UNIVERSITY OF
TORONTO
SCARBOROUGH

OFFICE OF THE CAMPUS COUNCIL

University of Toronto Scarborough Campus Council

ACADEMIC AFFAIRS COMMITTEE

Thursday, January 8, 2015

4:00 p.m.

UTSC Council Chamber, Arts and Administration Building, Room AA 160

1265 Military Trail

AGENDA

1. **Chair's Remarks**

2. **Assessors' Reports**

3. **Strategic Topic: Sport and Research: Opportunities Beyond Pan-Am** *(for information)*

4. **External Review of the UTSC Academic Portfolio***(for information)*

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CONSENT AGENDA**

5. **Report of the Previous Meeting: Report 8 – Monday, November 10, 2014***(for approval*)

6. **Business Arising from the Report of the Previous Meeting**

7. **Date of the Next Meeting –**Tuesday, February 10, 2015, 4:00 p.m. - 6:00 p.m.

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8. **Other Business**

* Documentation Attached
** Documentation for consent included. This item will be given consideration by the committee only if a member so requests. Members with questions or who would like a consent item discussed by the Committee are invited to notify the Secretary, Ms Amorell Saunders N'Daw at least 24 hours in advance of the meeting by telephone at 416-287-5639 or email at
saunders@utsc.utoronto.ca
*** Documentation to follow

OFFICE OF THE CAMPUS COUNCIL

FOR INFORMATION **PUBLIC** **OPEN SESSION**

TO: UTSC Academic Affairs Committee

SPONSOR: Dean and Vice-Principal (Academic), Rick Halpern
CONTACT INFO: vpdean@utsc.utoronto.ca

PRESENTER: See Sponsor.
CONTACT INFO:

DATE: Thursday, January 8, 2015

AGENDA ITEM: 4

ITEM IDENTIFICATION:

External Review of the UTSC Academic Portfolio

JURISDICTIONAL INFORMATION:

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

GOVERNANCE PATH:

UTSC Academic Affairs Committee [For Information] (January 8, 2015)

PREVIOUS ACTION TAKEN:

No previous action in governance has been taken on this item.

HIGHLIGHTS:

The *Cyclical Review Protocol* "is used to ensure University of Toronto programs meet the highest standards of academic excellence" (UTQAP, Section 5.1). The *Protocol* applies to all undergraduate and graduate degree programs offered by the University, as well as all units associated with the University's academic mission. All academic programs and units are reviewed on a planned cycle.

External Review of the UTSC Academic Portfolio.

The external review of academic programs and units requires the establishment of a terms of reference, the selection of a review team, the preparation of a self-study, and a site visit. Following upon the site visit:

- The external review team submits their formal report;
- The Vice-Provost, Academic Programs' issues a formal request for an Administrative Response;
- The Dean and Vice-Principal Academic's submits a formal Administrative Response; and
- The Office of the Vice-Provost, Academic Programs' prepares a Final Assessment Report and Implementation Plan.

In accordance with the *Protocol*, an external review of the UTSC academic portfolio, was conducted in the 2013-14 academic year:

The review team met with a wide array of stakeholders including multiple senior academic administrators of both the University of Toronto and UTSC. They had much praise for the way in which the campus academic enterprise has been conducted in recent years – in particular noting the high quality of our undergraduate and graduate programs, and the commitment of our faculty to UTSC students and programs, as well as to their own research excellence. The reviewers also identified a number of areas they felt could be addressed, and made a series of recommendations regarding these areas.

The academic portfolio has taken the recommendations of the reviewers seriously, and already has begun to act upon many of them. We have initiated a planning exercise 2014-15 for all academic units and departments that will address concerns raised regarding curriculum and program delivery. The academic planning exercise will also encourage the academic units to reflect on their relationships with the St. George and UTM campuses. We are working actively with senior administration at UTSC, and with academic and non-academic departments, to address the shortage of places for students to study and socialize, to improve the quality of our students, and also to ensure their academic success. The reviewers made several recommendations relative to the academic portfolio. We are reviewing these recommendations within the limits of the UTSC executive structure, and the wider University organizational structure.

FINANCIAL IMPLICATIONS:

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

RECOMMENDATION:

For Information.

External Review of the UTSC Academic Portfolio.

DOCUMENTATION PROVIDED:
- *External Reviewers Report (January 14, 2014)*
- *Provostial Summary of the External Review Report (Final)*
- *Provostial Request for Administrative Response (February 27, 2014)*
- *Dean's Administrative Response (September 24, 2014)*

**University of Toronto Scarborough
External Reviewers Report
14 January 2014**

**Professor Steven N. Liss
Vice-Principal (Research), Queen's University**

**Professor Anthony C. Masi
Provost, McGill University**

**Professor Louise Richardson
Principal and Vice-Chancellor, University of St Andrews**

Introduction

The external review consisted of meetings where all three of us had the opportunity to interview a wide range of stakeholders from the academic, administrative and student (undergraduate and graduate) ranks of UTSC. These meetings were held over two and a half days – from Wednesday 18 December to Friday 20 December 2013. We appreciated the support provided during our time on campus and thank the Provost's office and the offices of the Principal and Dean at UTSC for a well-organized visit and the hospitality extended to us.

We did not have the opportunity to tour the campus or visit specific facilities. Nonetheless, observation of the array of construction projects and recently completed buildings at UTSC clearly illustrated the opportunity and challenges associated with overseeing an expanding campus.

Substantial written material had been provided prior to the site visit. The assessment of progress made by the University of Toronto (U of T) in achieving the objectives it set for itself in its massive planning exercise, "Towards 2030", documented clearly and precisely the thinking of the community and its leadership in positioning the institution for success in the coming decades. Within that context, the well-researched, well-organised and well-written "Academic Portfolio Self-Study 2008-09 to 2012-13" of the University of Toronto Scarborough Campus (UTSC) provided empirical data on the way in which the larger strategic vision of the University is finding local expression or having difficulty doing so.

Thanks to the diligence of the authors of these two documents, we, as external reviewers, were greatly facilitated in our work. The terms of reference for the external review gave us an explicit set of objectives. Consequently, the remainder of this report is organized around the seven points contained therein.

At the end of this report, we offer several observations and recommendations on matters that while not directly related to terms of reference, nonetheless were

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addressed by one or more of the constituent groups or individuals we met. We believe these resonate with the objective of the positioning of UTSC within the context of the U of T's longer goals both in the near and longer terms.

Everyone with whom we spoke convinced us of the significant and very positive developments at UTSC over the last five years and that there is considerable pride and enthusiasm, and a strong collegial sense of working together to build an even brighter future.

1. The congruence between the Division's academic plan and the long range plans of the University and the UTSC campus, in particular, the commitment to excellence in teaching and research.

UTSC has experienced just over a decade of remarkable growth. Up to the introduction of new planning efforts and reorganization, the expansion appears to have been less than optimally planned and consequently led to considerable stress on the campus.

The restructuring of large omnibus multidisciplinary academic units into smaller departments, many but not all of which are mono-disciplinary, was based on a very reasonable operational approach. "Departmentalization" at UTSC has a solid rationale; it provided realistic and for the most part adequate budgets for the exercise of the new units' academic missions. While still in need of adjustments, the new model provides support services and teaching assistant funding that are empirically based on requirements and resources. Resource allocations form the basis for achieving strategic objectives.

The current Dean put a stop to an inefficient and often very divisive culture of "one-time-only" (OTO) allocations. With appropriate attention to making necessary modification, the new system should allow the newly formed academic departments not only to deliver on their mission, but also to grow the number of faculty lines, develop new laboratories, and even hope to finance additional buildings beyond those currently being programmed.

The quality of recent academic hires is impressive and reflects well on the commitment of UTSC to research excellence. In no small measure the ability to recruit such talent also reflects well on the University of Toronto as a whole. Programs at UTSC are held to "system-wide" quality assurance standards and review procedures. The full participation of faculty members at UTSC in the graduate departments affiliated with the School of Graduate Studies housed on the St. George campus in downtown Toronto has, and must continue, to play a significant role as a quality assurance practice.

