues
- Student engagement, experience and program support services
  - Graduate Chair should address student advising issues, and provide more information at student orientation regarding program requirements
  - Involve faculty from all three campuses in graduate student training
- Quality indicators – graduate students
  - Seek ways to decrease mean time to completion
  - Utilize graduate employment outcome data to promote the Department
  - Department should seek ways to show more female role models in faculty and teaching positions

### 3. Faculty/Research

The reviewers observed the following **strengths**:

- Overall quality
  - Strong research profile, which is attractive and assists with recruitment of students, postdocs, visitors, and new faculty
  - Faculty strengths are a good match for program offerings
- Research
  - Good breadth of research areas
  - Strong in cosmology, galaxy structure and formation, exoplanets and planet formation, and compact object astrophysics, which are highly competitive fields, and the University has done well in recruiting outstanding faculty in the areas even following the loss of some collaborations
  - Scarborough faculty exoplanet group has helped build critical mass of researchers on campus, making it an attractive place to recruit further faculty in the field
  - New faculty have successfully obtain large instrumentation grants that ensures ongoing participation in various collaborative research projects
- Faculty
  - Reviewers were supportive of plans to fill a positions at CITA in gravitational physics positions, especially after the departure of a expert in general relativity and gravitational waves
  - High morale among teaching faculty

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

- Research
  - Heterogeneous mix of faculty research is somewhat confusing to students, postdocs, and new faculty; graduate students reported they were not well informed about when new faculty arrived in 2017
- Faculty
  - Only one faculty member at Mississauga, threatening critical mass on that campus

- Complement plan provides specific years and areas for hiring faculty, however, suitable applicants may not be available on these timelines
- Smaller percentage of female faculty members than the percentage of female students; some faculty report that difficulty with spousal hires can lead to increased difficulties in increasing females and diversity
- Some faculty felt collaboration and communication across the Department had decreased in recent years

The reviewers made the following **recommendations**:

- Faculty
  - Conduct broad faculty searches to optimize hiring outcomes
  - Department, CITA, and Dunlap should utilize best practices for recruiting women, visible minorities, persons with disabilities, and other underrepresented groups, including having representative hiring committees
  - Coordinate all faculty hiring, rather than having independent requests and searches based on unit, and consider possibility of joint hires with other cognate units such as physics, engineering, and computer science

#### 4. Administration

The reviewers observed the following **strengths**:

- Relationships
  - General morale is good among faculty, staff, and students, and overall the Department has fruitful relationships with cognate units
  - Postdocs and younger faculty at UTSC are interactive and help bring the units together
  - 2016 NSSE results show superior campus environment and stronger student-faculty interactions at the Department than compared to other Ontario and Canadian peers
  - Only pure astronomy department in Canada, and combination of Department, CITA, and Dunlap make it one of the strongest concentrations of astronomy and astrophysics in North America
- Organizational and financial structure
  - Dunlap Institute has been successful in obtaining instrumentation funding, and only a few Departments have as much cutting-edge instrumentation
  - Existing human resources are deployed well to support the Department
- International comparators
  - University, more specifically CITA, is a world leader in the field of theoretical astrophysics, especially in the areas of cosmology and fundamental astrophysics
  - Ongoing participation in cosmic microwave experiments, helps maintain the impressive reputation in the field
  - Current President of the Canadian Astronomical Society is Department faculty member, which exemplifies the strength of the Department

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

- Relationships
  - Morale among staff is somewhat lower due to workloads, building accessibility issues, and poor communication between the Department and Dunlap
  - Postdoc morale at the Department is lower than at CITA and Dunlap due to lower stipends and research support, and inability to supervise summer research students due to lack of available funding
  - Communication and collaboration challenges have arisen given the many units at play (the Department, Dunlap, CITA, UTSC, and UTM) and their physical separation
  - Relations between the Department and Dunlap can be challenging due to differences in leadership, mission statement, and funding models
  - Differences at the Department and Dunlap can make it difficult to find a common ground on matters of equity, diversity, and inclusion
- Organizational and financial structure
  - “The current building is not accessible to disabled persons”
  - Staff do not have a private space to meet with students, limiting the support available to students who need a private space to speak freely about their concerns
  - Department seems to have less financial support for research, travel, and postdocs, when compared to CITA and Dunlap, and an updated space would be of great benefit to the Department and University overall

The reviewers made the following **recommendations**:

- Relationships
  - Department is encouraged to remedy stipend differences for postdocs, and to remove the barrier preventing supervision of summer students
  - Find ways to strengthen the sense of community across all collaborating units
  - Emphasize different missions as a strength and ensure there is good coordination and communication where research areas overlap; consider joint fundraising and outreach efforts, and other ways of reducing competition; and immediately coordinate activities of leadership, perhaps by having the Chair and two Directors meeting on a regular basis
  - Prioritize finding shared vision across the Department, Dunlap, and CITA for equity, diversity, and inclusion in order to provide a welcoming environment
  - Consider a unifying structure such as the proposed “School of the Cosmos”, which would ensure equity and facilitate growth
- Organizational and financial structure
  - Continue plans for new building development, and consider organizing faculty in new building by research area not necessarily by home unit





## 2. Administrative Response & Implementation Plan

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UNIVERSITY OF TORONTO  
FACULTY OF ARTS & SCIENCE

March 8, 2019

Professor Susan McCahan  
Vice-Provost, Academic Programs  
University of Toronto

### **Re: UTQAP cyclical review of the Department of Astronomy and Astrophysics**

Dear Professor McCahan,

Along with the faculty, staff and students of the Department of Astronomy and Astrophysics, I am pleased with the external reviewers' assessment of the Department and its programs: Astronomy & Astrophysics, B.Sc. Hons. (Major, Minor); Astronomy & Physics, B.Sc. Hons. (Specialist); Planetary Science, B.Sc. Hons. (Specialist); and Astronomy & Astrophysics, M.Sc., Ph.D. The reviewers complimented the Department on the "*strong and successful*" undergraduate and graduate programs.

The quality of this program notwithstanding, as per your letter dated January 21, 2019, the review report raises a number of issues and challenges. I am writing to address the areas of the review report that you identify as key. The response to these items and implementation plan are separated into immediate (six months), medium (one to two years), and longer (three to five years) terms, where appropriate, along with who (Program Coordinator, Department, Dean) will take the lead in each area. The Dean's office has discussed the reviewers' comments through consultation with the Department, including conversations between the Chair and the Vice-Dean, Academic Planning and Strategic Initiatives, the Vice-Dean Graduate, the Vice-Dean Research and Infrastructure, and senior staff within the Dean's office, in order to develop the following implementation plan incorporating the reviewers' recommendations.

### **The reviewers remarked on the need to support communication and collaboration amongst units and amongst faculty located in different spaces and campuses.**

This unit faces challenges with respect to communication and collaboration, given both the physical space (spread across multiple sites), and the complex organizational structure. On the St. George campus, the Department of Astronomy and Astrophysics is located primarily in the Astronomy building with three faculty in the Burton Tower of McLennan and one in a separate High Bay Building attached to the Earth Sciences Building. The Dunlap Institute is in the Astronomy Building; CITA is in the Burton Tower of McLennan. Despite the challenges of working across different locations and organizational units, the development of large integrated astrophysical projects -- with combined theoretical, observational and instrumental interests -- has led to strong overlap of function and internal day-to-day collaboration between members of all units.

Collaboration and communication is also essential to the success of the tri-campus graduate program. The Graduate Chair consults with colleagues at UTM and UTSC to support their planning. The UTQAP review of the undergraduate Chemical and Physical Sciences programs (CPS) at UTM, which includes the Astronomy group, pointed to student demand for astronomy courses and the success of the UTM astronomy strategy of being distinct but an important piece of the overall strength of University of Toronto Astronomy and Astrophysics. The external review of CPS expanded on the value of retaining Astrophysics at UTM. The tri-campus graduate department strongly supports initiatives at UTSC to build a strong and stable research presence on that campus.

The Chair has developed an implementation plan to enhance communication and collaboration. This includes both an effort to address the problems of fragmented physical space, as well as efforts to build community.

### Implementation Plan

**Immediate term response:** In the short term, the Department has made changes in space allocation to cluster students, PDFs and faculty with common interests close by each other. Professional staff and instrumentation labs and students are located in their preferred location of the Astronomy Building basement. A set of linked office reassignments in early 2019 adjusted some inappropriate room assignments and allowed the Chair to provide the final 40 some square meters of lab space to one of the unit's faculty members.

### **Immediate to medium term response:**

*Communication in the tri-campus program:* The Chair will continue to support ongoing informal interactions with the two suburban campus groups in order to stay in touch with developments. At the same time, the Chair will commence a set of focused formal meetings with UTM and UTSC Astronomy and Astrophysics faculty and their Department Chairs to discuss concerns and opportunities. These meetings will happen annually, in the spring of each year. In addition, the Department will hold a retreat for all graduate faculty in the spring or summer of 2019 to systematically consider all aspects of the graduate program. Topics for discussion will include enrolment trends, funding, program requirements and course offerings, the qualifying exams, supervision, and time-to-completion. The Chair will prepare a report on the retreat, to be circulated within the tri-campus graduate program, including recommendations for improved practice, changes in Department policies, and course revisions.

*Communication across the St. George units:* At St. George, there are three separate units with partially overlapping but separate mandates and distinct funding: The Department of Astronomy and Astrophysics, CITA, and the Dunlap Institute. Letter agreements have been a successful basis for handling issues of joint interest. For instance, the current planetarium is a teaching tool and is also used for outreach. The Department owns and maintains the planetarium and has staff for its operation. The Department and Dunlap have an agreement that allows the Dunlap Institute to use the planetarium for a wide range of outreach presentations. A Letter Agreement with Dunlap allows the Department to offer enhanced training opportunities for Contractually Limited Teaching Appointees. The Letter Agreement puts in place the funding and responsibilities for initiatives of joint interest in separate mandate areas that are aligned with the overall strategic plan for the Department.

**Longer term response:** In the longer term, the Faculty is engaged in planning for a new purpose-built Astronomy Building. The Dean's office has initiated the process to select an architect to prepare a conceptual design of the New Astronomy Building. The new building will be a major step to bring everyone into a common, modern space that will have an emphasis on interactive spaces from the outset.

**The reviewers also relayed concerns regarding the diversity of the faculty complement and suggested ways to optimize hiring outcomes. They also commented on the need for the units to find common ground regarding diversity, equity and inclusion.**

The Department is committed to enhancing diversity in faculty complement and making the Department a welcoming environment for all. Of the four most recent hires in Astronomy and Astrophysics, two are female, two are male.

Currently, CITA has no female faculty, and there are significant efforts underway to bring outstanding women faculty into the Institute (including the potential use of a Canada Excellence Research Chair - CERC – that has been awarded to CITA). While this is a good start, it will be important to hire strong female candidates into junior theoretical astrophysics positions throughout the Astronomy and Astrophysics groups in Toronto.

#### Implementation Plan:

**Immediate term response:** In January 2019, the Department invited the American Physical Society's Committee on the Status of Women in Physics (APS CSWP) to undertake an equity and inclusion climate survey of the entire Department. The Department expects to receive the report in the spring of 2019. The unit heads will have an initial assessment of the outcome. The Chair will meet with stakeholder groups to discuss the issues raised in the report.

Diversity in faculty complement is also a priority for the Faculty more generally. In 2017-2018, Arts and Science identified a set of six Faculty Priorities (<http://www.artsci.utoronto.ca/faculty-staff/academic-planning>) including "Enhancing Equity, Diversity and Inclusion." As part of the Faculty's current Academic Planning exercise, the Dean has formed a new Equity, Diversity and Inclusion Working Group, with representation from faculty, staff, and students. This group has a mandate to explore ways to increase representation from underrepresented groups and enhance opportunities to build diversity and create a more inclusive Faculty environment; this includes a discussion of how to increase the proportion of women (faculty and students) in STEM fields. The Working Group will develop a series of recommendations in a report to be submitted to the Dean in May 2019.

**Medium term response:** The Chair will set up working groups to address diversity issues raised in the forthcoming ASP CSWP report.

**Longer term response:** The Department is committed to increasing diversity in the program. The Department will engage in active outreach to under-represented student groups; the proposed planetarium in the new Astronomy building, once complete, will provide the Department with a means of engaging with high school students and fostering an interest in science. The Department will hold a retreat in 2022 to assess progress on diversity.

**The reviewers made recommendations to strengthen the undergraduate curriculum and student experience, including ensuring that the curriculum committee meets regularly and enhancing student advising.**

An Undergraduate Program Committee was established in 2016-17, chaired by the Undergraduate Associate Chair, with all faculty teaching program courses as members. The committee is open to student membership. The committee meets at the beginning of each semester to review course content.

Implementation Plan:

**Immediate to medium term response:** Undergraduate Program Committee: The Chair will meet with the Undergraduate Program Committee in April 2019. The Chair will work with this committee to review the full undergraduate curriculum and recommend changes and improvements, as appropriate. In the future, these meetings between the Chair and the Committee will take place annually, at the end of each academic year. Starting in 2019, the Department will commence a curriculum mapping exercise, to more formally review learning outcomes for the program.

*Program Advice:* As student numbers in the program have grown, capacity for advising became strained. With new staff, however, the Department now has an opportunity to address this issue. More specifically, in the fall of 2018, the Department appointed a new Undergraduate Assistant with experience in advising at the college level. This new staff member is now playing an important role in advising students at all levels in the program.

**Medium term response:** In the longer term the Department will maintain a consistent series of review and update meetings to encourage and support ongoing innovation in content and teaching methods in all its courses.

**With respect to the graduate program, the reviewers encouraged engaging in consultation with faculty and graduate students to clarify program requirements, improve advising, find ways to shorten time to completion, and address challenges in offering a consistent number of graduate courses.**

Implementation Plan

**Immediate term response:**

*Advising:* Graduate advising has many elements. Students receive important advice on program requirements, funding, and sources of support from the Graduate Program Assistant. (The Program Assistant was recently nominated for an award which was featured in the *Bulletin*.) The Graduate Associate Chair also provides advising for all first-year graduate students and will advise other students as requested. In the second year, the PhD supervisor and the supervision committee become a primary source of academic and career advice. The Chair is available for advice should a student feel that there needs to be another level of advice. The Chair will work with the Graduate Associate Chair to ensure that students are aware of all avenues for academic

advising (Program Assistant, Supervisor, Committee, Graduate Associate Chair, and Chair) early in their studies.

To monitor and guide the overall advising, the Chair will form a committee with the Graduate Associate Chair and the Graduate Administrator. The committee will seek faculty and student input to provide an annual report to the Department on strengths and weaknesses.

*Consultation:* The unit will work to increase consultation through the Graduate Program Committee. This Committee was established in 2016-17, with the Graduate Associate Chair as the committee chair, and includes active student membership. The Committee has already been involved in addressing a series of complaints with regard to course availability and course content that were the result of three unexpected resignations. The Chair also met privately with a group of students to solicit detailed comments on graduate courses and instructors. The Graduate program Committee and the leadership of the Graduate Associate Chair are key elements to address these issues.

*Time to Completion:* In addition, the Chair will form a committee to discuss approaches to the time to completion and will be formed with strong student representation. The Faculty's Milestones and Pathways program <http://www.artsci.utoronto.ca/graduate/milestones-pathways> is a source of advice and support to advance these goals. The Chair will seek funding from this program to support a focused meeting on graduate completion times. The meeting will be prior to a Department retreat to ensure that some developed ideas are presented.

