

**REVIEWS OF ACADEMIC PROGRAMS AND UNITS  
2004-2005**

**Annual Report to the Committee on Academic Policy and Programs**

**May 2006**

OFFICE OF THE VICE-PRESIDENT AND PROVOST

# REVIEWS OF ACADEMIC PROGRAMS AND UNITS 2004-2005

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## INTRODUCTION

During the academic year 2004-2005, thirty-one academic reviews were commissioned by the University. The overall assessments of the units and programs were positive, with both faculty excellence and enhancement of the student experience of particular note.

Common themes highlighted across the 2004-05 reviews include: interdisciplinarity within teaching and research and tri-campus issues. The individual administrative responses have addressed the issues for specific reviews. These themes are addressed overall here:

- **Interdisciplinary research and teaching:** Several reviews commented upon the administrative difficulties of interdisciplinary units and studies (for example, within the Engineering Science Program, IBBME, Asian Institute, Humanities Centre, and college-based programs). It was noted that these units and programs exist often because of “goodwill” and the “intellectual commitment” of the core faculty.
- The Interdisciplinarity Committee, co-chaired by the Vice-President & Provost and Vice-President Research & Associate Provost, was initiated in 2004-05. Its mandates include a review the 1984 *Report of Provostial Committee on Centres and Institutes* criteria; an assessment of governance models for cross-faculty initiatives; and the identification of mechanisms for fostering interdisciplinarity to overcome barriers.

A draft *Statement on Interdisciplinary Education and Research* has been developed that allows for the University to clearly convey such a commitment. It is suggested that the 1984 *Report* be rescinded as a policy, and that the *Statement* be approved. Such a statement would require Governing Council approval.

The Extra-Departmental Unit criteria have been revised as an administrative document. The draft taxonomy aims to improve the criteria to support current interdisciplinary academic activities at the University. It is suggested that the Office of the Provost would be responsible for maintaining an up-to-date catalogue of EDUs and of periodically revising the administrative guidelines. Best practices for governance models for interdisciplinary units are also suggested.

Both the draft *Statement* and EDU criteria are in discussion with Principals and Deans and will be presented to Governing Council for consideration in Fall 2006. The Committee will continue to work towards identifications of mechanisms for fostering interdisciplinary activity.

- **Tri-campus** issues were raised in the Faculty of Arts and Science, University of Toronto at Scarborough and School of Graduate Studies, as well as the College Provostial reviews. In March 2006 the Provost announced the appointment of Professor Emeritus Jonathan Freedman as Provostial Advisor on Tri-Campus Matters, effective July 2006 to June 30, 2007. In this newly created role, Professor Freedman will advise the President and the Provost on issues regarding tri-campus matters and have responsibility for facilitating discussions regarding a variety of the administrative aspects of the ongoing development of our tri-campus structure.
- Consistent with the *Stepping UP* priority of bringing together undergraduate and graduate activities with research opportunities and consistent with review recommendations, two of the four units reviewed within the School of Graduate Studies have been administratively established within the Faculty of Arts and Science:
  - The Centre for Environment, established July 2005, has consolidated the Institute for Environmental Studies (IES), Division of Environment (DoE) and Innis College’s Environmental Studies Program.
  - The Centre for Russian and East European Studies was merged with the undergraduate program in European Studies in the Faculty of Arts and Science

to create a new unit, the Centre for European, Russian and Eastern European Studies.

- As part of the *Stepping Up* academic planning, the Provost's **Academic Initiative Funds** (AIF) have been allocated for three rounds (2004-05, 2005-06, and 2006-07). Consistent with the University's vision and mission, the fund was set up to assist in the implementation of initiatives arising from the academic planning process. The AIF consists of a total of \$30 million in base funding to be available through the new Long-Range Budget, with \$5 million in each year over the next six years. As can be seen in administrative responses to several reviews, Academic Initiative Funds have been allocated to support academic initiatives that have arisen as responses to priorities identified in the reviews.

In February 2005, Governing Council approved the *Policy for Assessment and Review of Academic Programs*. The *Policy* will govern the overall framework for the internal assessment of proposed new programs and units and the review of existing programs and units at the University of Toronto as of the fall of 2005 and defines the overarching principles, scope, procedures and accountability within this framework. The *Policy* specifies two administrative guidelines<sup>1</sup> that outline the procedures for the actual assessment and review of programs and units.