While all units have close ties to the St. George campus for their graduate programs, we did, however, note three levels of "engagement" on the last point: (1) some

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individuals thought that their units were very well aligned and even fully consolidated with the St. George and even UTM departments (e.g. philosophy); (2) others felt that recent hires were possibly moving to becoming more independent (e.g. some science programs); and, (3) yet others identified themselves as connected, but differentiated (e.g., Management). Most of the professors with whom we spoke truly value their affiliation with the University of Toronto understood as a single entity for purposes of their research identity. With respect to their teaching roles they were equally committed to the students and programs at UTSC.

We admire the efforts of professors and academic administrators to deliver truly high quality programs of study at the undergraduate level and for those new graduate programs housed at the UTSC. However there are several factors that limit their ability to do so. We shall return to these issues in the final section of this report which will delineate a set of suggestions and recommendations.

2. Progress towards UTSC's academic priorities, including the capacity to meet opportunities and challenges ahead successfully.

Graduate education and research appear to be firmly part of the discourse on the campus. UTSC is not just about undergraduate teaching and programs, but it is also still about them. The departmental structure should encourage major program reviews of offerings on the campus with a focus on excellence rather than broad coverage.

New graduate programs that have been introduced in environmental science and clinical psychology, the first graduate degree programs not be housed at St. George, are precisely in areas where the rest of the University was not actively pursuing these lines but still leverage strengths across the tri-campus system of the University of Toronto.

There seems to be a process in place to align resources both to those areas that have already experienced growth and to emerging areas where UTSC can make a difference to the U of T system. In order to be successful, however, there will have to be new investment in tenure-track professors. We recognise that this is a costly model as compared to increasing adjuncts or sessional lecturers, or even teaching only faculty members, but the thinking must be driven by a sense of strategic redeployment of resources, even when the latter become limited.

3. The appropriateness of the approach to undergraduate and graduate education and its enhancements to support students' academic experience.

There are several undergraduate programs that are not offered elsewhere across the U of T system such as "City Studies" in Human Geography or "IDS" in the Centre for Critical Development Studies. In addition to the co-op program which is a UTSC

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signature, there are course and program offerings that are not available elsewhere at the University of Toronto. We found this to be a sound approach.

A model of undergraduate education that emphasizes "coverage" rather than focusing on a defined niche characterises several of the newly formed departments. For a campus that is part of a "system", the former approach is far too costly. The special features and value added of the UTSC experience should be the organizing principle of the bachelors' degrees.

Graduate programs are still too young and too few to tell what impact they will have on campus life at UTSC. Nonetheless, there is a growing sense of community at UTSC strengthened by the graduate programs unique to UTSC.

There is a strong desire amongst the students, in particular, to further enhance the campus experience by allowing them to combine life and learning.

4. The effectiveness of efforts to foster a strong culture of excellence and achievement in research and scholarly activity.

One thing struck us as constant over the period of rapid growth – UTSC has been able to attract and retain fine cohorts of young scholars thus affording the campus a solid base upon which to build capacity in strategic areas. This should allow UTSC to establish and implement campus priorities that will align nicely with the goals of the University of Toronto's overall academic plan.

It is evident that UTSC specific graduate programs have contributed to a deepening culture and of excellence and achievement. Ensuring close collaborative and collegial relationships with cognate units on St. George campus is required as noted above. UTSC is well served by an enthusiastic and supportive senior team including the Vice-Principal Research.

Close collaboration between the Dean in view of the academic goals of UTSC and faculty recruitment requires strong advocacy by the campus VPR on behalf of UTSC for support (e.g. research chairs (CRCs)) in priority areas from the University of Toronto and the University of Toronto VPR.

5. The effectiveness of the organizational structure and resource allocation within the decanal portfolio of UTSC in supporting the academic mission, and the effectiveness of this structure in coordinating with the broader campus/divisional organizational structure and processes.

We noted two significant challenges at UTSC: the desire on the part of Management to have greater autonomy from the dean with the goal of establishing itself as a second Faculty at UTSC; and, the lack of resources to offer the fine arts program at a

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level that is satisfactory to faculty members. Management has many interesting ideas about its future and it is important that the University find a way to encourage such creative thinking, whether or not it decides to accommodate a second dean at UTSC. Fine Arts require some internal examination by the administration to ascertain the extent of its problems.

Several people commented that the organizational model of the UTSC "works in practice but not in theory". Of course, it is still far too early to tell if the departmentalization of the campus will have the anticipated positive effects overall, but in general, with one or two exceptions, the level of morale was reported to us as "high" and the enthusiasm for local autonomy as "growing". The single largest threat in all of this would appear to be the potential to frustrate rising expectations.

Some program directors lamented the lack of additional revenue to the units that should be associated with growth in student numbers. Just how deep the budgetary model based on activities should go will need to be examined in the near future in order to respond to these concerns.

We did note two potential "capacity" problems: management programs and placements for students in the co-op programs. These should be addressed as quickly as possible because both are characteristic of distinctive and successful UTSC initiatives.

6. The scope and nature of relationships with other University of Toronto campuses and divisions.

The younger faculty members with whom we met viewed their academic home as the University of Toronto, full stop. Graduate student supervision, with the exception of the programs housed directly at UTSC, requires direct access to the departmental structures at the downtown campus of the system. This encourages a tight integration, but with the exception of one unit, philosophy, the ties to UTM appear to be less well developed and are mediated via St. George. Philosophy viewed their world in a consolidated entity capturing faculty across all three campuses-the total was greater than the sum of all the parts.

Management at UTSC noted two aspirations. First, several professors expressed a desire to have "Faculty status" with their own dean reporting directly to the Principal. Second, the administrators of Management would like more autonomy to offer programs locally that may be offered by the Rotman School downtown. They also noted that the latter was able to borrow heavily from recent successes at UTSC, like the co-op, but UTSC Management was not able to "duplicate" some programs for its target audience. This deserves attention.

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7. The scope and nature of UTSC's societal impact in terms of outreach to local, national, and international organizations and communities.

The Green Path undergraduate recruitment program for Chinese students must be reassessed with the help of the newly established China advisory group. One thing to consider is the reported feeling that families in China consider that UTSC is nurturing for first year, but then they want their children to move onto the big SG campus.

The student population at UTSC was described to us in the following terms:

➢ hungry for pragmatic knowledge
➢ interested in co-op learning
➢ management oriented
➢ needing remedial English skills
➢ lacking in community support networks and campus-based social services

Members of the faculty are scattered, students come and go from campus usually just in time for their classes, thus making the creation of a vibrant student life and culture difficult. Those students who crave such an environment, however, have been trying to stimulate it by extra- and co-curricular activities that the administration should embrace.

The official data indicate that only a minority of students coming from Ontario high schools are from a Scarborough institution. Indeed, there were students with whom we met from elsewhere in Ontario, the rest of Canada, or overseas (mostly Chinese via the Green Path program). Not surprisingly, most seem to live in the immediate area or east. There are, however, only 800 beds available for those students who are not commuters. Among the latter 85% are immigrants or are the children of immigrants to Canada.

Observations and recommendations

1. UTSC should reconsider the structures and mechanisms that it has in place to ensure and enhance the quality of its student body at the undergraduate level, especially in light of the inherent tension between growth and quality.
2. Students have the right to expect that on their campus they will be able to complete all degree requirements in a timely fashion.
3. There are insufficient spaces for students to study and socialize to enrich their learning and campus experiences.
4. Academic advising is just that, i.e., academic, and therefore should be placed within the portfolio of the Dean and Vice-Principal (Academic).
5. In order to ensure that the undergraduate experience at UTSC reaches it potential, the structure and functioning of the CTL should undergo an external review.