**Medium term response:** The Graduate Program Committee is required to meet at the start of each teaching term and will have an end of term meeting with the Chair in the spring to assess outcomes, review course outlines, and either make or recommend changes for the following year.

With input from the Graduate Program Committee, there is now a two-year forward plan for the four core graduate courses. Instructors for the current year are published and the courses that will be offered the following year are named, although the instructors are not specified. With the rapid growth in graduate enrolment, all the core courses are currently offered every year.

The Chair, Graduate Associate Chair and Graduate Administrator will have at least one meeting a year to assess graduate advising in general and the performance of the supervision committees. There will be an opportunity for confidential student input prior to the meeting.

**The reviewers noted that the current building is not accessible and recommended creating a working group to address student access concerns; they also noted the importance of space where students can speak freely with staff about concerns.**

The Department has had multiple consultations with several appropriate offices including, but not limited to, the U of T Accessibility office and the Faculty of Arts and Sciences Infrastructure Planning Office. Unfortunately, accessibility is often problematic in postwar institutional buildings on campus. The Faculty and the Department have been advised that, at present, the latest AODA and building code accessibility standards as it relates to the built environment are only applied to new buildings or extensive renovations. As such, all spaces at U of T meet the accessibility code of the time of construction/renovation.

This issue has been discussed with Facilities and Services; the Faculty has been advised that “the University recognizes that more should be done and will be implementing a new accessibility program to proactively address barriers that exist in our environment. The program structure is currently under development, and will focus on the areas of greatest needs as identified by an accessibility audit and the program/prioritization recommendation of the accessibility committee.”

### Implementation Plan

#### **Immediate term response:**

*Accessibility:* The Department, together with the Accessibility office, will continue working on a case-by-case basis when a building accessibility request arises. In the short-term, the Department will create a working group to address student access concerns related to accessibility. This group will be composed of two staff members, two students (GASA representatives) and two faculty (Graduate and Undergraduate Associate Chairs) reporting to the Chair.

*Private meeting space:* All faculty (including visiting scientists) have private offices. All staff members, except for the departmental assistant/undergraduate coordinator, have private offices. The Department has private meeting rooms available for confidential consultation, either individually or in groups.

**Medium to longer term response:** Replacing the Astronomy building is a priority for the Faculty of Arts and Sciences. On January 9, 2019, the formal Request for Supplier Qualifications (RFSQ) for a new astronomy building was released. A new building will be constructed according to the current standards and will be accessible.

The Dean’s office will monitor the implementation of recommendations, with, at minimum, a brief report to the Office of the Vice-Provost, Academic Programs, midway between the year of the site visit and the year of the next site visit. The year of the next review will be the 2025-2026 academic year.

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

Sincerely,



David Cameron  
Dean and Professor of Political Science

cc.

Raymond Carlberg, Chair, Department of Astronomy and Astrophysics

Poppy Lockwood, Vice-Dean, Academic Planning and Strategic Initiatives, Faculty of Arts & Science

Daniella Mallinck, Director, Academic Programs, Planning and Quality Assurance, Office of the Vice-Provost, Academic Programs

Andrea Benoit, Academic Review Officer, Office of the Dean, Faculty of Arts & Science

### **3. Committee on Academic Policy & Programs (AP&P) Findings**

*This section will be inserted after AP&P by the VPAP office using language verbatim from the approved Report of the meeting.*

### **4. Institutional Executive Summary**

The reviewers praised the faculty's strong research profile, which is attractive and assists with recruitment of students, postdoctoral students, visitors, and new faculty. They also noted students' high graduate student satisfaction and the high quality of entering undergraduate students. The reviewers recommended that the following issues be addressed: supporting communication and collaboration amongst units and amongst faculty located in different spaces and campuses; addressing the diversity of the faculty complement, optimizing hiring outcomes, and finding common ground regarding diversity, equity and inclusion; strengthening the undergraduate curriculum and student experience, including advising; engaging in consultation with faculty and graduate students to clarify program requirements, improve advising, find ways to shorten time to completion, and address challenges in offering a consistent number of graduate courses; and addressing building accessibility and creating a working group to address student access concerns. The Dean's Administrative Response describes the Faculty, unit and programs' responses to the reviewers' recommendations, including an implementation plan for any changes necessary as a result.

### **5. Monitoring and Date of Next Review**

The Dean's Office will monitor the implementation and recommendations, with, at minimum, a brief report to the Office of the Vice-Provost, Academic Programs, midway between the year of the site visit and the year of the next site visit. The year of the next review will be the 2025-2026 academic year.

### **6. Distribution**

On May 17, 2019, the Final Assessment Report and Implementation Plan was posted to the Vice-Provost, Academic Programs website, and the link provided by email to the Dean of the Faculty of Arts & Science, the Secretaries of AP&P, Academic Board and Governing Council, and the Ontario Universities Council on Quality Assurance. The Dean provided the link to the Chairs and Directors of the Units.



# UTQAP Cyclical Review: Final Assessment Report and Implementation Plan

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## 1. Review Summary

<b>Programs Reviewed:</b>	Economics, B.A. (Hons.): Specialist, Major, Minor Environmental Economics, Minor (Arts) Economics and Mathematics, B.Sc. (Hons.): Specialist Financial Economics, B.Sc. (Hons.): Specialist Economics, M.A., Ph.D. Financial Economics, M.F.E.
<b>Unit Reviewed:</b>	Department of Economics
<b>Commissioning Officer:</b>	Dean, Faculty of Arts and Science
<b>Reviewers (Name, Affiliation):</b>	<ol style="list-style-type: none"> <li>1. Professor Angela Redish, Director, Bachelor of International Economics program, Vancouver School of Economics, University of British Columbia</li> <li>2. Professor Francine Lafontaine, William Davidson Professor of Business Economics and Public Policy, Ross School of Business, University of Michigan</li> <li>3. Professor Huw Lloyd-Ellis, Department Head, Department of Economics, Queen's University</li> </ol>
<b>Date of Review Visit:</b>	June 7-8, 2018

## Previous Review

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**Date: October 2004** University review of undergraduate programs and Department

### Summary of Findings and Recommendations

#### 1. Undergraduate Programs

The reviewers observed the following strengths:

- Overall good quality of programs and curriculum, including wide participation in joint degrees

The reviewers identified the following areas of concern:

- High student to instructor ratio in class

The reviewers made the following recommendations:

- Take steps to reduce student to instructor ratios and consider ways to improve interactions between faculty and students outside the classroom
- Utilize a graduating students survey to help assess the quality of the programs

#### Faculty/Research

The reviewers observed the following strengths:

- Impressive quality of research and teaching
- Several well-known international researchers
- Excellent recruitment of strong junior faculty

The reviewers identified the following areas of concern:

- Retirements have weakened overall research portfolio
- Low participation in research grant competitions, especially among more senior faculty

The reviewers made the following recommendations:

- Consider the issue of developing strengths in certain research areas versus maintaining a broad base of expertise
- In the interest of recruitment and retention, consider reducing teaching workload, and provide greater transparency regarding workloads and promotion processes
- Increase faculty participation in grant competitions

#### Administration

The reviewers observed the following strengths:

- Department is the top (or one of the top) departments in Canada, and is highly ranked world wide

- Impressive integration with UTM Department of Economics and good ties to Rotman
- Excellent program support staff

The reviewers identified the following areas of concern:

- Severe space shortage, impacting communication

The reviewers made the following recommendations:

- Consider the department vision given new faculty and changing demographics

**Date: May 2009** OCGS review of graduate programs

## Summary of Findings and Recommendations

### Graduate Programs

The reviewers observed the following strengths:

- Department has very high standards for the graduate programs
- Access to excellent library resources
- Space renovations have greatly improved class and meeting space for students

The reviewers identified the following areas of concern:

- Graduate programs seem understaffed
- Funding for international students can be a challenge
- Heavy teaching burden on PhD students, which may slow progression towards degree
- After year three, there are no opportunities for PhD students to present their work
- Shared MA and PhD courses are not challenging enough for doctoral level
- Unclear whether PhD students have access to university programs that would support their research and English skills for teaching

The reviewers made the following recommendations:

- Provide additional staff or faculty to assist with administration of the graduate programs
- Despite funding challenges for international students, consider ways to attract more international students and expand doctoral program size
- Provide funding for PhD students to allow for some teaching relief
- Create a student-friendly lunch seminar where PhD students are able to present their emerging research
- Increase the efforts to monitor student degree progress
- Split shared MA/PhD courses into two separate offerings, one for each level
- Promote or improve programs available that support student research and English skill development

## Current Review: Documentation and Consultation

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### Documentation Provided to Reviewers

Terms of Reference; Self-Study and Appendices; Faculty CVs.

### Consultation Process

The reviewers met with the Dean of Arts and Science; the Vice-Dean, Academic Planning and Strategic Initiatives; the Department Chair/Associate Chair, Graduate; the Associate Chair, Undergraduate; past Department Chairs; the Master in Financial Economics (MFE) Co-Directors; MFE faculty; junior and senior faculty members in the Department of Economics STG; graduate faculty in the Department of Economics at UTM; representatives of cognate units: Rotman School of Management, School of Public Policy and Governance (now Munk School of Global Affairs and Public Policy); graduate and undergraduate students; and administrative staff.

## Current Review: Findings and Recommendations

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### 1. Undergraduate Program

The reviewers observed the following **strengths**:

- Overall quality
  - Strength and quality of programs has been retained even as enrolment numbers have grown, and careful program design has ensured that students don't get "lost in the cracks"
- Objectives
  - Clear and sounds program objectives that are consistent with the University's mission and the department's academic plans
  - Major students are provided program flexibility to allow for double majors, which provides a greater breadth and depth of knowledge
- Admissions requirements
  - Competitive with other leading economics programs
- Assessment of learning
  - Utilization of Writing Instruction for TAs program has improved the writing assignments for students, faculty and TAs
- Student engagement, experience and program support services
  - Impressive professional development and workshop series opportunities for undergraduate students
- Quality indicators – undergraduate students
  - Overall enrolment numbers have grown over the past decade, especially in terms of international student enrolments

- Department is commended for being able to retain program quality even when faced with these enrolment increases
- Balanced enrolment in the specialist programs has positive impact as it has improved the student experience
- Teaching evaluation surveys have steadily increased

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

- Curriculum and program delivery
  - Students who do not intend to pursue graduate studies would like more hands-on, case work, or presentation opportunities earlier in the program
- Assessment of learning
  - Students seem to be able to avoid presentations as an assessment method

The reviewers made the following **recommendations**:

- Curriculum and program delivery
  - Create additional hands-on and case work opportunities earlier in the programs
- Assessment of learning
  - Establish a presentation requirement for all students early in the program

## 2. Graduate Program

The reviewers observed the following strengths:

- Overall quality
  - Efforts and resources invested in the PhD program have paid off in terms of quality and student graduate placements
  - MFE program has excellent reputation
  - MA program is well respected nationally and internationally and PhD program is arguably the strongest in Canada
- Objectives
  - MFE program is an excellent fit for the department and the University, which capitalizes on the urban location
- Curriculum and program delivery
  - MFE curriculum has been responsive to changing market and field needs
  - MA and PhD program requirements and learning outcomes are clear and align well with the Degree Level Expectations
- Innovation
  - Wide variety of field course electives available to MA and PhD students
- Student engagement, experience and program support services
  - Many professional development opportunities available to MFE students
- Quality indicators – graduate students
  - Good placement record for program graduates, especially among MFE graduates and financial sector placements

- High admissions GPA for students entering the MFE program, due to the strong demand for the program
- Good time to degree for MFE students
- MA students admitted well exceed minimum admission standards due to high competition for the program
- Exit surveys indicate that MA and PhD students rate the quality of teaching and programs as higher than average when compared to peers
- PhD enrolment has grown and is very robust
- PhD graduates have been very productive in terms of publications
- Student funding
  - Shift to five-year funding model for PhD will likely allow department to be more competitive in recruitment

The reviewers identified the following areas of concern:

- Curriculum and program delivery
  - Year three of the PhD program is challenging, given that students move from structured course work to conducting their own research in an unstructured manner with little opportunity to present and receive feedback on their research
  - The level or pace of fields courses that are available to both MA and PhD students is not appropriate for the PhD students
- Quality indicators – graduate students
  - Despite high number of international student applicants to the PhD program, and interest from faculty, the department is only able to admit a small number each year
  - While teaching and research assistantships are beneficial and there is high demand for them, these positions also detract from time devoted to thesis completion
    - PhD time to completion is identified by the reviews and in the self-study as a challenge
- Student funding
  - Small number of MA and PhD students receive provincial or national awards

The reviewers made the following recommendations:

- Curriculum and program delivery
  - Consider introducing a more structured framework for year three of the PhD and onwards; an ongoing student workshop might assist with providing structure for students
  - Identify options to make the shared fields courses appropriately challenging for both levels of students
- Quality indicators – graduate students
  - Continue to grow enrolment of international PhD students
- Student funding

- Increases in quotas for financial awards will hopefully improve the success rate for MA and PhD students

### 3. Faculty/Research

The reviewers observed the following **strengths**:

- Overall quality
  - Recently hired junior faculty are high quality
  - High quality of undergraduate and graduate programs reflects the size and quality of the faculty
  - Many faculty members also serve as economic policy-advisors
- Research
  - Excellent work ethic among faculty, with high quality and quantity of research output
  - Good research grant success rates
  - Wide scope of research profiles
- Faculty
  - Teaching-stream faculty are forward-thinking and innovative about teaching pedagogy

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

- Faculty
  - Seminar speakers are often selected by faculty who are able to pay for the speaker out of their grant money – this disadvantages junior faculty who have less funds
  - Difficulty attracting and retaining associate level faculty, perhaps due to lack of mentoring opportunities and communication gaps surrounding tenure and promotion
  - Low proportion of female faculty
  - Increasing the number of teaching-stream faculty relative to tenure-stream could create governance problems and impact the department's reputation for research
  - New faculty are not guaranteed opportunities to teaching graduate courses – this is in contrast to the practice of most other Economics departments

The reviewers made the following **recommendations**:

- Research
  - Given the small number of PhD students, it was suggested to hire “pre-docs” to support faculty research projects
- Faculty
  - Create more opportunities for junior faculty to be involved in selecting speakers

- Increase communication to junior faculty regarding tenure and promotion
- Continue efforts to grow the female faculty complement, including by exploring the current PhD student pipeline

#### 4. Administration

The reviewers observed the following **strengths**:

- Relationships
  - Collegial and productive atmosphere, which has improved significantly over the past two decades
  - Good integration of UTM faculty in activities at St. George
  - Positive relationships with cognate units such as the Rotman School and the School of Public Policy and Governance
  - “Community of Practice” workshop series is an innovative way to share pedagogical best-practices amongst faculty and graduate students
  - Students with special needs and from diverse backgrounds indicate that they feel welcome at the department
  - Department is well connected with research associations from around the world and with local and national organizations
  - Strong department leadership and management
- Organizational and financial structure
  - Building renovations completed in 2008 are seen as a major improvement
  - Recently hired communications staff is a welcome addition
- International comparators
  - One of the top ranked economics departments in the world, and regularly ranked number one in Canada