While reviews conducted as of September 2005 are to follow the new policy and guidelines, the summary templates provided in this review compendium follow the new template. In particular, a summary section indicating the outcomes of the previous review of a unit are included.

Reviews commissioned by academic administrators of the University of Toronto are presented as part of this annual report to the Committee of Academic Policy and Programs. In the year covered by this report, additional reviews of programs were commissioned 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. Such reviews may serve different purposes than those commissioned by the University. A summary listing of these reviews is presented below:

### **Reviews of academic programs commissioned externally, completed 2004-05**

|   |  |
|---|--|
| <b>Faculty of Applied Science &amp; Engineering</b>   |  |
| Civil Engineering<br>Computer Engineering<br>Electrical Engineering<br>Engineering Science<br>Industrial Engineering<br>Materials Engineering<br>Mechanical Engineering | Accreditation: Canadian Engineering Accreditation Board (CEAB) |
| <b>School of Graduate Studies</b>   |  |
| <b><u>Degree Programs</u></b>   |  |
| Adult Education and Community Development,<br>M.A./M.Ed./Ed.D./Ph.D   | OCGS Appraisal - OISE  |
| Biochemistry, M.Sc./Ph.D.   | OCGS Appraisal - MED   |
| Chemistry, M.Sc./Ph.D.  | OCGS Appraisal A&S   |
| Classics, M.A./Ph.D.  | OCGS Appraisal A&S   |
| Curriculum, M.A./M.Ed./Ed.D./Ph.D.  | OCGS Appraisal OISE  |
| Drama, M.A./Ph.D  | OCGS Appraisal SGS   |
| Elementary and Intermediate Education, M.T.   | OCGS Appraisal OISE  |
| Environmental Science, M.Env.Sc.  | OCGS Appraisal UTSC  |

<sup>1</sup> <http://www.provost.utoronto.ca/English/page-6-12958-1.html>

|   |  |
|---|--|
| History, M.A./Ph.D.   | OCGS Appraisal A&S   |
| Immunology, M.Sc./Ph.D.   | OCGS Appraisal MED   |
| Immunology, M.Sc./Ph.D.   | OCGS Appraisal MED   |
| Laboratory Medicine and Pathology, M.Sc./Ph.D.  | OCGS Appraisal - MED   |
| Medical Biophysics, M.Sc./Ph.D.   | OCGS Appraisal - MED   |
| Medical Science, M.Sc./Ph.D.  | OCGS Appraisal MED   |
| Museum Studies, M.M.St  | OCGS Appraisal - SGS   |
| Pharmacology, M.Sc./Ph.D.   | OCGS Appraisal MED   |
| Philosophy, M.A./Ph.D.  | OCGS Appraisal A&S   |
| Physiology, M.Sc./Ph.D.   | OCGS Appraisal MED   |
| Plant and Microbial Biology, M.Sc./Ph.D.  | OCGS Appraisal A&S   |
| Political Science, M.A.   | OCGS Appraisal A&S   |
| Psychology, M.A./Ph.D.  | OCGS Appraisal A&S   |
| <b>Collaborative Programs</b>   |  |
| Aging and the Life Course, Collaborative Program<br>M.A./M.Sc./M.S.W./M.H.Sc./M.I.St./Ph.D.   | OCGS Appraisal SGS   |
| Comparative International Development Education, M.Ed.,<br>M.A., Ed.D., Ph.D.   | OCGS Appraisal A&S   |
| Geology and Physics, Ph.D. .  | OCGS Appraisal A&S   |
| <b>Combined Programs</b>  |  |
| Law/Business Administration (Management), Combined<br>Program, J.D./M.B.A.  | OCGS Appraisal - Management  |
| <b>Ontario Institute for Studies in Education / UT</b>  |  |
| Bachelor of Education/Diploma in Technological Education<br>(B.Ed./Dip.Tech.Ed.)<br>Master of Teaching (MT)<br>Master of Arts in Child Study and Education (M.A./CSE) | Accreditation: Ontario College of Teachers                               |
| <b>Faculty of Social Work</b>   |  |
| Masters of Social Work (MSW Program)  | Accreditation: Canadian Association of Schools of<br>Social Work (CASSW) |