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6. The extensive use of teaching stream only faculty at UTSC with respect to the other campuses of the University of Toronto should be examined carefully to ensure that it aligns with the strategic goals and objectives of the campus and the system.
7. A similar review of the entire area of student life should also be undertaken.
8. The budget and other resource allocation processes should be more transparent, accountable, and with significant participation by stakeholders.
9. There should be more explicit linkage between the undergraduate teaching needs of the UTSC and the overall research priorities and direction of the entire University to ensure all hires are strategic. In most cases, departments should be encouraged to abandon the "coverage model" in favour of deeper emphasis certain areas of demonstrated strength that still lead to a meaningful program.
10. Libraries play a vital role in the life of the campus and the profession of librarian is changing rapidly. Efforts must be made to ensure that librarians become partners with pedagogues and professors in the development of digital education and learning areas must be carved from inefficiently used library spaces.
11. Space, as a scarce resource, must be subject to appropriate strategic planning processes and allocated in light academic priorities.
12. Chairs and directors, with the support of the Dean, VP-R and Principal, must be encouraged to submit the names of worthy professors for prizes and awards.
13. Now that departmentalization has taken root, the role of academic leaders in the culture of philanthropy must be developed. A review of DAR operations for the campus must be undertaken to recommend the most appropriate organization and functioning, including reporting lines and the assessment of priorities for fundraising.
14. Special attention must be paid to assess the legitimacy and implications of the aspirations of Management Studies to rise to the status of a full Faculty, differentiated from the other units at UTSC.
15. In order to build on recent successes and to solidify them, the leadership of the campus must ensure that professors and staff alike appreciate the fact that the whole of the tri-campus is far greater than the sum of its parts. However, this tri-campus model will be subject to continuous stresses and strains as the UTSC and UTM campuses grow, so it does not become just a fragile equilibrium based on a coalition of the willing that can change at any time.
16. In light of the research productivity of the professors at UTSC, consideration should be given to assessing whether or not more CRCs from the U of T allocation from Ottawa should be assigned to that campus.
17. The UTSC needs anchors of social cohesion in the form of appropriate campus spaces not only for undergraduate and graduate students, but also for professors.
18. Special attention should be given now to the future uses and community relations' issues surrounding the new Pan Am athletic facilities. This may be

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an opportunity as well for UTSC to develop stronger ties to Latin America and the Caribbean.

19. While differentiation exists among the three campuses in terms of undergraduate and professional masters programs, serious consideration should be given to the identification of the UTSC as the "co-op campus" of the system; it is more than that and it is not universally adopted across all campus programs and is also subject to competition.

20. The positive perception and the success of the increasing enrolments from foreign countries, however, may be jeopardized by unacceptably low levels of English competence. A reassessment of the in-house language proficiency examination would be a wise move at this time and if it is shown to be appropriately rigorous then remediation must be provided.

21. While the official data indicate significant graduate student recruitment from programs other than undergraduates from UTSC, the most engaged students (those with whom the Review Committee meet) seem to be predominantly from such programs. Perhaps the very successful Masters in Environmental Studies could be the model for others.

22. In line with other faculty structures at the U of T, and in to support the strategic priorities of the campus and the University, the VP-R at UTSC must have a strong dotted line report to the University's VP-R.

23. Along the above lines, the University should consider whether or not there should be a direct report of the UTSC VP-R to the Dean, instead of to the Principal of the campus. A strategic research plan for UTSC that expressed the overall University plan would be a logical first step.

24. As the campus grows, the Principal and the Dean/VP-A must have the analytics necessary to take management decisions and shape future strategic directions.

25. Notwithstanding the fact that TAs from all the University of Toronto campuses undergo the same rigorous training, the students with whom the committee met indicated a desire to see "special training" for TAs at UTSC.

26. Careful consideration of the appropriate use of undergraduate TAs for facilitating problem set groups or discussion sections, but not grading.

27. The spousal hires model needs to be explored for its impact on strategic planning efforts and in particular to ensure it supports strategic hiring.

28. The role of entrepreneurship and innovation seems to be a fleeting opportunity in search of good ideas for exploitation.

29. Student concerns that deserve to be considered seriously are: courses, space, quality of course evaluations, TA training and socialization to allow them to develop social cohesion to the campus.

30. Now that departmentalization has occurred, talent management for chairs and directors as well as leadership training should be provided to them, with an eye towards insuring that they know their roles administratively (budget, running meetings, HR issues) and academically (mentoring).

31. Campus councils as an integral part of University-wide governance issues are clearly a positive development, but will require ongoing orientation for proper use.

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Review Summary

Program(s):	*n/a*
Division/Unit:	University of Toronto Scarborough (UTSC) Academic Portfolio
Commissioning Officer:	Vice-President and Provost, University of Toronto
Reviewers (Name, Affiliation):	1. Dr. Steven N. Liss, Vice-Principal (Research), Queen's University
	2. Dr. Anthony C. Masi, Provost, McGill University
	3. Dr. Louise Richardson, Principal and Vice-Chancellor, University of St Andrews
Date of review visit:	December 18–20, 2013

Previous Review

n/a

Current Review: Documentation & Consultation

Documentation Provided to Reviewers:

Terms of Reference; Self-Study; Site Visit Itinerary; Towards 2030: The View from 2012; UTSC Quick Links, Campus Org Chart, Deans Org Chart, Framework for a New Structure of Academic Administration for the Three Campuses (2002); UTSC Strategic Plan; UTSC Academic Plan; Sample SEM Plan; and Student Life @UTSC (video).

Consultation Process:

The reviewers met with the Vice-President and Provost; Vice-Provost, Academic Programs; Vice-Provost, Faculty and Academic Life; Dean of the School of Graduate Studies and Vice-Provost, Graduate Education. They met with the UTSC Dean at the start and conclusion of the visit. The reviewers spoke with a representation of cognate deans, including the Vice-Dean, Undergraduate of the Faculty of Applied Science & Engineering, Dean of the Factor-Inwentash Faculty of Social Work, Vice-Principal Academic and Dean of the University of Toronto Mississauga, Dean of the Ontario Institute for Studies in Education, and Vice-Dean, Graduate Education & Program Reviews of the Faculty of Arts & Science. From UTSC reviewers met with individuals who could speak on undergraduate and graduate education, including the Vice-Dean, Undergraduate, Vice-Dean, Graduate Education and Program Development, Director of Clinical Training, Graduate Department of Psychological Clinical Science, and Registrar & Assistant Dean (Enrolment Management). They also met with members of the UTSC Executive,

Chairs and Directors of the academic units, faculty, and librarians, as well a with undergraduate and graduate students.

Current Review: Findings & Recommendations

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

The reviewers observed the following strengths:

- Overall
  - High quality undergraduate and graduate programs
  - Programs held to system-wide quality assurance standards and review procedures
- Undergraduate education
  - Unique undergraduate course and program options not offered elsewhere at the UofT, including UTSC's signature co-op programs
  - Successful Management programs
  - Students hungry for pragmatic knowledge, interested in co-op learning, and management oriented
- Graduate education
  - Graduate education and research are firmly a part of the campus culture
  - Growing sense of community strengthened by the unique graduate programs
  - Freestanding programs in environmental science and clinical psychology further areas that the rest of the University was not actively pursuing while leveraging tri-campus strengths
- Faculty
  - Faculty are committed to UTSC students and programs
  - Impressive recent hires, reflecting well on the campus' commitment to research excellence
- Planning/Vision
  - Significant and very positive developments during past the last five years of a ten-year period of growth
  - Success in attracting and retaining strong cohorts of students, providing a solid base for moving forward

The reviewers identified the following areas of concern:

- Overall
  - Lack of community support networks and campus-based social services for students; insufficient spaces for students to study and socialize
  - Tri-campus affiliation of faculty and high proportion of commuter students add difficulty to creating vibrant student life and culture
- Undergraduate education

- o Several departments have a model of undergraduate education that emphasizes "coverage" rather than focuses on a defined niche
  - o Capacity problems in the management programs and in co-op placements
  - o Unacceptably low levels of English competence in the context of increasing numbers of international students
- Program development
  - o Management at UTSC aspires to have Faculty status
  - o Lack of resources to support the fine arts program at a level that is satisfactory to faculty members
- Planning/Vision
  - o Tri-campus model will be subject to continuous stresses and strains as the UTSC and UTM campuses grow

The reviewers made the following recommendations:

- Overall
  - o Ensure that student concerns about space and quality of courses are addressed
  - o Embrace student efforts to create extra- and co-curricular opportunities
  - o Ensure that all students can complete their degree requirements at UTSC in a timely fashion
  - o Assess the appropriateness of in-house English language exam; offer additional remediation for students as required
- Undergraduate education
  - o In reviewing undergraduate programs, focus on distinctive areas of strength rather than coverage
  - o Address capacity issues with Management programs and co-op programs
  - o Give careful consideration to the appropriate use of undergraduate TAs for facilitating problem set groups or discussion sections, but not grading
  - o Conduct an internal review of fine arts
- Graduate education
  - o Provide special training for TAs at UTSC
- Faculty
  - o Continue to ensure that new faculty hires are strategic, and link undergraduate teaching needs with research priorities
  - o Ensuring the continued full participation of UTSC faculty with graduate departments housed on the St. George campus plays a significant role as a quality assurance practice
  - o Invest in tenure-track positions and focus on strategic redeployment of resources
  - o Ensure that the use of teaching stream faculty at UTSC aligns with campus strategic goals and UofT norms
  - o Encourage chairs and directors to submit faculty names for prizes and awards
  - o Examine the impact that spousal hires have on strategic planning and hiring efforts
- Research
  - o Consider whether or not more CRCs should be assigned to UTSC
  - o Create a strategic research plan for UTSC

- Planning/Vision
  - Continue to ensure and enhance quality of undergraduate students, despite the inherent tension between growth and quality
  - Reconsider the branding of UTSC as the "co-op campus"; select description that better captures full range of strengths
  - Grow analytical capacity so that the Principal and the Dean and Vice-Principal (Academic) have the information necessary to make management decisions and shape future strategic directions
  - Find and exploit new ideas in entrepreneurship and innovation

2 Organizational Structure & Resources

The reviewers observed the following strengths:

- Morale
  - Considerable pride and enthusiasm in UTSC
  - High morale and enthusiasm for local autonomy
  - Strong, collegial sense of working together to build an even brighter future
- Organizational structure
  - Departmentalization is a strong operational decision
  - Enthusiastic and supportive senior team, including the Vice-Principal Research
  - Organizational model works well in practice (if not in theory)
- Financial resources
  - Departmental budgets adequate to support the new units' academic and infrastructure goals
  - Adequate funding of support services and teaching assistants
  - Resources well aligned with areas of current and future priorities
  - Dean has put a stop to inefficient practice of "one-time-only" allocations

The reviewers identified the following areas of concern:

- Morale
  - Risk of frustrating rising expectations
- Space and infrastructure
  - Only 800 beds available in housing for students who are not commuters, 85% of which are immigrants, or the children of immigrants, to Canada
  - Some library spaces used inefficiently
- Organizational structure
  - Too early to tell if departmentalization will have the anticipated positive effects
- Financial resources
  - In some cases, growth in student numbers has not been supported by increases in revenue

The reviewers made the following recommendations:

- Space and infrastructure
  - Include space in strategic planning processes and allocate it with academic priorities in mind
  - Ensure that librarians are partners in the development of digital education, and repurpose inefficiently used library space to create learning areas
  - Create appropriate campus spaces for both students and faculty to encourage social cohesion
  - Address community relations issues surrounding the Pan Am athletic facilities; plan for future use of these facilities
- Organizational structure
  - UTSC Vice-Principal, Research should work closely with the Dean in advocating for the campus to ensure ongoing support of academic goals and faculty recruitment
    - Create a dotted line report from the UTSC Vice-Principal, Research to the UofT Vice-President, Research
    - Consider whether there should be a direct report of the UTSC Vice-Principal, Research to the Dean and Vice-Principal (Academic), instead of the Principal
  - Place academic advising within the portfolio of the Dean and Vice-Principal (Academic)
  - Provide ongoing orientation for the campus councils to ensure their proper use
  - Develop a culture that more actively engages academic leaders in fundraising
  - Provide leadership training and talent management for chair and directors
  - Conduct a review of Development & Alumni Relations operations, to recommend the most appropriate structure and operations, including reporting lines and fundraising priorities
  - Undertake a review of the entire student life area
  - Conduct an external review of the structure and functioning of the Centre for Teaching and Learning, so that the undergraduate experience at UTSC reaches its potential
  - Encourage creative thinking about structures for Management
- Financial resources
  - Ensure that the budget and other resource allocation processes are transparent and accountable, with significant participation by stakeholders

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

The reviewers observed the following strengths:

- Internal relationships
  - Faculty value their affiliation with the University of Toronto understood as a single entity for purposes of their research identity

The reviewers identified the following areas of concern:

- Internal relationships
  - Mixed levels of engagement between UTSC departments, St. George, and UTM
    - Ties to UTM departments less well-developed, with the exception of Philosophy
  - Management would like more autonomy to offer programs locally that are offered by Rotman; management program development between Rotman and UTSC is not always in synch
- External relationships
  - Green Path program is a strong draw, but some students wish to transfer to St. George after first year

The reviewers made the following recommendations:

- Internal relationships
  - To build on recent successes and solidify them, ensure that faculty and staff appreciate that the whole of the tri-campus system is greater than the sum of its parts
  - Ensure close, collaborative, and collegial relationships with cognate units on the St. George campus
  - Attend to the relationship between UTSC and Rotman Management program development
- External relationships
  - Reassess the Green Path recruitment program with the help of the newly established China advisory group

ADMINISTRATIVE RESPONSE – Appended

UNIVERSITY OF TORONTO

OFFICE OF THE VICE-PROVOST,
ACADEMIC PROGRAMS

February 27, 2014

Professor Rick Halpern
Dean & Vice-Principal (Academic)
University of Toronto Scarborough (UTSC)

Dear Professor Halpern,

We have received the report for the December 18-20, 2013 External Review of the UTSC Academic Portfolio. The external review of an academic portfolio is a critical facet of the University's commitment to quality assurance. These reviews provide an opportunity to secure the expert advice of leaders in the field concerning academic and administrative issues, assess our performance against leading international institutions, and receive guidance on key strategic directions. The review report is taken forward to governance as a measure of its importance.

Congratulations on a very positive review. The reviewers were impressed by the evident pride and enthusiasm across the campus for the significant accomplishments of the past five years.

I am writing at this time to request your administrative response to the external review report for the UTSC Academic Portfolio and your thoughts on a timeline for implementing recommendations. At the same time I am forwarding you a summary of the review report for comment.

Specifically I would ask you to address the following areas raised by the reviewers and their impact on academic programs, along with any additional areas you would like to prioritize:

Curriculum & Program Delivery
- The reviewers raised the issue of depth versus breadth in curricula. They suggested a review of programmatic offerings on campus, with a focus on excellence and deeper disciplinary emphasis rather than coverage. This review could then inform future planning and faculty hiring decisions.
- The reviewers noted specific curricular areas that require attention and resources, including additional capacity for co-op placements and the integration of librarians into educational development.

Students
- The reviewers noted the critical need to improve support networks and campus-based services for students, including spaces for students to study and socialize.

- The reviewers observed challenges associated with ensuring and enhancing the quality of the student body, including levels of English language competency, within the context of increasing enrolment.

Relationships

- The reviewers noted that there are differing levels of engagement and affiliation between UTSC units and those at the St. George and UTM campuses. Not all UTSC units have close, collaborative relationships to their cognate units at St. George. They encouraged reflection on the role of UTSC and its faculty within the tri-campus system.

Resources and planning

- The reviewers made several recommendations relative to the portfolio of the Vice-Principal, Research, including changing reporting relationships, and how the portfolio could better support UTSC's academic goals and faculty recruitment.
- The reviewers recommended a review of the structure and functioning of the Centre for Teaching and Learning in order to ensure that the undergraduate experience at UTSC reaches it potential.
- The reviewers also recommended a review of the Department of Student Life and Development & Alumni Relations so that they can better support students and the overall vision for UTSC. They further recommended repositioning the academic advising within the portfolio of the Dean and Vice-Principal (Academic).

In terms of next steps, reviews of academic programs and units are presented to University governance as a matter of University policy. Under the University of Toronto's Quality Assurance Process (UTQAP), it is the responsibility of the Vice-Provost, Academic Programs to prepare a Report on all program and unit reviews and submit these biannually to the Committee on Academic Policies and Programs (AP&P). The summary of the external review of the UTSC Academic Portfolio will be considered by AP&P at its meeting on October 29, 2014. My office will ensure that the necessary arrangements are made for you to attend this meeting in order to respond to any questions the Committee may have regarding the report and your administrative response and plan for implementing recommendations. The implementation plan should identify changes to be accomplished in the immediate (6 months), medium (1-2 years) and longer (3-5 years) terms. AP&P may either conclude that there are no substantive issues that need to be dealt with or recommend that the Vice-Provost, Academic Programs bring forward a follow-up report in a year.