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

- Relationships
  - Merger of Munk School and School of Public Policy and Governance has led to some uncertainty in the future relationship with the department given that the relationship with the Munk School was weaker pre-merger
- Organizational and financial structure
  - Budget model and space issues seem to place limitations on expansion of the MFE program; additional support staff could be used for the program
  - Intranet sustainability, support, and function of IT services are of concern
  - Space improvements have been made but constraints still persist, and new experimental lab has reduced the space for PhD students
  - Lack of transparency in revenue allocation for joint programs
  - Long-term department sustainability should not rely on a currently productive relationship and OTO funding



The reviewers made the following **recommendations**:

- Relationships
  - Support the development of a positive relationship with the newly formed Munk School of Global Affairs and Public Policy
- Organizational and financial structure
  - Remedy budget (consider revenue sharing model), administrative support, and space issues facing the MFE in order to consider program expansion and to help address competition from emulators
    - Program expansion would allow the MFE to be ranked in the Financial Times would could be an excellent recruitment and employability tool
  - Address IT support services as a high priority
  - Continue to explore ways to secure sufficient space
  - Consider ways to secure institutional funding to create long-term sustainability and planning in the department
- Long-range planning and overall assessment
  - Consider opportunities to grow alumni relationships with graduates from all programs – this may foster more support for department events, and provide students with opportunities to learn about career paths



## 2. Administrative Response & Implementation Plan

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UNIVERSITY OF TORONTO  
FACULTY OF ARTS & SCIENCE

March 12, 2019

Professor Susan McCahan  
Vice-Provost, Academic Programs  
University of Toronto

### Re: UTQAP cyclical review of the Department of Economics

Dear Professor McCahan,

Along with the faculty, staff and students of the Department of Economics, I am pleased with the external reviewers' assessment of the Department and its programs: Economics, B.A., Hons, Specialist, Major, Minor; Environmental Economics, Minor (Arts); Economics and Mathematics, B.Sc., Hons., Specialist; Financial Economics, B.Sc., Hons., Specialist; Economics, M.A., Ph.D., and, Financial Economics, M.F.E.. The reviewers complimented the Department, noting that *“both undergraduate and graduate Economics programs at the University of Toronto have excellent reputations in Canada and internationally.”*

The quality of this program notwithstanding, as per your letter dated January 22, 2019, the review report raises a number of issues and challenges. I am writing to address the areas of the review report that you identify as key. The response to these items and implementation plan are separated into immediate (six months), medium (one to two years), and longer (three to five years) terms, where appropriate, along with who (Department, Dean) will take the lead in each area. The Dean's office has discussed the reviewers' comments through consultation with the Chair of the Department of Economics to develop the following implementation plan incorporating the reviewers' recommendations.

**The reviewers made a number of recommendations regarding the PhD program, including finding ways to make the shared MA/PhD courses more challenging for PhD students; exploring models to promote a more structured approach in year three of the PhD and beyond to support students' transition from coursework to conducting their research; and supporting graduate students' focus on thesis and program completion balanced alongside beneficial RA and TA opportunities.**

#### Implementation Plan

**Immediate term response:** The Chair and Associate Chair will lead a comprehensive review of graduate course offerings to identify core PhD curriculum classes to be aimed at PhD students. Depending on the results of the review, some classes may in the future be restricted to PhD students (and possibly very select MA students) with an alternate MA level offering for the course. For others courses, the Associate Chair, Graduate, will work with course instructors to find mechanisms to guarantee that PhD students' needs are met.

**Medium term response:** The Department will explore the possibility of creating a new upper year graduate research seminar as an avenue for graduate students to present and discuss their work beyond year three of the program. This seminar would provide additional structure for students making the transition to a greater focus on their own research.

**The reviewers encouraged continued growth in international doctoral student enrolment to ensure continued quality and diversity of the class consistent with other globally-ranked programs.**

#### Implementation Plan

**Immediate term response:** An increase in international students is currently being implemented; the Department's quota for Arts and Science funded PhD students was raised from 10 students for 2018-19 to 14 for 2019-20. In addition, the reduction in international tuition for PhD students has significantly decreased the cost of internally supporting international students, making it possible for the Department to consider a graduate increase in international enrolments.

**Medium term response:** Provided the international applicants pool remains strong (international PhD applications are at a record high, with close to 250 applicants for Fall 2019 admission), the Department plans to admit more international graduate students in the next 2 years.

**Longer term response:** The Department will annually re-assess the financial sustainability of graduate expansion and, as appropriate, continue to grow the international PhD enrollment. Given the current resources, a long-term goal (three to five years) of 25 (total) funded international students is realistic.

**The reviewers encouraged the undergraduate program to integrate more hands-on experience for students, early in the program.**

#### Implementation Plan

**Immediate to medium term response:** In order to expand our hands-on experience for students at the earliest stages in the program, the Department is planning to expand course offerings in first-year, through the First-Year Foundations program. New courses in this small enrolment, seminar-style program will emphasize practical, hands-on experience. For example, these courses will draw on a new repository of datasets and projects designed for first-year students: <https://www.core-econ.org/doing-economics/>. The Department will develop these courses with an eye to leveraging experiential learning into large-enrolment first-year required courses (ECO101H1 and ECO102H1).

Currently, the Department's programs integrate writing assignments into the required second-year theory courses (intermediate microeconomics and macroeconomics) and a substantial practicum in data analysis in our required second-year statistics course (ECO220Y1 "Quantitative Methods in Economics"). These writing assignments require students to put their

knowledge into practice – to apply theoretic models to analyze a policy, for example – and to explain the concepts clearly and succinctly. The Department has also recently added a data practicum at the second-year level (“Data Analysis Course Module”); this practicum requires students to work with major databases, such as the Penn World Tables, and offers them extensive experience in using software (Excel) to analyze data. These modules actively engage students with current research as students engage in replication exercises and extensions.

**Longer term response:** The Department offered a community-engaged learning course at the 400-level for the first time, last year. Over time, the Chair expects that the community connections and knowledge required to implement such an experiential course will spill over into other, lower-level, courses.

**While the caliber of the faculty is excellent, the reviewers drew attention to some challenges attracting and retaining associate level faculty, the low proportion of female faculty, and the need for mentoring and opportunities for junior faculty to engage in graduate teaching and selection of seminar speakers.**

#### Implementation Plan

##### **Medium term response:**

*Selection of seminar speakers:* The Department has recently doubled funding available to mount seminar speaker series in order to reduce the junior faculty disadvantage in the selection of speakers. The Chair will review seminar opportunities to ensure that junior faculty are able to select seminar speakers.

*Engagement in graduate teaching:* Most junior faculty are already actively involved in graduate teaching and supervision. In combination with the graduate course offering review, the Chair and Associate Chair will work on a mechanism for the assignment of graduate teaching responsibilities that ensures adequate opportunities for graduate teaching to **all** junior faculty.

*Junior faculty mentorship:* The Chair will review the existing mentorship program for junior faculty, to identify possible enhancements that might make the program more effective.

*Diversity in the faculty complement:* The Chair will work to ensure that faculty are aware of the literature on “unconscious bias” and its implications on recruiting. The Chair will also seek opportunities and more resources from the Faculty when appropriate to attract established senior female economists, who can provide effective mentorship for more junior female faculty and serve as role models for our graduate students. The Chair notes that there are challenges associated with recruiting a diverse complement. For example, every economics department and business school is trying to increase gender diversity within their faculty complement, which leads to a very competitive process in attracting top female candidates. The Chair will ensure that the Department is adopting creative recruitment strategies, such as broadening the search to take advantage of recruiting opportunities in whatever area they might arise (e.g. any-field open rank search, targeting women and members of other underrepresented groups).

Diversity in faculty complement is also a priority for the Faculty of Arts and Science more generally. In 2017-2018, the A&S identified a set of six Faculty Priorities, including “Enhancing

Equity, Diversity and Inclusion.” As part of the Faculty’s current Academic Planning exercise, the Dean has formed a new Equity, Diversity and Inclusion Working Group, with representation from faculty, staff, and students. This group has a mandate to explore ways to increase representation from underrepresented groups and enhance opportunities to build diversity and create a more inclusive Faculty environment. The Working Group will develop a series of recommendations in a report to be submitted in May 2019.

**Longer term response:**

*Recruitment and Retention:* The Dean will continue to work with the Chair of Economics to take advantage of recruitment opportunities and to address retention cases as they arise.

**The reviewers expressed concerns about the sustainability of the intranet and the general level of support for IT.**

Implementation Plan

**Medium to longer term response:** The Chair is aware of the need to build stronger and more responsive IT capacity to support in a timely fashion the research mission of the department, which is increasingly relying on access to confidential data. Over the next 2-3 years, the Chair will work with the Director, Information and Instructional Technology to assess and implement Economics Department-dedicated IT resources. This will strengthen IT support and sustain both the administrative and research needs of the unit by achieving the following goals:

*Day to day support and Infrastructure:* IIT will continue to work with the unit to provide ongoing service reports and responsive support modelling suitable to the needs of this larger academic unit. Systems and networking services will continue to have IIT stewardship.

*Administrative support (web services and application programming):* 1) maintaining the broad functionality of the Department’s Intranet system, which has been proven to be an effective tool to support administrative functions; 2) improving the Department’s communication ability by modernizing and adding functionality to its public website; 3) planning for feasible long term upgrade or replacement solutions for some key Intranet functions.

*Research support:* 1) providing effective and timely solutions for hosting confidential data; 2) managing secure access and access restrictions to confidential data; 3) improving general IT support and maintenance.

**The reviewers encouraged building on the MFE’s success through modest expansion if revenue sharing and space issues could be worked out.**

Implementation Plan

**Immediate term response:** In collaboration with the Faculty, the Department is now in the process of changing the budget structure in support of the MFE program; specifically, the Department is moving away from the dated “in base” funding to a revenue sharing model. Once in place in the new fiscal year, the new MFE budget model is expected to provide both the

resources needed for the program to continue to be competitive, and the right incentives for growth. The next step will be to discuss with key stakeholders the feasibility of enrollment growth for the program, and secure the necessary resources, including identifying physical space for expansion.

**Longer term response:** Identifying additional space for academic units is a Faculty priority, and will be part of the Faculty's academic planning process. The Vice-Dean, Space and Infrastructure, will work with the Chair of Economics to address space needs and opportunities.

**The reviewers encouraged the department to find ways to convene and connect with its alumni base.**

#### Implementation Plan

**Medium term response:** The Chair will continue to improve the Department's communication capacity, and to that end has hired a temporary communication officer. This addition has so far proven successful in boosting the Department's image and promoting the success of its faculty and students. The Chair will continue to monitor this change and explore the possibility of a more permanent staffing option. The Department is also in the process of planning a series of events to reconnect with alumni, including a reunion involving former MA students and MFE students. The Department will seek new ways to make better use of existing alumni networks, such as the MFE alumni association, to connect to the alumni base.

The Dean's office will monitor the implementation of recommendations, with, at minimum, a brief report to the Office of the Vice-Provost, Academic Programs, midway between the year of the site visit and the year of the next site visit. The year of the next review will be the 2025-2026 academic year.

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

Sincerely,



David Cameron  
Dean and Professor of Political Science

cc.

Ettore Damiano, Chair, Department of Economics

Poppy Lockwood, Vice-Dean, Academic Planning and Strategic Initiatives, Faculty of Arts & Science

Daniella Mallinick, Director, Academic Programs, Planning and Quality Assurance, Office of the Vice-Provost, Academic Programs

Andrea Benoit, Academic Review Officer, Office of the Dean, Faculty of Arts & Science

### **3. Committee on Academic Policy & Programs (AP&P) Findings**

*This section will be inserted after AP&P by the VPAP office using language verbatim from the approved Report of the meeting.*

### **4. Institutional Executive Summary**

The reviewers praised the clear and sound undergraduate program objectives and the careful program design. The reviewers noted the impressive reputation of the graduate programs, particularly the excellent reputation of the MFE. Overall, the reviewers were very complimentary of the Department, its programs, faculty and staff, indicating it was a welcoming and productive unit deserving of its top ranking. The reviewers recommended that the following issues be addressed: finding ways to make the shared MA/PhD courses more challenging for PhD students; exploring models to promote a more structured approach in year three of the PhD and beyond to support students' transition from coursework to conducting their research; supporting graduate students' focus on thesis and program completion balanced alongside beneficial RA and TA opportunities; encouraging continued growth in international doctoral student enrolment to ensure continued quality and diversity of the class consistent with other globally-ranked programs; integrating more hands-on experience for undergraduate students early in the program; addressing challenges related to attracting and retaining associate level faculty, the low proportion of female faculty, and the need for mentoring and opportunities for junior faculty to engage in graduate teaching and selection of seminar speakers; increasing the sustainability of the intranet and the general level of support for IT; building on the MFE's success through modest expansion if revenue sharing and space issues could be worked out; and finding ways to convene and connect with its alumni base. The Dean's Administrative Response describes the Faculty, unit and programs' responses to the reviewers' recommendations, including an implementation plan for any changes necessary as a result.

### **5. Monitoring and Date of Next Review**

The Dean's office will monitor the implementation of recommendations, with, at minimum, a brief report to the Office of the Vice-Provost, Academic Programs, midway between the year of the site visit and the year of the next site visit. The year of the next review will be the 2025-26 academic year.

### **6. Distribution**

On May 17, 2019, the Final Assessment Report and Implementation Plan was posted to the Vice-Provost, Academic Programs website and the link provided by email to the Dean of the Faculty of Arts and Science, the Secretaries of AP&P, Academic Board and Governing Council, and the Ontario Universities Council on Quality Assurance. The Dean provided the link to the Chair of the Department.

# UTQAP Cyclical Review: Final Assessment Report and Implementation Plan

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## 1. Review Summary

<b>Programs Reviewed:</b>	Philosophy, B.A. (Hons.): Specialist, Major, Minor Bioethics, B.A. (Hons.): Specialist, Major, Minor Mathematics and Philosophy, B.Sc. (Hons.): Specialist Physics and Philosophy, B.Sc. (Hons.): Specialist Philosophy, M.A., Ph.D.
<b>Division/Unit Reviewed:</b>	Department of Philosophy, FAS
<b>Commissioning Officer:</b>	Dean, Faculty of Arts & Science
<b>Reviewers (Name, Affiliation):</b>	1. Prof. Paul Bartha, Department of Philosophy, University of British Columbia 2. Prof. Michael Milde, Department of Philosophy, Western University 3. Professor Derk Pereboom, Susan Linn Sage School of Philosophy, Cornell University
<b>Date of Review Visit:</b>	May 24 – 25, 2018

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## Previous Review

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**Date:** January 17 – 18, 2008

### Summary of Findings and Recommendations

#### 1. Undergraduate Programs

The reviewers identified the following areas of concern:

- Enrolment caps resulting in third year students being unable to get into 300 level courses

#### 2. Graduate Programs

The reviewers identified the following areas of concern:

- Disparity between disciplinary strengths and graduate students in these areas
- Low grad student morale linked to move to new building

The reviewers made the following recommendations:

- Recruit better students and offer internationally competitive packages

#### Faculty/Research

The reviewers observed the following strengths:

- Unparalleled coverage in the history of philosophy; unrivaled in North America
- Extensive array of philosophical expertise

The reviewers identified the following areas of concern:

- Tri-campus structure causes serious recruitment/retention issues at UTSC
- The five year timeline might not be optimal for tenure review

The reviewers made the following recommendations:

- Maintain existing disciplinary strengths while strengthening core areas

#### Administration

The reviewers identified the following areas of concern:

- “Although they felt that having two different people chair the Graduate and St. George Department ‘will help strengthen and stabilize the Graduate Department in the face of centrifugal institutional and geographical forces’, they worried how under the new budget model, it might ‘increase the risk that the implementation of the Graduate Department’s operations and programs will be hampered or degraded.’”