## **Provostial Reviews**

## REVIEW SUMMARY

|   |   |
|---|---|
| <b>DIVISION/UNIT:</b>   | <b>Faculty of Applied Science and Engineering</b>   |
| <b>DATE:</b>  | May 11 and 12, 2005   |
| <b>COMMISSIONING OFFICER:</b>                                   | Vice-President and Provost  |
| <b>PROGRAMS OFFERED:</b>  |   |
| <b>Undergrad &amp; First Professional Degrees</b>               | B.A.Sc.   |
| <b>Graduate:</b>  | M.A.Sc., M.Eng., Ph.D.  |
| <b>EXTERNAL REVIEWERS</b>                                       |   |
| <b>International</b>  | Prof. David A. Hodges, Dean of Engineering, Emeritus, University of California at Berkeley  |
| <b>Canadian</b>   | Prof. Martha Salcudean (separate report based on documentation)   |
| <b>DATE OF PREVIOUS REVIEW:</b>                                 | March 2000  |
| <b>SUMMARY FINDINGS AND RECOMMENDATIONS OF PREVIOUS REVIEW:</b> | <p><u>Overall assessment:</u> The Faculty has established itself as the pre-eminent engineering school in Canada. The review Committee verified that the undergraduate programs offered by the Faculty rank with the best in North America, and the number and quality of students admitted into first year has steadily increased. Over the past five years, the percentage of both Canadian students from outside Ontario and international visa students has increased, and the percentage of female students in the Faculty continues to grow, and is above the average figure for both Canada and the USA. The Faculty has a strong research profile and has conducted an extremely successful development campaign that has exceeded its target of \$65 million.</p> <p><u>Specific issues:</u></p> <ol style="list-style-type: none"><li>1. <u>Program:</u> The Review Committee supports the views expressed in the reviews commissioned by the Dean as part of the <i>Raising Our Sights</i> process, that the flexibility of the undergraduate curriculum should be increased, and that the graduate programs should be strengthened.</li><li>2. <u>Faculty:</u> The Faculty has accomplished academic staff with high morale and a commitment to advancing the Faculty. The new Dean should make the recruiting and hiring of top quality faculty a very high priority, and address the current under-representation of women and, to a lesser extent, visible minorities.</li><li>3. <u>Student Experience:</u> The new Dean should work with students to develop guidelines of behaviour that apply to orientation activities, posted displays, and informal groups, to ensure that no activities within the Faculty are inappropriate, offensive or exclusionary. There should be development of a strong and coordinated approach to graduate student recruitment, both nationally and internationally, to ensure that graduate enrolment targets are met.</li></ol> |
| <b>DOCUMENTATION PROVIDED TO REVIEWERS:</b>                     | Terms of Reference<br>Faculty Self-Study (2005)<br>Faculty Academic Plan 2004-2010 (2004)<br>Faculty Research Report, Office of the Vice-President, Research and Associate Provost (2005)<br>University of Toronto Stepping UP Plan<br>Additional information was available via indicated web sites and specific information arising from reviewer requests was provided while reviewers were on site.  |

**CONSULTATION PROCESS:** The reviewer met with Faculty teaching and administrative staff, undergraduate and graduate students, the Dean, Chairs and Directors, senior administrators, as well as members of cognate divisions at the University (Faculty of Arts and Science, Rotman School of Management, Faculty of Medicine, Faculty of Architecture and Faculty of Dentistry), Faculty Advisory Board members, and the Vice-President and Provost and Vice-Provost, Planning and Budget.

## **FINDINGS AND RECOMMENDATIONS**

**ACADEMIC PROGRAMS:** The curricula are very similar to those of other top North American universities with UofT students receiving more hands-on laboratory instruction. Laboratories and computing facilities are modern, well-equipped, and well-maintained.

- Curriculum content is very well kept up-to-date by the research-engaged faculty. A continued trend toward breadth and flexibility in undergraduate curricula may be desirable.
- The new first year course entitled “Engineering Strategies and Practice,” planned for expansion to serve all students, is a most worthy undertaking.
- The Faculty should continue to examine its curriculum from the perspective of broadening career opportunities for its graduates. The joint BAsC/MBA Jeffrey Skoll Program represents one attractive path to a broader education although expanding it to a larger group of students seems to be difficult.
- Canadian engineering education follows a policy of directly linking Bachelor’s degree requirements to the requirements for licensing professional engineers. Canadian engineering educators may need to become more involved with the licensing process. Alternatively, Canadian institutions might seek to decouple degree requirements and accreditation from licensure, as is the case in the United States. Professionally-focused M.S. degrees might be considered as an alternative path to licensure.