I would appreciate receiving your completed administrative response and plan for implementing recommendations, as well as any comments on the summary by September 21, 2014. This will allow my office sufficient time to prepare materials for AP&P.

Please feel free to contact me or Justine Garrett, Coordinator, Academic Planning and Reviews, should you have any questions.

Page 2 of 3

Sincerely,

Sioban Nelson
Vice-Provost, Academic Programs

cc.
Lesley Lewis, Assistant Dean, UTSC
Maryam Ali, Executive Assistant to the Dean & Vice-Principal (Academic)
Jane E. Harrison, Director, Academic Programs and Policy
Justine Garrett, Coordinator, Academic Planning and Reviews

UNIVERSITY OF
TORONTO
SCARBOROUGH

Office of the Dean and Vice-Principal (Academic)

24 September 2014

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

Administrative Response, External Review of the UTSC Academic Portfolio

Dear Sioban,

Thank you for your letter of 27 February 2014 requesting my administrative response to the recent external review of the University of Toronto Scarborough (UTSC) Academic Portfolio. I note the seriousness with which the external assessors approached the review process, and appreciate the careful and thorough consideration they gave to the academic portfolio at UTSC. I am pleased to provide you with my administrative response to this review.

The reviewers visited UTSC from 18-20 December 2013. During this time the reviewers met with a wide array of stakeholders, including multiple senior administrative officers of the University of Toronto, such as the Vice-President and Provost; the Vice-Provost, Academic Programs; the Vice-Provost, Faculty and Academic Life; and the Dean of the School of Graduate Studies and Vice-Provost, Graduate Education. The reviewers also met with the UTSC Dean at both the start and conclusion of their visit, and spoke with a representative group of cognate deans, including the Vice-Dean, Undergraduate of the Faculty of Applied Science and Engineering; the Dean of the Factor-Inwentash Faculty of Social Work; the Vice-Principal Academic and Dean of the University of Toronto Mississauga; the Dean of the Ontario Institute for Studies in Education; and the Vice-Dean, Graduate Education and Program Reviews from the Faculty of Arts and Science. At UTSC these reviewers also met with the senior administrative officers, including the UTSC Executive; Vice-Dean, Undergraduate; Vice-Dean, Graduate Education and Program Development; Associate Dean Teaching and Learning; Registrar; and Assistant Dean. Finally, the reviewers met with a wide range of Chairs and Directors of academic units, faculty, and librarians, as well as with both undergraduate and graduate students.

In preparation for the site visit, the reviewers were provided with substantial written material, including detailed Terms of Reference; the University of Toronto planning documents "Towards 2030: A Third Century of Excellence at the University of Toronto" and "Towards 2030: The View from 2012"; the UTSC Academic plan; the "Academic Portfolio Self-Study 2008-2009 to 2012-2013"; the "Framework for a New Structure of Academic Administration for the Three Campuses"; and a campus organization chart and

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the organization chart of the Office of the Dean. The reviewers explicitly commented that this material greatly facilitated their work by providing empirical data as to how the Scarborough campus is moving towards achieving its goals vis à vis the strategic vision of the University of Toronto as a whole.

The external review was received on 3 February 2014, and upon its receipt was circulated among the senior administration of the University and UTSC, including the Vice-President and Principal, the Dean and Vice-Principal Academic, the Vice-Principal Research (VPR), the Chief Administrative Officer (CAO), the Dean of Student Affairs, and the Chairs and Directors of the 15 departments and centres on the Scarborough campus. Subsequent to circulating this material the Dean and his staff met with the Chairs and Directors on 21 February 2014 to discuss the external review, the recommendations made within this review, and responses and reactions inspired by this review. On 19 September 2014, he and his staff again met with the Chairs and Directors to discuss the final version of this administrative response. In addition, the Dean has met and discussed this review and administrative response with the UTSC Executive on two occasions, and has had several one-on-one discussions with key members of the executive team.

I am grateful to the reviewers for the time, energy, and care with which they approached their job of reviewing the academic portfolio, and am very pleased that the reviewers had much praise for the way in which the Scarborough campus academic enterprise has been conducted in recent years. I am particularly gratified that the reviewers noted that our faculty were "convinced … of the significant and very positive developments at UTSC over the last five years," and that there was "considerable pride and enthusiasm, and a strong collegial sense of working together to build an even brighter future."

In addition to this very positive assessment, and strong affirmation of the course UTSC has taken over recent years, the reviewers also identified a number of areas that they felt could and should be addressed, and made a series of recommendations regarding these concerns. In your request for an administrative response you highlighted those areas you deem to be the most significant. Accordingly, it is to these issues that I now turn.

Curriculum and Program Delivery

- *The reviewers raised the issue of depth versus breadth in curricula. They suggested a review of programmatic offerings on campus, with a focus on excellence and deeper disciplinary emphasis rather than coverage. This review could then inform future planning and faculty hiring decisions.*

The issue of depth versus breadth is one with which all of the departments at UTSC have continually struggled over the years, particularly given that the solution impacts significantly on complement planning and hiring. As UTSC has grown, departments have grappled with the real problem of whether to provide comprehensive coverage of the various specialties within their field, or rather to focus on specific specialties at the expense of other subfields within their discipline. Not surprisingly, different departments have resolved this tension in different ways. For instance, in a recent program review of the Department of Anthropology, the reviewers highlighted that this department offered

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programs in only two of the four subdisciplines in the field, a practice not uncommon in contemporary anthropology departments. In contrast, the Department of Psychology, although not offering separate programs in the various fields of psychology, provides a full suite of courses across all of the major subdisciplines within the field and mandates a selection of courses from each of these in its program requirements. And finally, still other departments have recently undergone the process of "repatriating" important disciplines, making courses that have only been available at the St. George campus now available at the UTSC campus. The programs in physics in the Department of Physical and Environmental Sciences are an example of this last approach.

All of this is to say that the Dean's office is well aware of the tensions raised by attempting to offer depth versus breadth in curricula, and has been supportive of the variety of solutions to this issue initiated by each of the individual departments. In this regard, I note that we are undertaking a planning exercise for all of the departments and academic units this year. This planning exercise will enable many of our newly formed independent social science and humanities departments to produce their own, individual plans, while at the same time allowing our "older" departments to update and revisit their own priorities, taking into account the dramatic changes that have occurred over the past five years. One of the charges to the departments for this planning exercise is to grapple explicitly with the issue of breadth versus depth in curricula, and to provide both a rationale and a plan for achieving their respective approaches.

- *The reviewers noted specific curricular areas that require attention and resources, including additional capacity for co-op placements and the integration of librarians into educational development.*

The issue of building additional capacity in our co-operative operations is one that was highlighted not only in the current review of the academic portfolio, but also was raised in several of our recent program reviews in the social sciences. The review of the Centre for Critical Development Studies (CCDS), for instance, explicitly discussed the importance of both strengthening and growing the possibilities for co-op in this area, and praised the Centre for providing a co-op experience that was unique among North American institutions, and the envy of many graduate programs. One consequence of this concern is that, over the next year, the CCDS will begin taking on a more active role in managing their co-op program, including oversight of both the financial aspects and the co-operative placements of this program. In addition, the UTSC Executive recently authorized significant changes to the campus budget model for co-op, which include "forgiving" a debt that had accumulated during the earlier developmental stages of co-op, and separating the budget into its constituent parts – the Management and the Arts & Science Co-ops. This has freed up resources that have been used to augment staff and increase capacity; equally as important, the new structure provides each office with greater autonomy over its own budget that, in turn, will facilitate improvements to its operations.