**Last OCGS review date:** 2009/10 (GQ)

## Current Review: Documentation and Consultation

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### Documentation Provided to Reviewers

Terms of Reference; Self-Study and Appendices; Faculty CVs.

### Consultation Process

The reviewers met with: the Dean, Faculty of Arts & Science; Associate Dean, Academic Planning and Undergraduate Issues; Chair, Department of Philosophy; Associate Chair Graduate/Director of Graduate Studies; Associate Chair Undergraduate/Director of Undergraduate Studies; Junior and senior faculty members, STG; faculty members from UTM and UTSC; Tri-campus TA Co-ordinator; Representatives from cognate units including: Centre for Medieval Studies, Classics, Physics, Mathematics, Centre for Comparative Literature, Anne Tanenbaum Centre for Jewish Studies, School of the Environment, and Institute for the History and Philosophy of Science and Technology; Lecturers; Administrative staff; Undergraduate and graduate students.

## Current Review: Findings and Recommendations

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### 1. Undergraduate Program

The reviewers observed the following **strengths**:

- Overall quality
  - Notably excellent, elite undergraduate programs
  - Virtually unrivalled in North America in diversity of course offerings
  - Major and specialist programs have astounding enrolments, even taking into account the size of U of T's undergraduate population
  - Bioethics programs are extremely successful and could easily grow
  - Elite specialist programs (Philosophy and Mathematics, Philosophy and Physics) attract excellent students and enjoy strong support from partner units
- Objectives
  - Programs provide serious philosophical training while exploring novel ways to foster a sense of intellectual community
  - Program structure and curriculum are appropriate relative to objectives, allowing flexibility to pursue distinct research tracks
  - Objectives related to writing are fostered in the Essay Clinic and through activities coordinated by the Writing Czar
- Curriculum and program delivery
  - Popular elective courses serve the broad undergraduate community and large numbers of Philosophy minors
  - Notable feature that students can choose between a conventional course in first-order logic and an alternative, Probability & Inductive Logic

- First-year Introduction to Philosophy course has benefitted from the Socrates Project, which involves small tutorial groups led by advanced undergraduates
- Single large lecture section for 200-level courses but maintains the ‘small-group’ experience through the use of discussion sections
- Laudably broad range of second year courses suitable both for majors and as electives for students in other programs
- Enormous selection of third-year courses (43 of them in 2017-18), typically capped at 40 students
- Department ensures core faculty presence in key courses at the 200- and 300-levels, and in its fourth-year research seminars
- Distinctive research tracks culminating in 400-level seminars for most major areas
- Combined specialist programs with Mathematics and Physics are top-notch and produce excellent graduates
- Innovation
  - Phil 245 instructor has developed “hybrid flip” model with great potential for blended learning; Logic Lab benefits students in Phil 245
  - Bioethics program is unique and innovative relative to peers
- Accessibility and diversity
  - Main building is accessible, and has two gender-neutral washrooms
  - Department has worked towards diversity in its hiring (and plans to hire in Asian philosophy in 2018- 19) and its course offerings
  - Graduating class is about 40% female
- Assessment of learning
  - Capstone research seminars and Independent Study courses in the fourth year allow students to have close contact with, and be assessed by, individual research faculty
- Student engagement, experience and program support services
  - Significant efforts to improve the undergraduate experience, including tutorials for 100- and 200-level courses, mentorship programs, Philosophy Course Union, *Noesis* journal, Philosophy Café series, etc.
  - Students appear happy and excited about their studies, emphasizing the importance of extra-curricular events and regular contact with faculty
  - PHL1 Mentorship program for students in first-year philosophy courses is led by senior undergraduate mentors, involves bi-weekly meetings and activities designed to engage the interest of first years
- Quality indicators – faculty
  - Mean student evaluations of teaching scores are better than the Arts & Science average

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

- Curriculum and program delivery

- Challenge to maintain variety of offerings and to satisfy the high demand for courses and access to faculty, given the declining faculty complement
- High-enrolling 200-level classes in Logic/Inductive Logic
- Students have difficulty accessing 300-level courses and research faculty Limited number of offerings in non-Western philosophy
- Roughly half of 200-level courses are taught by non-tenure-track faculty
- Accessibility and diversity
  - Rapid increase in international enrolment represents an additional challenge
- Student engagement, experience and program support services
  - Large number of students makes it difficult to create a sense of community
  - Activities sponsored by the department and by the Faculty of Arts and Science (such as b2B) are not always well-attended
  - Conversation Lab is considered to be primarily for graduate students, while the PCU lounge is tiny and not welcoming

The reviewers made the following **recommendations**:

- Curriculum and program delivery
  - Work to find common areas for undergraduate students, and space for holding more 400-level research seminars in the department
  - Explore additional opportunities for increasing enrolment, such as one-term 100-level courses and online or blended Logic courses
  - Consider multiple sections of the most popular courses
  - Fix scheduling problems with 1.5 hour blocks to minimize conflicts
- Accessibility and diversity
  - While rapid increase in international enrolment is a challenge, department should anticipate this growth and look for opportunities that accompany the increased international student presence
- Student engagement, experience and program support services
  - Foster the undergraduate community, particularly in the early years of the undergraduate program
- Quality indicators – faculty
  - Reduce dependence on non-tenure track faculty through a combined strategy that includes both growth positions and other measures that support the presence of research faculty in 200- and 300- level courses
  - Support and expand the Logic Lab; consider a teaching-stream appointment in this area

## 2. Graduate Program

The reviewers observed the following strengths:

- Overall quality
  - Extremely impressive, thriving tri-campus graduate programs
- Objectives

- Objectives are met through a combination of coursework, specially designed seminars, the qualifying paper and dissertation (in the case of the PhD), and a variety of professional training programs
- Admissions requirements
  - Very selective admissions process; quality of applicants is very high
- Curriculum and program delivery
  - Faculty and students satisfied with recent changes to program structure
  - The 'coursework plus qualifying paper' for the PhD approach is appropriate and appears to be working well; beneficial in terms of facilitating progress towards the dissertation
  - Excellent coverage of all major areas within the discipline
  - Department has devoted considerable effort to the development of professional training and placement programs
  - Coursework requirements for MA and PhD programs are typical, with a slightly greater than usual emphasis on the history of philosophy
  - Many U.S. departments no longer offer the MA degree, but U of T's one-year MA program is healthy
- Student engagement, experience and program support services
  - Graduate Director and two staff provide advising and initial orientation, in addition to the student's supervisor and committee
  - Department holds TA Training and professional development workshops
  - Placement program is well structured
- Quality indicators – graduate students
  - CGPSS includes favourable student comments on advising and support
  - High calibre of admitted students is evident from the low attrition rate, their degree of success in fellowship competitions, and their success in placement
- Student funding
  - Students uniformly expressed satisfaction with graduate student stipends

The reviewers identified the following areas of concern:

- Accessibility and diversity
  - Cap on international student enrolment is problematic for diversity and quality
- Curriculum and program delivery
  - Proseminar varies widely based on who is teaching
  - Some research committee require a prospectus while others do not
- Student funding
  - Funding packages are competitive within Canada but not for top US schools, falling \$10k or more behind other offers

The reviewers made the following recommendations:

- Admissions requirements

- Develop a mechanism that allows departmental input regarding recruitment and admission of international graduate students
- Consider additional options for the MA: direct transfer to the PhD and facilitating transitional MA students
- Curriculum and program delivery
  - Review the proseminar requirement
  - Consider requirement of PhD prospectus to accompany qualifying paper
- Student funding
  - Incorporate historic funding levels into graduate student packages
  - Advocate for additional graduate funding based on competitiveness in admissions, fellowships, and placement; in particular, advocate for funding in year 6 of the PhD

### 3. Faculty/Research

The reviewers observed the following **strengths**:

- Overall quality
  - Strong tradition of research and teaching in the history of the discipline, and an enduring commitment to breadth and depth
  - Faculty in the tri-campus department are widely recognized as the strongest in Canada
  - Currently ranked among the top ten worldwide by the Philosophical Gourmet Report (PGR)
  - Very good, often excellent, in almost all areas of philosophy; notable strengths in history of philosophy, especially ancient, medieval, and early modern, and in value theory, in particular political philosophy, philosophy of law, and normative ethics
- Research
  - Five research clusters (“interest groups”) working very effectively
  - Almost all faculty are active researchers, publishing articles in the leading journals, and publishing books with the best academic presses
  - Rate and quality of production generally very high
  - 26 of 50+ faculty currently hold SSHRC Grants
  - Faculty of Arts and Science provides SSHRC bridge funding (with a matching contribution from the department) to ensure that faculty continue to apply for SSHRC grants
  - Department and University provide generous support for faculty development
  - Plentiful, high quality research opportunities for undergraduates
  - Graduate students are well-integrated into faculty research interest groups and departmental colloquia; organize their own research group (Grad Forum) and other events; and receive good support for participation in workshops and conferences
- Faculty
  - Department has made excellent use of recent hiring opportunities

- New faculty members are assigned faculty mentors
- Many faculty have significant professional responsibilities, both internal and external to the university
- Above the average female representation in the complement
- Successful interest groups function well for integrating faculty, postdocs, and graduate students into strong research units, and for organizing events such as colloquia

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

- Research
  - Some younger faculty unaware of bridge funding for SSHRC grants
- Faculty
  - Complement is heavily weighted towards full-professor rank and advanced career stage
  - Hiring has not kept pace with rising student enrolment, impeding student access to research faculty
  - Certain areas are not covered or are underrepresented, including metaphysics; philosophy of physics, mathematics, and biology; logic; philosophy of action, free will and moral psychology; South Asian philosophy; and certain subfields of continental philosophy
  - Opportunities for graduate student research are focused at St. George.
  - Most faculty supervise and serve on dissertation committees, but the amount varies considerably across faculty
  - Gap in the areas of non-Western philosophy
  - Annual meetings of untenured faculty with the chair to review steps to promotion do not always take place on all three campuses

The reviewers made the following **recommendations**:

- Faculty
  - Support current department priorities by making appointments in non-Western philosophy and Metaphysics
  - Engage in additional hiring to strengthen areas of concentration, aiming for at least six growth positions over three years, to return complement to about 30 FTE
  - Increase of the number of faculty who are members of visible minority groups.
  - Develop plan that links complement priorities to a comprehensive long-term strategy that includes both research and teaching
  - Consider nature of appointments in areas such as introductory logic and
  - Ensure annual promotion and tenure meetings are clearly communicated and held regularly on all three campuses

## 4. Administration

The reviewers observed the following **strengths**:

- Relationships
  - Unique, vibrant culture and remarkably cohesive community
  - Solid and mutually beneficial relationships with the tri-campus grad programs and other units at the University
  - Relationships among the three campus departments are very productive
  - High morale across stakeholders; remarkable satisfaction given the size of the tri-campus department
  - Faculty identify very strongly with the tri-campus department, showing remarkable cohesion through:
    - maintaining shared office space for UTM and UTSC faculty at St. George
    - supporting regular activities within the five interest groups, which span the three campuses
    - involving the three campuses in decisions, such as PTR and hiring
  - Healthy interdisciplinary relationships with other units
  - Impressive number of significant partnerships with national and international universities and organizations, including research collaboration and graduate student exchange programs
  - Department publishes a high-quality magazine annually to connect with and inform alumni and donors
  - Several faculty have significant media presence
- Organizational and financial structure
  - Department has shown resilience and creativity in dealing with contraction at St. George (with growth at UTM and UTSC)
  - Faculty, staff and students appear to be largely content with existing structures and very satisfied with current and recent departmental leadership
  - Efficient, hard-working staff have good relationships with faculty and students and satisfaction with opportunities for career advancement
  - Department has benefitted from a series of excellent chairs, with superb leadership from current chair
  - Financial structure appears to be sound and resources are well managed
- Long-range planning and overall assessment
  - Overall assessment of the department is extremely favourable
  - Department has demonstrated, over many years, its strength, adaptability and commitment to excellence
  - Both the tri-campus graduate department and the undergraduate program are in generally excellent shape
  - Department has made excellent recent appointments and may be expected to continue doing so, given appropriate resources from university administration
- International comparators
  - Unsurpassed in size or breadth within the U.S. and Canada
  - First in Canada and among the top ten departments worldwide

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

- Organizational and financial structure



- Presumption against faculty members of either of the suburban campuses becoming Graduate Chair for the tri-campus program; in practice, the Chair at St. George becomes Chair of the graduate program
- Insufficient opportunity for faculty to influence the strategic direction of the tri-campus program if they are not members of a key committee
- Reliance on OTO funds to support valuable Logic Lab
- Faculty from UTM and UTSC do not have individual offices in the Jackman Humanities Building
- Undergraduate space could be improved
- Appears to be unused common areas on the fifth floor of the Jackman Humanities Building
- Long-range planning and overall assessment
  - Most recent academic plans for the department and FAS are for 2010-15

The reviewers made the following **recommendations**:

- Relationships
  - Add faculty in subfields to enhance and strengthen relationships with cognate units
  - Encourage department's efforts to bring philosophy education to high schools
  - Build upon strong media presence
- Organizational and financial structure
  - Engage in discussion of policies and procedures at the tri-campus level with particular attention to selection of the graduate chair
  - Strive to find ways to allow broader faculty input regarding hiring decisions
  - Ensure regular annual meetings between Chair and pre-tenure faculty regarding progress towards tenure
  - Ensure individual office space for all tri-campus tenure-stream faculty
  - Find space for an undergraduate student lounge and 400-level classes
  - Provide a staff lounge
- Long-range planning and overall assessment
  - Develop strategic plan that clarifies new long-term hiring priorities
  - Provide support and resources from FAS to allow an already-strong department to advance
  - Identify areas for possible curricular and programmatic expansion
  - Continue to prioritize alumni in advancement/outreach strategy
  - Ensure that all faculty have input into important decisions at the tri-campus level



## 2. Administrative Response & Implementation Plan

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UNIVERSITY OF TORONTO  
FACULTY OF ARTS & SCIENCE

March 8, 2019

Professor Susan McCahan  
Vice-Provost, Academic Programs  
University of Toronto

### **Re: UTQAP cyclical review of the Department of Philosophy**

Dear Professor McCahan,

Along with the faculty, staff and students of the Department of Philosophy, I am pleased with the external reviewers' assessment of the Department and its programs: Bioethics, B.A., Hons., Specialist, Major, Minor; Mathematics and Philosophy, B.Sc., Hons, Specialist; Philosophy, B.A., Hons., Specialist, Major, Minor; Physics and Philosophy, B.Sc., Hons., Specialist; and, Philosophy, M.A., Ph.D. The reviewers described the department as "excellent in most areas of philosophy," and complimented the Department on being one of the "*few philosophy departments in the world that offer such a wide coverage of different areas of philosophy at such a high level.*"

The quality of this program notwithstanding, as per your letter dated January 28, 2019, the review report raises a number of issues and challenges. I am writing to address the areas of the review report that you identify as key. The response to these items and implementation plan are separated into immediate (six months), medium (one to two years), and longer (three to five years) terms, where appropriate, along with who (Department Chair, Dean's Office) will take the lead in each area. The Dean's office has discussed the reviewers' comments through consultation with the Department of Philosophy, including discussions between the Chair and the Vice-Dean Academic Planning and Strategic Initiatives, the Vice-Dean Research and Infrastructure, and the Vice-Dean Graduate, to develop the following implementation plan incorporating the reviewers' recommendations.