The integration of the librarians into educational development is an on-going process at UTSC, and represents what we believe is one of our most significant success stories. Over the past four years we have developed the UTSC liaison librarian system, in which specific librarians become specialists in one or more academic disciplines, and thus are

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able to foster two-way communication and collaboration between the UTSC library and academic departments. Although this program has only been in effect for two years, it has already proven successful in providing faculty and students within academic departments with increased awareness of, and use of library resources and services. Moreover, this program has provided important support for faculty in both their pedagogic and research enterprises, and to students in developing their research skills and information literacy. Faculty and students alike have responded extremely positively to the liaison system and we foresee continued strong development and progress in this area.

<u>Students</u>

- *The reviewers noted the critical need to improve support networks and campus-based services for students, including spaces for students to study and socialize.*

Providing appropriate and sufficient support services for students is a recurrent challenge that universities face, and especially for a university campus such as ours, that has grown, and is continuing to grow in its student population. As is common in universities and colleges, issues relating to student support services cut across student affairs and academic portfolios thus, not surprisingly, on our campus they are the joint responsibility of the Office of Student Affairs and Services and the Office of the Dean. These two areas have a long history of working closely together to address issues related to student support services, and will continue to collaborate closely on a number of fronts. One issue that has been foremost for both groups, as well as for the Chief Administrative Officer, involves the establishment of additional space for students to study and socialize. As a means of addressing this concern explicitly, I note that one of our current capital development projects, the Highland Hall project, contains plans for the UTSC Commons, an area that has space for facilitated study groups, a café with soft seating, solo study space and an area for experiential learning collaborations (the HUB). This learning space will be strategically located near an enhanced space for front line registrarial services making it convenient for students to access these services. It also should be noted that we are in the development stage for a new residence and student life centre that will facilitate the creation of strong learning communities within the residence. The plan also entails enhancing the student life component through the co-location of the wider student support services run by the Office of Student Affairs and Services, including the Health and Wellness Centre, Accessibility services, Academic Advising and Career Centre, and the International Student Services Centre.

- *The reviewers observed challenges associated with ensuring and enhancing the quality of the student body, including levels of English language competency, within the context of increasing enrolment.*

The issue of the quality of the student body, and particularly the level of English language competency, is one that remains at the forefront of the minds of academic leaders, faculty, and staff tasked with meeting our recruitment goals in the context of ambitious growth targets and increasing university competition. For the faculty, it is interesting to note that in the five social science program reviews conducted in 2013-2014, one of the two issues to arise in every single review was a concern regarding the English language competency of our student population. Accordingly, the Dean's office,

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in meetings with these departments, engaged in wide ranging discussions of how such competency might be addressed. The departments are undertaking a number of initiatives to redress this concern (including introducing more writing and feedback on writing into first and second year courses). As well, in Fall 2013, the Dean's office provided funds to purchase a site license for the DELNA test, which is an anonymously taken diagnostic check on academic English proficiency that is administered by the Centre for Teaching and Learning (CTL). This test is voluntary but promoted at UTSC's Get Started programming offered each summer to incoming students, and also encouraged via first year courses. All students who take the test get a computerized report and those needing help receive a link to the campus programming most appropriate for them. As well the English Language programming offered by CTL is promoted in the large first year courses. More generally, we expect that a common theme among departments in the current planning exercise will be finding ways to address the problem of increasing English language competency within their own programs. I might add here, that this is a challenge faced by many institutions of higher education across North America, particularly ones, like the University of Toronto, that service recent immigrants and engage in robust international recruiting.

In terms of enhancing the overall quality of the student body, we currently are addressing this issue via a multi-pronged approach involving our recruitment efforts as well as enhanced student support and development initiatives within both the Dean's portfolio and that of Student Affairs. First, and most directly, we are in the process of raising our admission standards, relative to previous years. Since 2011 we have raised our admission cut-off average by over 3 per cent in the programs that enjoy the highest demand, such as management, computer science, and the life sciences, particularly in co-op. Even though, province-wide, the arts and social sciences do not have the same market demand, we have been able to raise the admission cut-off in these programs by 1-2 percentage points during the same period. The result has been an overall increase in the admission average of our student body, from 82.2 per cent in 2011 to 82.7 per cent in 2014. This has been possible because of a significant increase in the volume of applications received, brought about by substantial enhancements in staff and financial resources directed to student recruitment. We also have had success in student retention, improving the basic first to second year retention rate of 82.7 per cent for the 2009 entry cohort to 84.8 per cent for the 2012 cohort.

We have managed to achieve these improvements in quality while still meeting our aggressive growth targets that have increased our incoming class size from below 2,600 in 2009 to almost 3,400 in 2014. While we are pleased with these measurable gains, we acknowledge that there is much more we need to do. Consequently we are considering a number of initiatives, some in partnership with Student Affairs, aimed at providing special support to students who are either at the borderline for acceptance to UTSC (but whom we feel we can help with the proper support services in place), or who are at academic risk within their programs. We are particularly keen to work with the University's Enrolment Services to develop programs for east end schools in priority neighborhoods where equity concerns can complement an emphasis on simple academic quality. As well we are working to help students match their talents to the appropriate disciplines and career goals with extensive information events in the program selection period and one-on-one counseling sessions within Academic Advising. There also is a

strong first generation mentorship and academic support program run by the Office of Student Affairs and Services that is achieving positive results with increased academic engagement and improved grades. Finally, our international students benefit from a mentorship program run as part of our First Year Experience Program.

Relationships

- *The reviewers noted that there are differing levels of engagement and affiliation between UTSC units and those at the St. George and UTM campuses. Not all UTSC units have close, collaborative relationships to their cognate units at St. George. They encouraged reflection on the role of UTSC and its faculty within the tri-campus system.*

With this comment, the reviewers put their collective fingers squarely on an issue that is paradoxically one of the University of Toronto's greatest strengths, and the source of one of U of T's most fraught tensions. The reviewers are quite correct to note that the UTSC departments have varying degrees of affiliation with their tri-campus colleagues, and that the relationship with their St. George and UTM cognate units is one that requires continuous reflection by all parties. The Dean's Office is extremely reticent to impose any form of "one size fits all" model for inter-relations between UTSC faculty and their colleagues at other campuses. One possible means of encouraging the reflection called for by the reviewers, makes itself available in the upcoming academic planning exercise. The UTSC Executive has decided that the academic planning exercise will not be limited to discussions centering on undergraduate programs, but will be expanded to include both graduate programs and the research enterprise within the departments. Adopting such a wider focus means that these planning documents will have to adopt a more tri-campus perspective, at least within the research and graduate contexts. As such, it is expected that further reflection on the role of UTSC faculty within the tri-campus system will arise organically out of the upcoming planning exercise. It is worth noting that the relatively recent development of UTSC-based tri-campus graduate programs has brought tri-campus issues to the fore and fostered important discussion about the evolving relationship with St. George and UTM.

Resources and planning

- *The reviewers made several recommendations relative to the portfolio of the Vice-Principal, Research, including changing reporting relationships, and how the portfolio could better support UTSC's academic goals and faculty recruitment.*

- *The reviewers recommended a review of the structure and functioning of the Centre for Teaching and Learning in order to ensure that the undergraduate experience at UTSC reaches its potential.*

- *The reviewers also recommend reviews of Student Affairs and Services and Development & Alumni relations so that they can better support students and the overall vision for UTSC. They further recommended repositioning the academic advising within the portfolio of the Dean and Vice-Principal (Academic).*

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The final three comments and recommendations identified by the Vice-Provost all center on aspects of a systemic, organizational nature, having to do with how the Office of the Dean operates in relation to other executive portfolios at UTSC. In this regard, it is important to note that UTSC has a distinctive executive structure, as it is both a campus and an academic divison. The Chief Executive Officer for the campus is the Principal, who also is a Vice President of the University of Toronto. The Dean and Vice Principal (Academic) is the Chief *Academic* Officer; he reports to the Principal but is one of several members of the campus Executive (each with a direct report to the Principal). Inter-portfolio collaboration and co-operation among members of the Executive are critical to the overall success and health of the campus. The two most important partnerships for the Dean are with the Vice-Principal (Research) and the Chief Administrative Officer, since research and budget are integral components in academic life. In addition, the Dean works closely with the Dean of Student Affairs, the Executive Director of Advancement and Alumni Affairs, and the Director of Human Resource Services. Given the complex and interconnected nature of these issues, I will address this set of reviewers' comments in a connected, albeit consecutive, manner.

The reviewers highlighted some critical issues involving the integration of the research enterprise with the teaching priorities of the campus, as well as the working and reporting relationships between the Offices of the Dean and Vice-Principal (Academic), and the Vice-Principal, Research, and suggested that a review be undertaken regarding the relationship of these two portfolios and the potential reporting structure. Although it would be inappropriate for the Dean to initiate a review of this relationship, I would certainly welcome a review that further opens a dialogue and improves collaboration between these two offices. I should note that there has been significant integration of the activities of the offices of the Dean and VPR, particularly on issues related to faculty recruitment (i.e., financing start-up costs for new hires) and on academic planning. There also has been constructive collaboration and partnership in a host of other areas.

With regard to the reviewers' recommendations concerning the Centre for Teaching and Learning (CTL), I should note first that CTL falls within the Dean's portfolio. As such, one goal over the coming year is to begin reviewing its operations, focusing primarily on finding the best way to integrate the efforts of CTL to support students (through its English Language Development Centre, Facilitated Study Groups, Mathematics and Statistics Learning Centre, Writing Centre and Presentation Skills) with those of Academic Advising and Career Centre (administratively housed in Student Affairs). Also, we will explore ways that CTL can contribute to departmental initiatives in writing, critical thinking, quantitative reasoning, presentation skills and team work. CTL also has a role in supporting our growing cohort of graduate students, particularly as they develop their own teaching skills. Since the external review of the UTSC academic portfolio, CTL has created additional programming for graduate students and TAs, and has created a part-time faculty position to oversee this programming and ensure it functions well within the tri-campus graduate environment. Ultimately, the review can inform decision making about the best means to meet these learning and professional development objectives.

The final area identified by the reviewers as benefitting from a review involves the interaction of the Office of the Dean with both the Department of Student Affairs and Services, and Development and Alumni relations. As with the Office of the VPR,

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although it would be inappropriate for the Dean's office to commission such a review, again I would welcome a review that addressed how these portfolios might be integrated better into the operation of the Dean's portfolio, particularly with respect to planning and programming. In particular, the Dean's office would welcome a greater role in the collaborative oversight of academic advising provided at UTSC, as many aspects of advising, such as those that arise through program supervisors in individual departments and through services provided by CTL, already fall within the portfolio of the Dean. Similarly, greater involvement in advancement activities and alumni relations would allow for integration of academic priorities into these extremely important areas of operation.

Thank you for providing me with the opportunity to respond to the external review of the UTSC academic portfolio. I am delighted with the very strong endorsement from the reviewers and believe that their constructive recommendations will help us significantly improve our operations moving forward.

Sincerely yours,

Professor Rick Halpern
Dean and Vice-Principal (Academic)

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UNIVERSITY OF TORONTO

THE UNIVERSITY OF TORONTO SCARBOROUGH CAMPUS COUNCIL

REPORT NUMBER 8 OF THE ACADEMIC AFFAIRS COMMITTEE

November 10, 2014

To the University of Toronto Scarborough Campus Council, University of Toronto Scarborough,

Your Committee reports that it met on Monday, November 10, 2014 at 4:00 p.m. in the Council Chamber, Arts and Administration Building, with the following members present:

Present:
Ms Kathy Fellowes (Chair)
Dr. Christopher Ollson (Vice Chair)
Professor Bruce Kidd, Interim Vice-
   President and Principal
Professor Mark Schmuckler, Acting Vice-
   Principal and Dean (Academic)
Professor Malcolm Campbell, Vice
   Principal Research
Ms Maryam Ali
Dr. Johann Bayer
Dr. Corinne Beauquis
Professor William R. Bowen
Professor Nick Cheng
Dr. Curtis Cole
Professor George S. Cree
Professor David J. Fleet
Professor William A. Gough
Professor John A. Hannigan
Professor Matthew J. Hoffmann
Mr. Jerry Yu Jien
Professor Madhavi Kale
Ms Whitney Kemble
Dr. Sarah D. King
Professor Heinz-Bernhard Kraatz
Ms Nancy Lee
Mr. Andrew Leung
Professor Nathan R. Lovejoy
Professor Andrew C. Mason
Professor John Robert Miron
Ms Susan Murray
Ms Victoria Owen

Mr. George Quan Fun
Dr. Jayeeta Sharma
Ms Lynn Tucker
Mr. Selim Younes
Professor David Zweig

Non-Voting Assessors:
Ms Annette Knott
Mr. Desmond Pouyat

Secretariat:
Mr. Lee Hamilton
Ms Amorell Saunders N'Daw
Ms Rena Parsan

Regrets:

Mr. Syed W. Ahmed
Professor Christine Bolus-Reichert
Professor Neal Dolan
Professor Suzanne Erb
Professor Rick Halpern
Professor Clare Hasenkampf
Professor Benj Hellie
Mr. John Kapageridis
Ms Noor Khan
Dr. Elaine Khoo
Professor Philip Kremer
Professor Michael J. Lambek
Professor Patricia Landolt
Dr. Karen Lyda McCrindle
Mr. Moataz S. Mohamed
Professor Matthias Niemeier

REPORT NUMBER 8 OF THE UTSC ACADEMIC AFFAIRS COMMITTEE- November 10, 2014

Ms Charmaine Louise C. Ramirez   Professor Andre Sorensen
Professor Mary T. Silcox   Ms Tisha Tan
Professor Grace Skogstad   Mr. Lukas Zibaitis

In attendance:

Professor Ryan Isakson, Assistant Professor, Centre for Critical Development
Studies Ms Fiorella Shields, Director, Student Services, Registrar's Office

1. **Chair's Remarks**

The Chair welcomed members to the meeting and reported that it was the last meeting before the holiday break. She welcomed Professor Matthew Hoffmann and Ms Susan Murray who participated in the meeting by teleconference.

2. **Assessors' Reports**

The Chair reported that Professor William A. Gough, Vice-Dean, Graduate Education and Program Development and Professor Mark Schmukler, Vice-Dean, Undergraduate were representing the Dean's Office in the absence of Professor Rick Halpern, Dean and Vice-Principal (Academic) who was traveling on university business.

3. **Strategic Topic: The Status of Graduate Studies at UTSC**

The Chair introduced and invited Professor Gough to present the strategic topic.

The presentation addressed[1] the following main points:

- Locally managed graduate studies had been on the campus since 2006 with the launch of the Masters of Environmental Sciences, which had originally been under the 'graduate umbrella' of the then Centre for Environment on the St. George campus. In 2010, a PhD in Environmental Sciences was established locally; at this time the graduate department of Physical and Environmental Sciences formed and both programs were now administered locally.
- In 2013, the Masters and PhD in Clinical and Counselling Psychology was launched at UTSC in conjunction with the Ontario Institute for Studies in Education (OISE);
- Several new proposals were moving through consultations and the governance process. These included the Research Master's program in Behavioural Science and Management Research, and the Graduate Diploma/Masters in Accounting;
- Professor Gough provided an overview of Combined Programs as a pathway into professional faculties, and the benefits to recruitment and the overall student experience;Combined Program have been approved linking UTSC's Environmental

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[1] Strategic Topic Presentation: The Status of Graduate Studies at UTSC

REPORT NUMBER 8 OF THE UTSC ACADEMIC AFFAIRS COMMITTEE- November 10, 2014

Page **3** of **4**

Science programs and the Faculty of Applied Science and Engineering's Master of Engineering, and UTSC's Mental Health Specialist and the Factor Inwentash Faculty of Social Work's Masters of Social Work. Initiatives were being pursued in the following areas: UTSC Health Studies and Masters in Rehabilitation Science, UTSC programs in French, Mathematics, Chemistry and Physics and Masters of Teaching.

A member commented on the fact that Combined Programs were being linked to professional Faculties and asked whether a Combined Program could be established with the Faculty of Arts and Science (FAS). Professor Gough reported he was not aware of any such initiatives.

A member commented on the level of interest in Combined Programs, and Professor Gough reported that there was strong interest in Combined Programs from University leadership.