**The reviewers emphasized the importance of ensuring contact between undergraduate students and tenure-stream faculty earlier in the program, and encouraged consideration of the mix of teaching staff.**

The Department is doing what it can to address the shortage of regular faculty teaching third-year courses in particular, which was the specific concern mentioned by the reviewers. As documented in the materials provided to the department for purposes of the 2018 review, from 2012 through 2016, enrolments in philosophy have grown steadily, bucking the trend of declining enrolments elsewhere in the humanities across North America.

### Implementation Plan

**Immediate term response:** Recognizing the additional pressure placed on the department by increasing enrolments, the Faculty has allocated additional faculty lines. Indeed, the Department is currently searching for 3.75 FTE tenure-stream hires. This will provide some additional flexibility for the Department in allocating teaching.

The reviewers raised the possibility of increasing the number of teaching-stream faculty. The Department's leading researchers all teach undergraduate courses in areas about which they write actively. The opportunity to have undergraduates, from the beginning of their first year, study with faculty members who are actively working on the very questions that those students study is one of the great things that Philosophy has to offer. In the current cycle of the Faculty Appointments Committee (discussed below), the Department will be requesting a teaching-stream faculty member to support its large Introductory Logic courses. The case of Logic is unusual, because it is one of the few large enrolment courses that covers material that is very different from anything that might be part of a regular faculty member's research area. Because there are no tenure-stream faculty focusing their research in this area at an introductory level, the Department is interested in a teaching stream hire to support these courses.

**Medium to longer term response:** In the longer term, the Department will continue to request new faculty lines. In the Faculty of Arts and Science, units submit requests for new faculty positions through a formal process to the Faculty Appointments Committee (FAC). Units submit requests in February/March of each year for consideration by the FAC, which includes faculty representatives from across the three Arts and Science sectors (the Humanities, Social Sciences, and Sciences) as well as the Colleges. After considering the full range of requests, the FAC makes recommendations to the Dean. Any request for additional faculty has an impact across the division, and as such, faculty appointments are considered not in isolation, but with respect to needs that exist across the Faculty. Requests for faculty lines from the Philosophy Department will be considered each year as part of this process.

**The reviewers noted the department's plans to hire in non-Western philosophy, and presumed this would lead to broader course selection in this area.**

The Department is eager to expand its offerings and non-Western philosophy, and to that end, the Department has engaged in two immediate strategies and one medium-term strategy.

### Implementation Plan

**Immediate term response:**

- (i) The Department applied successfully to the Faculty Appointments Committee in Arts and Science for permission to search for a junior position in South Asian Philosophy. That search is currently in progress.
- (ii) The Department has secured permission to engage in an additional targeted expedited search to recruit the world's leading figure in the field of South Asian philosophy.
- (iii) The department seeks to replace the late Vincent Shen, holder of the Lee Chair in Chinese Thought, who died unexpectedly this year.

**Medium term response:** The Department will include non-Western philosophy in its complement plan, as discussed below.

**The reviewers made suggestions to improve the strong PhD program, such as reviewing the proseminar requirement and considering a PhD prospectus.**

### Implementation Plan

#### **Immediate term response:**

*PhD prospectus:* The Department is currently in the process of considering the implications for graduate student workload and time-to-completion of introducing a PhD prospectus. The proposal to introduce a prospectus was discussed in a meeting of the graduate executive committee (an elected committee comprised of faculty and graduate student representatives) in the fall of 2018. Student members of the committee were deeply divided, with some urging its adoption and others suggesting it should only be adopted if some other requirement was dropped. The graduate student members of the committee proposed to consult with all of the graduate students, and will report back in the spring of 2019. This feedback will inform the Department's decision regarding the prospectus.

*Proseminar:* Students come into the graduate program with different backgrounds and academic experiences. The proseminar serves an important function in bringing students together early in their studies. The Department has been working to ensure that the proseminar is accessible to students with backgrounds in different areas of the discipline. The proseminar is normally team-taught by two faculty members working in different areas of philosophy so as to ensure a balanced focus.

**Medium term response:** Any changes to the PhD program requirements will be discussed with the Vice-Dean, Graduate, and will go through the Faculty of Arts and Science governance procedures.

**Although they noted that graduate funding packages “are equal or superior to those offered by its strongest Canadian competitors,” they made a number of suggestions to make packages more competitive with peer US schools, and emphasized the need to find ways to admit more outstanding international applicants.**

The Chair notes that the Department already takes every opportunity to "point to the competitiveness of its admissions process, the success of its students in external fellowships competitions and their research productivity to make the case for an increase in resources from central administration." The Department makes offers to fewer than 10% of PhD applicants, and only 4% of international applicants, and close to 70% of its doctoral students win competitive external funding. Indeed, the Department's record in this regard is exceptionally strong.

## Implementation Plan

**Immediate term response:** The Department will do everything that it can in order to improve its funding packages, which are already the highest in the Humanities and among the highest in Arts and Science, so as to make them competitive with its international peers.

Enhancing graduate student support is a priority of the Faculty of Arts & Science. In 2016, the Faculty introduced significant improvements to graduate student financial support, including a \$2,000 increase to base funding for doctoral-stream students in the funded cohort, over three years. The Faculty also introduced Program-Level Fellowships (PLF) in each graduate unit, which are dedicated pools of fellowship resources that units allocate to students in accordance with their priorities for graduate education (PLF funds are scaled to the number of funded cohort students in the unit, and are currently calculated at \$1,000 per student).

In November 2018, the Faculty announced a further \$1,500 increase to base funding over three years (\$500 per year). It is the Faculty's intention to introduce regular increases to the base funding package to enhance graduate student support, attract outstanding students, and ensure that offers to prospective students are competitive.

**Medium term response:** The Department is eager to find ways to admit more international students. As the reviewers note, the solution to the issue of admitting more international students "will require resources at the university level or beyond." The Faculty will continue to seek ways to admit more international students at the graduate level, but is limited by options for the funding of international students. The recent move to change international graduate tuition to match that of domestic graduate students may offer some help in this regard.

**Longer term response:** In pursuit of additional resources, the Department is working hard on the very long-term strategy of building up its network of alumni and supporters.

**The reviewers made a number of suggestions to support a sense of community for students, staff and faculty.**

The tri-campus graduate Department of Philosophy functions as a unitary department, and holds multiple events in which all members of the entire graduate department are expected to participate, including department-wide colloquia (6-7 per year) and department parties (3 per year). Twice a year, the Department holds a graduate plenary to discuss department business. In addition, the reviewers noted that "interest groups represent a successful sub-structure within the department. They function well for integrating faculty, postdocs, and graduate students into strong research units, and for organizing events such as colloquia. Interest groups facilitate various research-related activities; for instance, most sponsor 5-6 visiting speakers per year." Thus, the Department already engages in numerous activities aimed at building community.

Most of the suggestions made by the reviewers concern the availability of adequate space for the Department to build and retain a sense of community. In addition to suggesting a dedicated undergraduate lounge and a staff room, they drew attention to the importance of shared office space on the St. George campus for UTM and UTSC members of the Graduate Department in sustaining community.

### Implementation Plan

**Immediate to medium term response:** The Faculty of Arts and Science has identified space as one of its key academic priorities. The Vice-Dean, Research and Infrastructure, is currently planning a space review of the entire Jackman Humanities Building (JHB), which houses Philosophy.

The review, planned for 2019-20, may identify additional options for the Department, if other spaces can be freed up; realistically, however, there is unlikely to be additional space in the JHB until the new building at 90 Queen's Park is complete, and some units move to this new space.

**Longer term response:** The Faculty is actively pursuing a long-term space and infrastructure plan which, over time, will significantly improve space available to Arts and Science units, including Philosophy.

**The reviewers encouraged the development of a strategic plan that clarifies new long-term hiring priorities and supports faculty renewal.**

### Implementation Plan

**Medium term response:** The Department is in the process of developing such a plan, in keeping with the new requirement from the Dean's Office that all units do so. All units are asked to submit an academic plan, including a section of complement planning, within a year following the completing of their UTQAP review. This document will also allow the Dean to evaluate progress on the implementation plans identified in the UTQAP administrative response.

The Dean's office will monitor the implementation of recommendations, with, at minimum, a brief report to the Office of the Vice-Provost, Academic Programs, midway between the year of the site visit and the year of the next site visit. The year of the next review will be the 2025-2026 academic year.

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

Sincerely,



David Cameron  
Dean and Professor of Political Science

cc.

Arthur Ripstein, Acting Chair, Department of Philosophy

Poppy Lockwood, Vice-Dean, Academic Planning and Strategic Initiatives, Faculty of Arts & Science

Daniella Mallinck, Director, Academic Programs, Planning and Quality Assurance, Office of the Vice-Provost, Academic Programs

Andrea Benoit, Academic Review Officer, Office of the Dean, Faculty of Arts & Science

### **3. Committee on Academic Policy & Programs (AP&P) Findings**

*This section will be inserted after AP&P by the VPAP office using language verbatim from the approved Report of the meeting.*

### **4. Institutional Executive Summary**

The reviewers praised the undergraduate programs for providing serious philosophical training within a clearly defined set of requirements. The reviewers noted the excellent breadth of topics within the graduate programs, and highlighted the top quality of students in the programs. Overall, the reviewers were extremely impressed with the students, faculty and research within the department, and also noted the excellent department culture and community. The reviewers recommended that the following issues be addressed: ensuring contact between undergraduate students and tenure-stream faculty earlier in the program; considering the mix of teaching staff; encouraging broader course selection in non-Western philosophy, based on the department's plans to hire in this area; improving the strong PhD program by reviewing the proseminar requirement and considering a PhD prospectus; making graduate funding packages more competitive with peer US schools; finding ways to admit more outstanding international applicants; supporting a sense of community for students, staff and faculty; and developing a strategic plan that clarifies new long-term hiring priorities and supports faculty renewal. The Dean's Administrative Response describes the Faculty, unit and programs' responses to the reviewers' recommendations, including an implementation plan for any changes necessary as a result.

### **5. Monitoring and Date of Next Review**

The Dean's office will monitor the implementation of recommendations, with, at minimum, a brief report to the Office of the Vice-Provost, Academic Programs, midway between the year of the site visit and the year of the next site visit. The year of the next review will be the 2025-26 academic year.

### **6. Distribution**

On May 17, 2019, the Final Assessment Report and Implementation Plan was posted to the Vice-Provost, Academic Programs website and the link provided by email to the Dean of the Faculty of Arts and Science, the Secretaries of AP&P, Academic Board and Governing Council, and the Ontario Universities Council on Quality Assurance. The Dean provided the link to the Chair of the Department.



# UTQAP Cyclical Review: Final Assessment Report and Implementation Plan

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## 1. Review Summary

<b>Programs Reviewed:</b>	Psychology, M.A., Ph.D.
<b>Division Offering Programs:</b>	Faculty of Arts & Science, Department of Psychology
<b>Commissioning Officer:</b>	Dean, Faculty of Arts & Science
<b>Reviewers (Name, Affiliation):</b>	<ol style="list-style-type: none"> <li>1. Professor James M. Olson, Department of Psychology, University of Western Ontario</li> <li>2. Professor James W. Pennebaker, Regents Centennial Chair of Psychology, Department of Psychology, University of Texas at Austin</li> <li>3. Professor Christopher Sears, Department of Psychology, University of Calgary</li> </ol>
<b>Date of Review Visit:</b>	June 14-15, 2018

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## Previous Review

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**Date: OCGS Review 2009-10**

### Summary of Findings and Recommendations

#### Graduate Programs

The reviewers observed the following strengths:

- Highly talented graduate students
- Low numbers of students who withdraw from the PhD program
- Surveys shows that students are generally very satisfied with their courses
- “Apprenticeship” model is working well and is appropriate for the program objectives
- Graduate exams are working well as assessment measures

The reviewers identified the following areas of concern:

- Stipend issues were identified as follows:
  - Some students were living and working below the poverty line
  - Students must take on additional teaching work to meet basic needs, which negatively impacts productivity and research engagement
  - Low stipends affect the competitiveness of the department to attract top quality students

The reviewers made the following recommendations:

- Increase the graduate stipend level

#### Faculty/Research

The reviewers observed the following strengths:

- Excellent reputation as world-class researchers
- Publication record of faculty from all three campuses is comparable to other top Psychology departments
- Faculty provide high quality supervision and teaching to graduate students

#### Administration

The reviewers observed the following strengths:

- Library resources are beyond adequate
- Newly created graduate Chair (“fourth Chair”) is working well and should receive full support from the Chairs and relevant Deans at all three campuses

The reviewers made the following recommendations:

- Consider options for hosting events on UTSC and UTM campus, as well as communication technologies that would allow UTSC and UTM students to electronically attend events at St. George campus

## Current Review: Documentation and Consultation

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### Documentation Provided to Reviewers

Terms of Reference; Self-Study; Appendices, Faculty CVs.

### Consultation Process

The reviewers met with the Dean, Faculty of Arts and Science; Vice-Dean, Academic Planning and Strategic Initiatives; Graduate Chair; Graduate Director; Perception, Cognition and Cognitive Neuroscience area STG faculty; Social, Personality and Abnormal area STG faculty; Biology and Behaviour area STG faculty; Developmental area STG faculty; Tenure-track STG faculty; Chairs of STG cognate departments: Department of Geography and Planning, Tri-campus Graduate Chair, Department of Psychology, & Department of Cell and Systems Biology; STG Psychology undergraduate Chair and Acting Chair; UTM Psychology Graduate Chair; UTM faculty members; UTSC Psychology Graduate Chair and Incoming Chair; UTSC faculty members; UTST status-only faculty; STG administrative staff; and STG graduate students.