4.   2014-15 Out-of-Cycle Curriculum Changes-New Courses: Graduate Department of Physical and Environmental Sciences & Department of Anthropology (Health Studies)

The Chair invited Professor Gough and Professor Schmuckler to present the curriculum changes in the Graduate Department of Physical and Environmental Sciences (DPES) and the Department of Anthropology (Health Studies).

Professor Gough reported that a new course in Environmental Change and Human Health was being proposed in the DPES out-of-cycle to be taught in the Winter 2015 semester. He commented that there was no other similar course in DPES or at the University of Toronto, and that the course filled a specific academic gap in the curriculum.

Professor Schmucker reported that a new course in Special Topics in Health in the Department of Anthropology (Health Studies) was being proposed out-of-cycle to be taught in the Winter 2015 semester. He commented that the course would be an advanced seminar to provide students with an opportunity to examine selected topics in-depth, and that the proposed topic for the winter semester was Health and Homelessness taught by Dr. Naheed Dosani, Palliative Medicine Fellow in the Department of Family and Community Health, Division of Palliative Care on the St. George campus.

No questions were raised.

On motion duly made, seconded and carried,

YOUR COMMITTEE APPROVED,

THAT the new course in the Graduate Department of Physical and Environmental Sciences, as described in the package dated October 17, 2014 and recommended by the Acting Dean and Vice-Principal (Academic), Professor Mark Schmuckler, be approved effective immediately for the academic year 2014-15; and

REPORT NUMBER 8 OF THE UTSC ACADEMIC AFFAIRS COMMITTEE- November 10, 2014

Page **4** of **4**

> THAT the new course in the Department of Anthropology (Health Studies), as described in the package dated October 17, 2014 and recommended by the Acting Dean and Vice-Principal (Academic), Professor Mark Schmuckler, be approved effective immediately for the academic year 2014-15.

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CONSENT AGENDA**

5. **Report of the Previous Meeting: Report 7 – Tuesday, September 9, 2014**

6. **Business Arising from the Report of the Previous Meeting**

7. **Date of the Next Meeting –**Thursday, January 8, 2015, 4:00 p.m. - 6:00 p.m.

On motion duly made, seconded and carried,

YOUR COMMITTEE APPROVED,

 THAT the consent agenda be adopted and the item requiring approval (item 5) be approved.

The Chair reminded members that the next scheduled meeting of the Committee was on Thursday, January 8, 2015 at 4:00 p.m.
_____

8. **Other Business**

There were no other items of business.

The meeting adjourned at 5:05 p.m.

_____   _____
        Secretary   Chair

UTSC 50

UTSC Graduate Education: An Update

William A. Gough
Vice-Dean Graduate Education
November 10, 2014

UTSC 50

Outline

- Graduate Programs
  - Where we have come from
  - Where we are going to

- Combined Programs
  - Where we have come from
  - Where we are going to

UTSC 50

Outline

- **Graduate Programs**
  - **Where we have come from**
  - Where we are going to

- Combined Programs
  - Where we have come from
  - Where we are going to

UTSC 50

Where we have come from

- 1964
  - Scarborough College created
    - Part of FAS as a constituent college (like New College)
    - UTM created in 1965

- 1964 – 1993
  - UTSC and UTM research faculty in some disciplines (largely the laboratory Sciences) set up labs at UTSC and UTM
  - Graduate student presence on campus in these labs, often served as TAs – graduate programs all based at STG

UTSC 50

More History

- 1993
  - Environmental Science group formed from faculty in Physical Geography and Geology and two new hires (Fulthorpe, Gough)
  - New group created new undergraduate programs in Environmental Science
  - Proposed Master of Environmental Science
    - First graduate program proposed not based/administered from an academic unit on the STG campus

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UTSC 50

And more ….

- Notion not well received ….
- UTSC Environmental Scientists wander for 13 years in the administrative/governance wilderness searching for the Promised Land

- 2006
  - Master of Environmental Science is launched with 16 students in the first class
  - Program part of the Centre for Environment based on the STG campus

Environmental Science

UTSC 50

- 2006 Master of Environmental Science
  - 16 students in first class
  - Program in Centre for Environment (STG)
  - All courses offered at UTSC

- 2010 PhD in Environment Science
  - 2 year development period
  - Substantial resistance overcome
  - 6 students enrolled in Sept 2010

- DPES becomes a graduate unit in 2010
  - Master's program patriated to UTSC

Current State

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- 90 students per year in Master's program
  - Three fields of study
    - Biophysical Interactions in Terrestial and Aquatic Systems
    - Conservation and Biodiversity
    - Climate Change Impact Assessment
- 45 doctoral students
  - 5 cohorts
  - 1st graduate in 2013
  - Another before end of December
  - 3+ in 2015

Clinical Psychology

- In late 2000s, UTSC Department of Psychology propose a PhD in Clinical Psychology
  - Direct competition encountered with OISE's Counseling Psychology and FAS Department of Psychology
  - 3+ years of negotiating ensued

Clinical Psychology

- 2013
  - New field in Master and PhD Programs in Clinical and Counseling Psychology called "Clinical Psychology" launched at UTSC
  - OISE and UTSC fields, although part of the same program, are fiscally independent
  - Program is "owned" by both OISE and UTSC
  - Why?
  - Duplication not permitted
  - CPA and CPO issues

Clinical Psychology

- 2013
  - 5 students admitted in Master's program (two years)
- 2014
  - 5 more students added for 10 Master's students
- 2015
  - 5 students will be admitted in PhD (likely flow through)

- Exceptional students with high rate of external funding (8 of 10)

Outline

- Graduate Programs
  - Where we have come from
  - Where we are going to

- Combined Programs
  - Where we have come from
  - Where we are going to

New proposals

- Management
  - Research Master's program
    – Master of Behavioural Science and Management Research
  - Professional Graduate Program
    – Master and/or Graduate Diploma in Accounting

- Proposals well developed and moving through consultation/governance process

Nascent Ideas

- Social Science
  - Human Geography
  - Critical Development Studies
  - Others may emerge from planning process

- Biological Sciences
  - Participates in Environmental Science programs
  - New ideas in embryonic form

- Advanced Care Paramedic
  - Currently – Joint Program with Centennial for Primary Care Paramedics
  - Need for Advanced Care Paramedic
  - Proposal for this to be a graduate diploma offered through UTSC – some hurdles to overcome

- Others?

Outline

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What is a Combined Proram

- Combined Degree Program
  - Existed as grad/grad or 2nd entry/grad combinations for some time
- Undergrad / grad
  - New concept at U of T
  - First proposed by UTSC
    – Linking Environmental Science Specialist and Master of Engineering
    – Initially rebuffed ("no appetite at U of T")
    – Vice-Provost Cheryl Regehr (now Provost) liked the idea

Combined Programs

- Why?

- Four local graduate programs
  - Always in niche areas
- U of T has 18 faculties
  - 3 Arts and Science faculties (FAS, UTM, UTSC)
  - 15 "professional" faculties
- Combined Programs provide pathways to these professional offerings
  - Enhanced experience for our best students
  - Attractive for recruitment purposes

UTSC Combined Programs

- Environmental Science and Engineering
  - 3rd year students apply to enter combined program
  - Conditional offer to grad program made in 3rd year
  - 4th year – 2 undergrad engineering courses and 2 graduate courses – grad courses count toward both degrees
  - 5th year – reduced load Master's year
- Approved in 2013
  - 3 students in program this year

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UTSC Combined Programs

- UTSC Mental Health Specialist and Master of Social Work
  - Students apply in 3rd year, conditional offer
  - 4th year, research course, co-supervised by faculty member for FIFSW and UTSC Psychology faculty mmeber
  - 4th year course – Social Determinants of Mental Heath offered by FIFSW through interdivisional teaching for CP students (Williams)

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Outline

- Graduate Programs
  - Where we have come from
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- Combined Programs
  - Where we have come from
  - Where we are going to

UTSC 50

New Initiatives

- UTSC Health Studies and Master in Rehabilitation Science
  - Working on funding details (MRehabSci is a research program)
- UTSC programs in French, Mathematics, Chemistry and Physics and Master of Teaching
  - Replacement for CTEP program
- Others?

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Questions?

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November 10, 2014

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