## Current Review: Findings and Recommendations

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### 1. Graduate Program

The reviewers observed the following strengths:

- Objectives
  - Graduate programs fit well with the University mission and department's academic plan
- Admissions requirements
  - Similar to other psychology programs in Ontario, making the programs competitive with direct peers
  - Standards are sufficiently rigorous meaning students enter with appropriate skills to complete the programs
- Curriculum and program delivery
  - Effectively meets program learning outcomes and degree level expectations
  - Good communication with students regarding program requirements
  - PhD "Outside Project" is excellent
- Quality indicators – graduate students

- Graduates find good employment in academia and outside of academia
- Very good time to completion for master's and doctoral students

The reviewers identified the following areas of concern:

- Admissions requirements
  - Faculty are competing against each other for students because multiple faculty are permitted to make offers to the same student
  - Difficult for faculty to recruit and admit international students due to quota limits
  - Faculty in the Biology and Behaviour area are concerned that they may be losing some students to the Department of Cell & Systems Biology (CSB) because of:
    - the lower program requirements for the MSc at CSB
    - CSB does not require applicants to complete the GRE
    - CSB has greater financial support for their students
- Curriculum and program delivery
  - Inadequate number of courses offered each year:
    - students have very little selection in some topic areas
    - difficult for department to structure program because faculty only teach every a graduate course every four years; when they do get to teach they want to offer a course in their own area, rather than teach required courses
    - students cannot plan their program from year to year because courses are only announced annually
    - most courses are offered at the St. George campus, even if the instructor is from UTM or UTSC
  - While “Outside Project” is an excellent initiative, it has become resource and time intensive to offer
- Student engagement, experience and program support services
  - Not all graduate students teach a course during their program, most St. George TA positions are marking roles and do not involve teaching
  - Need for more exposure to non-academic careers
    - Students who are not interested in academic careers report feeling marginalized and unsupported
- Student funding
  - Financial support was identified in the last review as perhaps the most important issue facing the department, and while funding levels have improved, funding levels are still of concern
    - Students report that funding has a serious impact on morale and stress
    - Some students take out large loans, and even take on “secret jobs” because they are warned not to take on extra paid work

- Students noted that the tuition fees in later years remained the same as in earlier years when they required more faculty support

The reviewers made the following recommendations:

- Admissions requirements
  - Simplify graduate student recruitment processes to avoid competition
  - Explore options to push for expanding number of international graduate students
  - Consider if there can be greater flexibility in requirements to help combat the competition with CSB
  - Reviewers supported the plans to introduce a direct-entry PhD
    - MA admissions are already very competitive and most MA students continue on to the PhD
    - Measures need to be in place so that the department can still address quality issues with students who may not be meeting the expectations of the PhD program; perhaps introduce a terminal master's degree for students who are not able to complete the PhD program
- Curriculum and program delivery
  - Strongly recommend improvements to course offerings:
    - provide faculty more frequent teaching opportunities
    - consider increasing size of graduate courses
    - explore if team teaching is feasible
    - consider moving to 2-3 year course planning cycle to assist students and administration with program planning
    - encourage more graduate course offerings on UTM and UTSC campuses by investing in state-of-the art video-conferencing technologies; this can help alleviate travel burdens on faculty and students
  - Continue to offer the "Outside Project" with new criteria that set project time and scope boundaries
- Student engagement, experience and program support services
  - Increase in-class teaching opportunities for graduate students, e.g., leading tutorial sections or serving as guest lecturers
  - Expand research, training, and internship opportunities for students to highlight career opportunities outside of academia
    - Consider if the "Outside Project" could be completed in a non-academic setting for students interested in non-academic careers
    - If possible, name a faculty member responsible for monitoring presentations and events on non-academic careers that would be of interest to psychology graduate students
- Student funding
  - Department must seek ways to increase student funding
    - Consider changing policy which prevents supervisors from topping up their students' funding

- Department should request that the University consider tuition fee reductions for students in upper years

## 2. Faculty/Research

The reviewers observed the following **strengths**:

- Overall quality
  - Highly productive faculty in terms of publications, grants, and international recognition
  - Healthy distribution of gender and faculty rank at all three campuses
- Research
  - Diverse range of research topics and methods
  - Faculty using cutting edge research techniques
  - Large research funding acquisitions and successful in being awarded Canada Research Chairs, Early Research Awards, and other faculty prizes
  - Many collaborations among department faculty, and strong interdisciplinary research across the University
  - Faculty provide students with many research collaboration opportunities

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

- Faculty
  - Current practice only requires faculty to teach one graduate course every four years
  - Junior faculty are at a disadvantage in terms of graduate student recruitment
  - Pre-tenure faculty mentoring often pairs junior faculty with much more senior faculty, which junior faculty felt was not the best match

The reviewers made the following **recommendations**:

- Faculty
  - Increase opportunities for graduate teaching, including allowing faculty to teach a graduate course each year or every other year
    - Also encourage graduate students from cognate units and advanced undergraduates to enrol in the department's graduate courses
  - Explore options for pairing junior faculty with mentors who are closer in career stage

## 3. Administration

The reviewers observed the following **strengths**:

- International comparators

- Programs are seen as among the best in the world

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

- Relationships
  - Morale is higher among faculty at the St. George campus than at UTM and UTSC
    - Some UTM and UTSC faculty said they felt like “second-class citizens” and some St. George faculty felt they were unfairly blamed for decisions made by central administration
    - The department website does not equally feature all three campuses
- Organizational and financial structure
  - There are several factors causing tension in the tri-campus model, which is seen as “remarkably complicated”:
    - Imbalances of resources, travel times, and teaching demands among faculty and students
    - Organization, function and varying perceptions of the “four chair” model; many UTM and UTSC faculty perceive that St. George does not take the fourth Chair role seriously
    - Implications of the University’s long-term plan to make St. George campus more graduate focussed and UTSC and UTM more undergraduate focussed
  - Each campus department is under the budgetary wing of their respective campus, while the graduate programs have one graduate Chair heading all graduate programs from across three campuses; this divide may be leading to many of the organizational tensions
  - Graduate administrator has heavy workload with over 180 students across three campuses
  - Overall, faculty were satisfied with space, but there were some concerns raised over the time to complete renovations as part of new faculty’s start-up packages, especially at UTSC

The reviewers made the following **recommendations**:

- Relationships
  - Increase communication and transparency regarding decision-making
  - The central administration should make the UTM campus shuttle free for faculty and establish a similar shuttle to UTSC
- Organizational and financial structure
  - Rethink the structure and function of the tri-campus model. The reviewers present two options to consider:
    - Keep the four Chair model but rename the graduate lead “Coordinator of the Graduate Program” and provide detailed position descriptions for personnel from across all campuses

- Return to the previous structure where the St. George graduate Chair is also the Chair of the graduate programs at all three campuses
  - Establish a half-time administrator position to support the department
- Long-range planning and overall assessment
  - While the department has been quite successful in grant acquisition, the reviewers recommended additional efforts be explored including:
    - An aggressive funding program that might include external advisory committee of graduates, local business people, and other community and university donors
    - Exploring partnership options with businesses, agencies, start-ups, etc.
    - The support of an administrator could assist with funding opportunities





## 2. Administrative Response & Implementation Plan

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UNIVERSITY OF TORONTO  
FACULTY OF ARTS & SCIENCE

March 6, 2019

Professor Susan McCahan  
Vice-Provost, Academic Programs  
University of Toronto

### **Re: UTQAP cyclical review of Department of Psychology Graduate Programs**

Dear Professor McCahan,

Along with the faculty, staff and students of the Department of Psychology, I am pleased with the external reviewers' assessment of the Department's graduate programs: Psychology, M.A., Ph.D. The reviewers complimented the Department, noting that the "*graduate program has an outstanding reputation both within North America and around the world.*"

The quality of this program notwithstanding, as per your letter dated January 22, 2019, the review report raises a number of issues and challenges. I am writing to address the areas of the review report that you identify as key. The response to these items and implementation plan are separated into immediate (six months), medium (one to two years), and longer (three to five years) terms, where appropriate, along with who (Chair, Department, Dean) will take the lead in each area. The Dean's office has discussed the reviewers' comments through consultation with the Graduate Chair of Psychology, as well as the Vice-Deans Graduate at the UTM and UTSC campuses, to develop the following implementation plan incorporating the reviewers' recommendations.

In responding to the reviewers' report, it may be helpful to provide some context regarding the administrative structure of the Psychology Graduate unit. In most tri-campus graduate units, the position of Graduate Chair is held by the Chair of the Undergraduate St. George unit; in contrast, the position of Graduate Chair in Psychology is typically held by a faculty member from one of the three campuses who is *not* also a Chair of an undergraduate program. Thus, in Psychology, there are four chairs: the undergraduate Chairs at each of the UTSG, UTM, and UTSC campuses, with responsibility for faculty, research, and their respective undergraduate programs, as well as a Graduate Chair with responsibility for the tri-campus graduate program only. In their report, the reviewers raised issues that fall within the purview of the UTSG, UTM and UTSC undergraduate Chairs (including faculty workload and lab renovations). These issues are addressed in the reviews of the undergraduate units. In addition, this administrative response has been shared and discussed among the Vice-Deans Graduate at the three campuses to ensure that the decanal administrations at all three campuses are aware of those issues that fall outside of the Graduate Chair's responsibilities.

**The reviewers were concerned about the current approach to graduate student recruitment, which can result in faculty competing with each other for students, and which limits the amount of support faculty can offer to students.**

### Implementation Plan

**Immediate (six months) term response:** The Program has now taken several steps to improve graduate student recruitment. In October 2018, the Graduate Chair and Graduate Director conducted an online survey of the graduate faculty to identify concerns with the recruitment process. Based on this feedback, changes to recruitment have already been made. For graduate student recruitment days (which were January 24<sup>th</sup> and 25<sup>th</sup>, 2019), the unit developed a location visiting schedule to ensure an equivalent amount of time was available for applicants to visit the locations where their faculty hosts were based (i.e., UTM, UTSC, UTSG, and affiliated hospitals and institutions). The unit also created area-wide events for recruits to be able to meet multiple faculty members and students at one time. Initial feedback from faculty and recruits about this new schedule and events has been positive; the unit is now in the process of conducting a follow-up feedback survey, administered to graduate faculty in February 2019.

In addition, the Graduate Director contacted faculty members when many of them were interested in the same student; although this was deemed necessary for only two of the 69 students of interest to the faculty, members discussed their level of interest in those students. Increased communication has helped to identify areas of common interest among faculty and allow new opportunities for possible co-supervision. With these initial changes to recruitment, the process felt more collegial both behind the scenes and at the area-wide events. The Program will continue to discuss recruitment at the upcoming Graduate Psychology faculty retreat.

The reviewers also commented on the possibility of increasing flexibility in the funding “top-ups” that faculty can offer to students, primarily through tri-campus research grants. This will be a topic of discussion at the next meeting of the Psychology Graduate Committee in May 2019. The Graduate Committee consists of one faculty representative from each of the three campuses plus one status-only representative; the Psychology Undergraduate Chairs at each of the three campuses; two graduate student representatives; the Graduate Administrator; the Graduate Director; and the Graduate Chair. Currently, faculty are required to contribute \$7000 toward their graduate student’s funding package, unless that student has won a scholarship (e.g., SSHRC or NSERC CGS-D). At present, the faculty contribution is capped at \$7000 annually for students who do not hold a scholarship. In terms of recruitment situations where multiple faculty are interested in the same applicant, this cap on faculty contributions was put in place to prevent faculty with large grants from outbidding those with less funding. As for graduate students already enrolled in the Program, the cap was introduced in order to reduce inequities in funding across students. With respect to top-ups for recruitment, the Graduate Program offers one-time only Admissions Awards to applicants who have competing offers from other schools. Those are paid for by graduate program funds or by funds from Arts & Science, rather than by faculty. With respect to top-ups for already enrolled graduate students, the faculty contribution cap will be revisited at the next Graduate Committee meeting in May 2019. The reviewers noted that most programs have cases where students differ in their amount of support, and that this does not introduce significant dissatisfaction within the graduate student population.

As is the case for most graduate programs at the University of Toronto, there is a desire among faculty to be able to admit more international students. The Faculty of Arts and Science, which is

the administrative and budgetary home of the tri-campus Psychology Graduate Program, recently increased Psychology's international doctoral student quota by 2 spots. However, the total number of international doctoral students is still low (Psychology's quota is 21.5 spots spread across the 4 years of the PhD). In order to stay within their quota, the unit has set up a committee of faculty representatives that ranks the international applicants to determine which faculty will be permitted to make an offer. As well, faculty who admitted an international student in any given year are not allowed to admit another international student in the following year. This process and policy is documented and communicated to faculty every year to ensure they understand how the few international quota spots that are available are allocated. The unit has also created a mechanism for faculty to admit international students outside of the quota, should they have the funding to do so.

**Medium (one to two years) term response:** The Graduate Chair and Graduate Director will continue to regularly consult with faculty about graduate student recruitment through attending faculty meetings and through conducting surveys. Feedback obtained through these mechanisms will then be considered when planning recruitment activities. As well, following this year's faculty retreat, where recruitment will be discussed, a recruitment planning document will be developed that can be used for future recruitment seasons.

**Longer (three to five years) term response:** As noted above, continued consultation with faculty will be implemented each year. It is expected that recruitment activities will likely be revised as suggested changes are implemented and tested. The Graduate Committee will also discuss issues such as admissions and funding top-ups and monitor the effects of any changes in policy that might result.

**The reviewers suggested ways to improve graduate course selection and possibly allow a more structured program, including having faculty teach more frequently at the graduate level, and offering and supporting enrolment in graduate courses on all three campuses.**

#### Implementation Plan

**Immediate (six months) term response:** A four-year teaching schedule was created several years ago. However, the four-year cycle for some faculty members was disrupted due to factors such as leaves (e.g., sabbaticals, parental, administrative secondment) and retirements. In addition, several new faculty were hired at each of the three campuses, and the number of status-only faculty has also increased. This has resulted in a need to re-work the teaching schedule. The previous Graduate Chair began that effort in August 2018 and distributed that preliminary schedule to students prior to registration in September. The current Graduate Chair and Graduate Director will continue to work with faculty to develop a more comprehensive and clearer four-year schedule in Spring, 2019. The unit will then distribute that teaching schedule to graduate students so that they can better plan their course schedules.

**Medium (one to two years) term response:** In order for tri-campus Psychology faculty members to teach a graduate course, they must be released from teaching an undergraduate course at their home campus. Thus, it is ultimately up to the Psychology Undergraduate Chairs at the three campuses to permit faculty to teach graduate courses more frequently; this is an issue addressed in the approved workload policy for Psychology faculty at each campus. It should be

noted that allowing more frequent graduate teaching would likely result in increased sessional teaching at the undergraduate level, which may be undesirable given undergraduate enrolment pressures and the desire to ensure that sufficient courses are taught by faculty with continuing appointments. In addition, although faculty might in some cases prefer to teach more graduate relative to undergraduate courses, there are sufficient faculty members available to teach each year under the current system; that is, with 94 faculty members available for graduate teaching across the three campuses and affiliated institutions, there is currently no shortage of graduate course offerings.

To increase flexibility in graduate teaching, the unit has begun to examine the possibility of introducing courses that are team-taught and spread across two semesters. For example, in 2018-19, two faculty are co-teaching a coding course on Python and R. The course is spread across the two semesters, with bi-weekly classes. The two faculty must teach the course two years in a row to obtain release from teaching one undergraduate course. Offering more courses in a format such as this, particularly for skills-based courses, would likely increase the frequency of some course offerings.

The reviewers suggested that the program should facilitate enrollments in graduate courses offered on all three campuses. Although the majority of courses are offered at St. George, the Graduate Chair is open to the possibility of graduate courses at UTM and UTSC. Indeed, in 2019, two graduate courses are being offered at UTM. The Graduate Chair and Graduate Director will review the student evaluations for those courses and consult with the instructors to identify ways to improve the experience.

**Longer (three to five years) term response:** The Graduate Director will continue to monitor the teaching schedule and to re-organize where necessary to ensure balanced offerings across areas and years. The Graduate Chair will continue to meet with the three campus chairs to discuss teaching releases for offering skills-based courses as well as quantitative courses.

**Given the changing post-graduation landscape, the reviewers suggested support for alternative career paths and teaching opportunities for graduate students.**

#### Implementation Plan

**Immediate (six months) term response:** All first year PhD students take PSY3001: Professional Development. This course includes a unit on alternative career paths, often involving guest speakers who are graduates from the program and have pursued non-academic careers. The program will work with the instructor(s) to ensure that additional time is devoted to different career paths.

Students receive regular announcements by email of the available resources and events that may be of interest to them. For example, the Rotman Research Institute at Baycrest Hospital offers professional development sessions that are open to all graduate students. The Program will continue to advertise these events. As well, some of the research groups in the Graduate Program (e.g., Social/Personality) routinely offer professional development sessions as part of their weekly talk series. Some of these sessions have been devoted to career planning, including bringing in alumni who have gone on to non-academic jobs.

In response to student concerns in this area, the Psychology Graduate Student Association (PGSA), working in concert with the Associate Graduate Director, will be hosting a non-academic career night in March 2019. At this event, current graduate students will be able to meet with people in industry as well as with alumni to learn more about employment options. If this event is successful, the Program will support this initiative as an annual event.

The Program is committed to providing teaching opportunities to students, where feasible. Students interested in teaching can sign up for a training course for teaching in Psychology at the university level. This course (or a similar training course) is required background for students wishing to teach. Students may then apply to teach courses posted to Unit 1 at any of the three campuses. As well, as part of their TA-ships, graduate students can approach course instructors to see if they can give one of the lectures, so as to gain more experience. The Graduate Program will work to more clearly communicate to students how they can gain more teaching experience, both as a TA and as a course instructor.

As well, the Graduate Committee, which includes the three campus Chairs, will discuss ways to facilitate graduate teaching at each campus. It is likely that the number of postings to Unit 1 varies across the three campuses. It may be the case that different strategies will need to be implemented at each site in order to maximize teaching opportunities for graduate students.

**Medium (one to two years) term response:** Over the next two years, the Graduate Program will work to create a list of resources for students regarding alternative career paths. This includes connecting them with resources at the Career Centre, at SGS, and at affiliated institutes such as at Baycrest Hospital. In addition, the Program will work on building connections with Psychology graduate alumni, in order to better understand the pathways that students have taken; by developing these connections, the Program will also create an important resource base for future events that will bring together alumni with students.

The Graduate Chair will also work with the three undergraduate Chairs to facilitate teaching opportunities for graduate students. The Graduate Chair will also work with the Graduate Director and Psychology Graduate Student Association (PGSA) to identify unit-wide graduate activities that are supported by the Faculty of Arts and Science Milestones and Pathways program (<https://teaching.artsci.utoronto.ca/fundingopportunities/mp/>). For example, potential workshop topics might include professional skills such as academic and non-academic writing, or preparing for entering the non-academic job market.

**Longer (three to five years) term response:** Longer term, the Program will examine ways to use the Outside Project (a required component in the PhD program in which students engage in research with a graduate faculty member other than their primary supervisor) as another opportunity for introducing graduate students to non-academic career paths. Such changes will likely require program modifications as well as the development of a network to facilitate connections for students. We will also investigate internship opportunities that are available through programs such as MITACS. As for graduate teaching opportunities, the unit will endeavor to track graduate teaching across the three campuses and better connect students with instructors to increase opportunities for guest lectureships.

**The reviewers support the idea of moving towards a direct-entry PhD program, in part because this might facilitate more offers to the best students from around the world. However, they flag the need to retain options for students who do not continue beyond the master's level.**

#### Implementation Plan

**Immediate (six months) term response:** In Fall 2018, following the reviewers' visit, the current Graduate Chair commenced an extensive consultation process regarding the option of a direct-entry PhD program. This has included meetings with faculty and graduate students at each of the three campuses as well as meetings with status-only faculty and their students. The Graduate Chair and Graduate Director have also met with the Vice-Dean Graduate in Arts and Science. It became clear that at this stage that clarification is required on key points. One concern is that a direct-entry PhD program would result in domestic students no longer being eligible for Master's-level federal scholarships. Currently, students in their MA year can apply for MA-level federal scholarships. However, a switch to a direct-entry PhD program would mean that students in their first year of the program would be PhD 1 students and likely ineligible for MA-level awards. A significant number of Psychology MA-level students win these scholarships, so becoming ineligible for those awards would be a disadvantage. In addition, students in the direct-entry option would not be eligible for an automatic transfer to the MA if they wished to withdraw from the PhD; SGS approval is required. Further, U of T does not have a "terminal Master's"; that is, a student who completes some of the PhD program cannot be granted a Master's degree upon exit. It is also important to note that students in a direct-entry program have to complete a substantial portion of the Master's degree requirements, as per SGS regulations, so it is not necessarily a route through which students could reduce time-to-completion. In sum, given these concerns and outstanding questions, the Program is not pursuing a direct-entry PhD option in the immediate future.

**Medium (one to two years) term response:** The Program will continue investigating the direct-entry PhD program option through consulting with units who already have such programs and by continuing to discuss this potential program change with Psychology graduate faculty and graduate students.

**Longer (three to five years) term response:** Pending the outcome of consultations noted above, the Program may seek to pursue a modification to a direct-entry PhD program.

**The reviewers observed the need for better support of pre-tenure faculty through changes to mentoring and timely start-up renovations.**

#### Implementation Plan

**Immediate (six months) term response:** The tri-campus Graduate Psychology Program's budgetary and administrative home is within the Faculty of Arts and Science at St. George campus. Faculty are appointed at their home campus (UTM, UTSC, STG) and then appointed to the tri-campus Graduate Program. This means that faculty's start-up arrangements, undergraduate teaching load, and faculty mentorship are handled by the Chair at the campus where their primary appointment is held. While these matters are outside the jurisdiction of the

Graduate Program, the Graduate Chair will highlight these concerns to the campus Chairs at the regularly scheduled Chairs meetings that are held each semester.

Because these issues fall outside of the responsibilities of the Graduate Chair, the UTSG Vice-Dean, Graduate, has brought these concerns to the attention of the Vice-Deans Graduate at UTM and UTSC.

**Medium (one to two years) to longer (three to five years) term response:** The Graduate Chair will continue to engage with the three campus Chairs when graduate faculty raise concerns about situations at their home campus.

**The reviewers identified “tension between the campuses” and encouraged “frank discussions among faculty and administrators at all three campuses” on a number of issues related to tri-campus faculty and student experience, and program administration and planning.**

#### Implementation Plan

**Immediate (six months) term response:** The Program has already increased the level of outreach and communication with the three campuses and affiliated hospitals and institutes. In the Fall 2018 term, the Graduate Chair and Graduate Director met with faculty and graduate students at the three campuses and also held a meeting with status-only and cross-appointed faculty and their students. These meetings covered a number of the issues raised above, such as the recruitment and admissions process, international student quotas, teaching, and the direct-entry PhD option that is under consideration. The Graduate Chair plans to continue this outreach annually so as to facilitate discussion of issues when they arise.

The Program held a Graduate faculty retreat in February 2019, and used this opportunity for further discussion of issues that were revealed in the UTQAP review. The Graduate Chair will consult regarding potential changes to address those issues that are under the purview of the Graduate Program.

**Medium (one to two years) term response:** The Graduate Chair and Graduate Director will continue to hold annual consultations with faculty and students at the various locations. This has not been done regularly in the past, so it is expected that more frequent outreach will help to identify issues when they arise as well as potential solutions. As well, the Program will continue its use of surveys to seek additional feedback on specific matters (e.g., recruitment event feedback, ideas for graduate student workshops) as they arise.

**Longer (three to five years) term response:** By engaging in more regular consultations with faculty and students at all locations, the Program will be better able to address emerging and ongoing issues as necessary.

The Dean’s office will monitor the implementation of recommendations, with, at minimum, a brief report to the Office of the Vice-Provost, Academic Programs, midway between the year of the site visit and the year of the next site visit. The year of the next review will be the 2025-2026 academic year.

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

Sincerely,



David Cameron  
Dean and Professor of Political Science

cc.

Alison Chasteen, Graduate Chair, Department of Psychology

Poppy Lockwood, Vice-Dean, Academic Planning and Strategic Initiatives, Faculty of Arts & Science

Daniella Mallinck, Director, Academic Programs, Planning and Quality Assurance, Office of the Vice-Provost, Academic Programs

Andrea Benoit, Academic Review Officer, Office of the Dean, Faculty of Arts & Science



### **3. Committee on Academic Policy & Programs (AP&P) Findings**

*This section will be inserted after AP&P by the VPAP office using language verbatim from the approved Report of the meeting.*

### **4. Institutional Executive Summary**

The reviewers praised the communication to students regarding their program requirements and the healthy time-to-completion for both the master's and doctoral degrees. The reviewers commented on the strength of the programs, indicating they are very competitive against their peers and amongst the top psychology programs in the world. The reviewers were also impressed with the employment outcomes of graduates who consistently secure work in academia and other relevant fields. The reviewers recommended that the following issues be addressed: revising the current approach to graduate student recruitment, which can result faculty competing with each other for students, and which limits the amount of support faculty can offer to students; improving graduate course selection and possibly allowing a more structured program, including having faculty teach more frequently at the graduate level, and offering and supporting enrolment in graduate courses on all three campuses; providing support for alternative career paths and teaching opportunities for graduate students; moving towards a direct-entry PhD program, in part because this might facilitate more offers to the best students from around the world; better support of pre-tenure faculty through changes to mentoring and timely start-up renovations; and addressing "tension between the campuses" and encouraging "frank discussions among faculty and administrators at all three campuses" on a number of issues related to tri-campus faculty and student experience, and program administration and planning. The Dean's Administrative Response describes the Faculty, unit and programs' responses to the reviewers' recommendations, including an implementation plan for any changes necessary as a result.

### **5. Monitoring and Date of Next Review**

The Dean's office will monitor the implementation of recommendations, with, at minimum, a brief report to the Office of the Vice-Provost, Academic Programs, midway between the year of the site visit and the year of the next site visit. The year of the next review will be the 2025-2026 academic year.

### **6. Distribution**

On May 17, 2019, the Final Assessment Report and Implementation Plan was posted to the Vice-Provost, Academic Programs website and the link provided by email to the Dean of the Faculty of Arts and Science, the Secretaries of AP&P, Academic Board and Governing Council, and the Ontario Universities Council on Quality Assurance. The Dean provided the link to the Chair of the Department.

# UTQAP Cyclical Review: Final Assessment Report and Implementation Plan

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## 1. Review Summary

<b>Programs Reviewed:</b>	Women and Gender Studies, B.A. Hons: Specialist, Major, Minor  Women and Gender Studies, M.A., Ph.D.
<b>Division/Unit Reviewed:</b>	Women and Gender Studies Institute
<b>Commissioning Officer:</b>	Dean, Faculty of Arts & Science
<b>Reviewers (Name, Affiliation):</b>	<ol style="list-style-type: none"> <li>1. Prof. Sunera Thobani, Institute of Gender, Race, Sexuality and Social Justice, University of British Columbia</li> <li>2. Professor Samantha King, Department Head, Department of Gender Studies, Queen's University</li> <li>3. Professor Anita Mannur, Director, Women's, Gender and Sexuality Studies, Miami University</li> </ol>
<b>Date of Review Visit:</b>	May 10 – 11, 2018

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## Previous Review

**Date:** January 10 – 11, 2008, University Review of undergraduate and MA program

The PhD program was approved to commence in 2011-12 under the UTQAP and has not undergone a cyclical review to date.

### Summary of Findings and Recommendations

#### 1. Undergraduate Programs

The reviewers observed the following strengths:

- Transnational curriculum brings together global issues, diaspora and migration, race, gender and intersectional analysis
- Curriculum fits well with other programs at University College
- Major program is popular among students

The reviewers identified the following areas of concern:

- Lack of core faculty to teach required courses
- Large class sizes

The reviewers made the following recommendations:

- Institute should review teaching assignments, and consider rotating junior and senior faculty among the required and introductory courses

#### 2. Graduate Programs

The reviewers observed the following strengths:

- MA program is off to a good start with some excellent students enrolled

#### Faculty/Research

The reviewers observed the following strengths:

- Outstanding faculty
- Strong track record of teaching and research
- Excellent research funding received

The reviewers identified the following areas of concern:

- Faculty members have many demands placed on them due to the nature of being cross-listed to multiple units; some feel overworked, and students and community members are seeking more time to connect with them

The reviewers made the following recommendations:

- Hire three more full-time faculty
- Arts & Science should review the contracts of the cross-appointed faculty to see how teaching and service loads are distributed

## Administration

The reviewers observed the following strengths:

- Institute is a powerful presence on campus, and exemplary model of innovation and excellence
- Top ranked department in North America and internationally
- Institute organized conferences provide intellectual growth for faculty and staff
- Strong leadership from current and former Directors

The reviewers identified the following areas of concern:

- Some faculty expressed concern over the governance structure; process seemed too time consuming
- Lack of space prohibits program expansion
- Difficult for students from cognate units to register
- Some other units do not support feminist scholarship

The reviewers made the following recommendations:

- Consider what resources would be required to offer a PhD program
- Consult among senior faculty regarding next Director appointment
- Revisit priorities to reduce the number of projects taken on
- Increase the staff complement, and consider a higher classified staff hire to work on grant writing, catalog copying, website, etc.
- Review governance structure and consensus model
- Work with New College to develop space plans
- Review relations with cognate units (planned lecture series could assist in building relations) and consider reserving space for students from other programs to register in courses
- University should strengthen their diversity and equity programs

**Last OCGS review date: 2005-06** MA program approved to commence

## Current Review: Documentation and Consultation

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### Documentation Provided to Reviewers

Terms of Reference; Self-Study and Appendices; Faculty CVs.

### Consultation Process

The reviewers met with the Dean, Faculty of Arts & Science; Associate Dean, Undergraduate Issues and Academic Planning; Director, Women and Gender Studies Institute; Undergraduate

Final Assessment Report and Implementation Plan: Women and Gender Studies Institute

and Graduate Coordinators; Junior and Senior Faculty members; Representatives of Cognate Units: Sexual Diversity Studies, Anthropology, Sociology; Principal, New College; CAO, New College; Undergraduate and Graduate administrative staff; undergraduate and graduate students.

## Current Review: Findings and Recommendations

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### 1. Undergraduate Program

The reviewers observed the following **strengths**:

- Overall quality
  - Undergraduate programs are clearly a strength of the Women and Gender Studies Institute (WGSi)
- Curriculum and program delivery
  - Meets degree level expectations and program learning outcomes
  - Directly relates to student experiences, interests, and concerns
  - Curricular focus on transnational gender studies has made the programs a leader in Canada in this sub-field
  - Recent Critical Race Studies hires are helping build the undergraduate program's reputation as an up and coming leader in the field
  - Robust range of topics in offerings
  - Strong commitment to expand Indigenous Studies offerings
- Assessment of learning
  - Assessment of student learning is in line with other women and gender studies programs
- Quality indicators – undergraduate students
  - Institute activities create a sense of belonging for students
  - Students are inspired to advanced their studies
  - Healthy program enrolments especially given the declining trend in humanities and social sciences
  - Teaching evaluations report higher than average (compared to overall Faculty) satisfaction with teaching, quality of interaction, and course content

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

- Objectives
  - Ongoing and renewed support from the University administration is needed to continue the intellectual and political work of the Institute
- Curriculum and program delivery
  - Absence of curriculum in South Asian/Diaspora Studies
  - Some rethinking needed in order to balance all sub-field in offerings
- Quality indicators – undergraduate students
  - While enrolments are healthy, members of the unit would still like to see an increase in undergraduate enrolment

The reviewers made the following **recommendations**:

- Objectives
  - Seek material and symbolic University/Faculty support and recognition for the intellectual and political work performed at the Institute
- Curriculum and program delivery
  - Consider filling curricular gaps in Indigenous Studies and/or South Asian/Diaspora Studies, with a senior-level tenure track hire
  - Review the undergraduate curriculum to develop new course offerings in Indigenous Studies, and South Asian/Diaspora Studies; enhance the offerings in political economy, cultural studies, community engagement and research methods

## 2. Graduate Program

The reviewers observed the following strengths:

- Curriculum and program delivery
  - Meets degree level expectations and program learning outcomes
  - Directly relates to student experiences, interests, and concerns
- Assessment of learning
  - Assessment of student learning is in line with other women and gender studies programs in the field
- Quality indicators – graduate students
  - Healthy graduate program enrolment

The reviewers identified the following areas of concern:

- Curriculum and program delivery
  - WGSII is undergoing a comprehensive review of the graduate programs, so unable to make specific recommendations about either the curriculum or program delivery at this point
  - Program requirements and procedures appear to be in different stages of development
  - Limited number of tenured faculty who can serve as supervisors (non-tenured can only serve as co-supervisors) has hampered graduate program progress

The reviewers made the following recommendations:

- Curriculum and program delivery
  - Establish clear lines of communication regarding program requirements, procedures and timelines amongst leadership, faculty supervisors and committee members, students and staff

- Expand PhD comprehensive exam options to enable students to acquire expertise in research methods, curriculum development, and/or community engagement

### 3. Faculty/Research

The reviewers observed the following **strengths**:

- Overall quality
  - Faculty members speak highly of one another, and students echo the sentiment
  - Research and scholarship of faculty are well received in the field, and publications rank 3<sup>rd</sup> behind Harvard and Michigan
- Research
  - High quality and wide breadth of research, consistent with similar interdisciplinary units
  - Publishing in top ranking publications nationally and internationally
  - Impressive productivity
  - Highly successful in receiving research funding

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

- Faculty
  - Some undergraduate students concerned that learning and mentorship are inhibited due to the temporary status of sessional faculty who are relied on to delivery the undergraduate program
  - Administrative burdens falling on junior faculty
  - Unusual that many mid-career faculty have not pursued promotion to full professor; reviewers sensed some resistance to this from chairs of cognate units with jointly appointed faculty

The reviewers made the following **recommendations**:

- Faculty
  - Reduce the reliance on sessional faculty, and relieve some administrative burden, by appointing a permanent lecturer and senior-level tenure-track faculty member
  - Work with the Faculty and cognate units to ensure strong associate faculty members are encouraged to pursue promotion, and provide overall mentoring and other supports for untenured faculty to ensure long-term success

### 4. Administration

The reviewers observed the following **strengths**:

- Relationships

- Great deal of appreciation and enthusiasm for the accomplishments and activities of the WGSJ, and clear commitment to meeting the needs of the University, underserved communities and marginalized populations
- Rich learning environment
- Institute plays a key role in fostering and participating in scholar-activist-community relationships
- Many members of the Institute are invited to deliver keynotes, serve as media commentators, and policy consultants
- When faced with challenges, the members of the Institute pull together and support each other
- Increase in internal communication among faculty at all three-campus in regards to administrative and Institute community matters
- Organizational and financial structure
  - Overall satisfaction with Institute finances, especially for projects and special events
- Long-range planning and overall assessment
  - Institute programs and activities exceed the University mission
  - Publically-engaged research is key to the Institute's wide range of activities
- International comparators
  - WGSJ has played a leading role in the Canadian history of the development of the disciplinary field
  - Successfully grown from offering one of the first programs of its kind in Canada to now offering programs at the undergraduate, graduate, and graduate Collaborative Specialization levels
  - Institute ranks favourably against national and international peers, and has unmatched strength and depth in the area of transnational feminism

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

- Organizational and financial structure
  - Staffing:
    - growth in graduate enrolment has led to unevenness in staff workloads
    - some staff expressed concern over remuneration in relation to workloads, seniority and experience
    - anxiety around proposed review of Institute staffing
- Long-range planning and overall assessment
  - Institute has no academic plan
  - WGSJ cannot directly approach potential donors, hampering unit-specific fundraising
  - Projected decreases in enrolment will make it imperative that funding be secured

The reviewers made the following **recommendations**:

- Relationships
  - Ensure careful attention to and support for efficient internal communication



- Organizational and financial structure
  - Consider staff remuneration as part of the upcoming staff audit
- Long-range planning and overall assessment
  - Incoming Director should initiate the development of an academic plan, in consultation with all stakeholders
  - Continue to enhance activities and community building efforts by adding new annual events
  - Integrate the Institute's long-term financial needs within the University's larger strategic fund-raising plans



## 2. Administrative Response & Implementation Plan

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UNIVERSITY OF TORONTO  
FACULTY OF ARTS & SCIENCE

March 15, 2019

Professor Susan McCahan  
Vice-Provost, Academic Programs  
University of Toronto

### Re: UTQAP cyclical review of Women and Gender Studies Institute

Dear Professor McCahan,

Along with the faculty, staff and students of the Women and Gender Studies Institute, I am pleased with the external reviewers' assessment of the Institute and its programs: Women and Gender Studies, B.A., Hons., Specialist, Major, Minor; and Women and Gender Studies, M.A., Ph.D. The reviewers complimented the Institute on the way that "*the activities of the Institute provide a rich learning environment to its students.*"

The quality of this program notwithstanding, as per your letter dated January 28, 2019, the review report raises a number of issues and challenges. I am writing to address the areas of the review report that you identify as key. The response to these items and implementation plan are separated into immediate (6 months), medium (one to two years), and longer (three to five years) terms, where appropriate, along with who (Program Director, Department, Dean) will take the lead in each area. The Dean's office has discussed the reviewers' comments through consultation with the Director of WGSJ and to develop the following implementation plan incorporating the reviewers' recommendations.

**The reviewers noted that they could not make recommendations about the graduate programs because a curriculum review was pending; please comment on the timelines for completing the graduate curriculum review process.**

#### Implementation Plan

**Immediate to medium term response:** The Director has struck a Curriculum Review Committee, chaired by the Graduate Coordinator, with faculty and student representation. The Graduate Coordinator will oversee a curriculum mapping process as part of this review. The Committee will present its recommendations in Fall 2019, with plans to implement changes the following year.

**Medium term response:** The Vice-Dean, Graduate, will work with the Director to discuss proposed changes and their implementation. Changes will go through the Arts and Science governance process, as appropriate.

**The reviewers recommended engaging in curriculum review to enhance course offerings and add new offerings in Indigenous Studies and/or South Asian/Diaspora Studies.**

Implementation Plan

**Immediate term response:** The Institute will consider new offerings as part of the curriculum review process.

**Medium to longer term response:** The unit plans to make future requests for faculty in these areas to the Arts and Science Faculty Appointments Committee.

In the Faculty of Arts and Science, units submit requests for new faculty positions through a formal process to the Faculty Appointments Committee (FAC). Units submit requests in February/March of each year for consideration by the FAC, which includes faculty representatives from across the three Arts and Science sectors (the Humanities, Social Sciences, and Sciences) as well as the Colleges. After considering the full range of requests, the FAC makes recommendations to the Dean. Any request for additional faculty has an impact across the division, and as such, faculty appointments are considered not in isolation, but with respect to needs that exist across the Faculty. Requests for faculty lines from WGSJ will be considered each year as part of this process.

**The reviewers suggested expanding options for PhD comprehensive examinations to enable students to acquire expertise in their area of specialization.**

Implementation Plan

**Immediate to medium term response:** The unit will consider changes to PhD comprehensive examinations as part of the Graduate Curriculum Review.

**They noted the importance of clear communication especially with graduate students regarding program requirements, procedures and timelines.**

The unit recognizes the importance of communication with graduate students. The Graduate Administrator and Graduate Coordinator are in regular email communication with graduate students. The Graduate Administrator has a rotating workflow list that is used to remind students of upcoming deadlines and program requirements. Every student is provided with a hard copy of the Graduate Handbook for students at their Orientation. The WGSJ website is an additional source of information for graduate students, including documentation related to annual progress reports, conference funding, and other forms of funding (<https://wgsi.utoronto.ca/graduate/graduate-forms>). The Graduate Coordinator holds regular office hours each week for individual student advising.

Implementation Plan

**Immediate term response:** The Director will review communications strategies with the Graduate Coordinator and Graduate Administrator to identify possible improvements in these strategies.



**The reviewers noted the need to establish clear lines of communication across groups.**

Implementation Plan

**Immediate term response:** The Director will work to improve communication within the unit. The Director will meet monthly with administrative staff. Faculty meetings are held once per month. Department meetings, including student representation, are held once per month. Staff are also represented at the department meeting, thus all the constituencies of the department are represented.

**The reviewers noted the need to work with cognate unit Chairs to support tenure and promotion to ensure faculty members' long-term success at the University.**

Implementation Plan

**Immediate term response:** In the case of faculty with joint appointments, the Director will establish regular meetings with cognate unit Chairs to ensure consistency and transparency in tenure and promotion procedures. The Director notes that Arts and Science has policies and procedures in place for tenure and promotion in the case of joint appointments.

**The reviewers commented on the need to engage in academic planning, community-building, and internal communication efforts; they also noted the important role the Institute plays in the academic and social landscape of the Faculty and recommended that the Faculty's planning processes reflect this.**

Implementation Plan

**Medium term response:** The Institute will be undertaking unit-level academic planning, as discussed in more detail below.

Equity and diversity are priorities in the Arts and Science Faculty planning process. In 2017-2018, Arts and Science identified a set of six Faculty Priorities (<http://www.artsci.utoronto.ca/faculty-staff/academic-planning>) including enhancing equity and Diversity. As part of the Faculty's current Academic Planning exercise, the Dean has formed a new Equity, Diversity and Inclusion Working Group, with representation from faculty, staff, and students. This group has a mandate to explore ways to increase representation from underrepresented groups and enhance opportunities to build diversity and create a more inclusive Faculty environment. The Working Group will develop a series of recommendations in a report to be submitted to the Dean in May 2019. The Faculty will engage with WGSJ as it moves to implement recommendations of this Working Group and develop the next Arts and Science academic plan.

**The reviewers reflected undergraduate students' concerns regarding the need for mentorship and commented on the limited number of faculty available to serve as graduate supervisors; they made a number of recommendations to stabilize the Institute's complement and address gaps in South Asian/Diaspora and/or Indigenous Studies. (Note:**

**in responding you may wish to clarify that the question of which tenure-stream faculty can serve as supervisors is determined at the unit level.)**

WGSJ made a decision that only tenured faculty would supervise doctoral students. Untenured faculty can co-supervise doctoral students. The decision was made with the intention of supporting untenured faculty as they progress towards tenure. Assistant professors in WGSJ can and do supervise masters students.

### Implementation Plan

#### **Medium term response:**

As part of a new unit-level planning process, all units within Arts and Science will be asked to submit an academic plan, including a section on complement planning, within a year following the completion of their UTQAP review. This document will also allow the Dean to evaluate progress on the implementation plans identified in the UTQAP administrative response. As part of this planning process, WGSJ will develop plans for undergraduate mentorship, review assignment of graduate supervision, and consider longer-term complement planning to ensure the stability of the Institute's faculty complement.

The Institute plans to make requests through the Arts and Science Faculty Appointments Committee for positions in South Asian/Diaspora and Indigenous Studies. As noted above, any requests will be made through the Arts and Science FAC.

The Dean's office will monitor the implementation of recommendations, with, at minimum, a brief report to the Office of the Vice-Provost, Academic Programs, midway between the year of the site visit and the year of the next site visit. The year of the next review will be the 2024-2025 academic year.

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

Sincerely,



David Cameron  
Dean and Professor of Political Science

cc.

Rinaldo Walcott, Director, Women and Gender Studies Institute  
Poppy Lockwood, Vice-Dean, Academic Planning and Strategic Initiatives, Faculty of Arts & Science  
Daniella Mallinck, Director, Academic Programs, Planning and Quality Assurance, Office of the Vice-Provost, Academic Programs  
Andrea Benoit, Academic Review Officer, Office of the Dean, Faculty of Arts & Science

### **3. Committee on Academic Policy & Programs (AP&P) Findings**

*This section will be inserted after AP&P by the VPAP office using language verbatim from the approved Report of the meeting.*

### **4. Institutional Executive Summary**

The reviewers were impressed with the welcoming and inspiring environment at the Institute, and complimented faculty and staff for building a positive and respectful community. The reviewers praised the curricular content in that it matched students' interests and was directly relevant to their life experiences and concerns. The reviewers added that these factors contribute to maintaining a healthy enrollment in programs despite trends in the field. The reviewers recommended that the following issues be addressed: engaging in curriculum review to enhance course offerings and adding new offerings in Indigenous Studies and/or South Asian/Diaspora Studies; expanding options for PhD comprehensive examinations to enable students to acquire expertise in their area of specialization; establishing clear lines of communication, in particular with graduate students regarding program requirements, procedures and timelines; establishing clear lines of communication across groups; working with cognate unit Chairs to support tenure and promotion to ensure faculty members' long-term success; engaging in academic planning, community-building, and internal communication efforts; reflecting the important role the Institute plays in the academic and social landscape of the Faculty in the Faculty's planning processes; addressing undergraduate students' concerns regarding the need for mentorship; addressing the limited number of faculty available to serve as graduate supervisors; stabilizing the Institute's faculty complement and addressing gaps in South Asian/Diaspora and/or Indigenous Studies; and answering the question of which tenure-stream faculty can serve as supervisors. The Dean's Administrative Response describes the Faculty, unit and programs' responses to the reviewers' recommendations, including an implementation plan for any changes necessary as a result.

### **5. Monitoring and Date of Next Review**

The Dean's office will monitor the implementation of recommendations, with, at minimum, a brief report to the Office of the Vice-Provost, Academic Programs, midway between the year of the site visit and the year of the next site visit. The year of the next review will be the 2024-2025 academic year.

### **6. Distribution**

On May 17, 2019, the Final Assessment Report and Implementation Plan was posted to the Vice-Provost, Academic Programs website and the link provided by email to the Dean of the Faculty of Arts & Science, the Secretaries of AP&P, Academic Board and Governing Council, and the Ontario Universities Council on Quality Assurance. The Dean provided the link to the Director of the Program.

## APPENDIX I

### **Externally commissioned reviews of academic programs completed since the last report to AP&P**

Additional reviews of programs are conducted by organizations external to the University most commonly for accreditation purposes. These reviews form part of collegial self-regulatory systems to ensure that mutually agreed-upon threshold standards of quality are maintained in new and existing programs. Such reviews may serve different purposes than those commissioned by the University.

These reviews are reported semi-annually to AP&P as an appendix to the compendium of external reviews. There are none to report for this period.