## **QUALIFICATIONS AND ACHIEVEMENT OF STUDENTS**

### *Undergraduate programs:*

- The Faculty undergraduate programs are successful in attracting and retaining top students, and in providing an excellent academic experience.
- The Faculty bears a heavier teaching load at Toronto than at other top North American universities. An unusual practice that contributes to the burden is that math and sciences classes for first and second year engineering students are taught by faculty. The rationale is that engineering students need a stronger applications focus than is provided in classes taught by math and science faculty. The reviewer noted, however, that other top institutions have engineering students take their first and second year math and science in regular classes taught by math and science departments. The reviewer urged the Faculty to give careful consideration to outsourcing instruction in basic math and sciences to the math and science faculties while noting that discussions would be necessary before the teaching of these courses could be shifted.
- The educational experience provided to students beyond the classroom is less rich than that offered by peer institutions. The Dean, Department Chairs, and faculty members should encourage student-led activities in such forms as student branches of professional engineering societies, national or international honorary societies, and student-alumni programs. It appears that few engineering students take advantage of the University’s opportunities for international educational exchange as the inflexibility of engineering degree requirements imposes difficulties.

### *Graduate programs*

- In addition to undergraduate teaching requirements, faculty members have a ‘substantial load’: on average now there are about 5.5 graduate students per faculty member, about 40% of which are PhD candidates. Further increases in the graduate enrollment per faculty member should be undertaken only after serious deliberation.



- Some students expressed concern that the PhD standards and processes for dissertation were not clearly conveyed, with uneven performance standards across the Faculty. The reviewer noted that other institutions use mechanisms such as examination committees, dissertation committees, and progress toward degree assessments that are taken very seriously.

### **QUALIFICATIONS AND ACHIEVEMENTS OF FACULTY MEMBERS**

- Most faculty members are active in research and graduate student supervision, reporting results of research at professional meetings and conferences in Canada and internationally, and publish in the leading international archival journals. At least 11 research centres provide invaluable focus points for interdisciplinary research activity in critical engineering application areas. UofT's Faculty is fully competitive with comparable units at top 10 North American research universities.
- There are many opportunities for appropriate graduate and undergraduate student research.
- The teaching staff are providing good teaching experiences, being especially 'strong at integrating lecture, laboratory, and computer simulation as complementary instructional components'. Large lectures are integrated effectively with smaller discussion sections in some courses.
- The Faculty has many excellent relationships with cognate units. Excellent opportunities for student learning are one important result.

### **FACULTY GOVERNANCE AND LONG RANGE PLANNING**

*Faculty governance:* There is general agreement that the Faculty Council is ineffective. Leading members of the faculty do not participate. It is difficult to achieve a quorum for action. The Faculty Council has not been influential in key matters of budgeting and space allocation.

*Student-faculty ratio and teaching loads:* Critical matters affecting the whole Faculty relate to teaching loads and the high student-faculty ratio. Another key issue is complement planning, i.e. the balance to be struck between teaching and tenure-track faculty, and lecturers or other non-research appointees.

*Advancement and outreach:* More members of the Faculty need to be involved with outreach to industry, alumni, the professional accreditation bodies, and groups underrepresented in the faculty and student body. The remarkable success of the Faculty over the past few years in raising \$125M for critical needs must be recognized as an opportunity for a still better future. The DEEP Summer Academy for pre-college students is a specific program that should be expanded to encompass all science and engineering programs at the University of Toronto. It can raise dramatically the sights of pre-college students.

### **ADMINISTRATIVE RESPONSE**

#### **Dean's response:**

I am very gratified by the overall positive tone of the report of the 2005 external review of the Faculty of Applied Science and Engineering. It is very satisfying, also, to have our Faculty recognized as "clearly the number one engineering research program in Canada," and for the first time also recognized as comparable to and competitive with our leading peers at the University of Michigan and the University of Illinois among others in the top ten. This judgment by a former Dean of Engineering at the University of California at Berkeley, itself one of the top engineering programs at a large public research university, lends additional weight and validity to such comparisons. It is good to know that our efforts continue to be successful in spite of the challenges we have faced.

Professor Hodges' report included some general comments from Prof. Emerita Martha Salcudean of University of British Columbia, who was unable to participate in the review due to illness. The report supported the importance of a number of issues and/or initiatives that the Faculty has explicitly highlighted in our strategic plan.

- The Review Report placed considerable emphasis on the issues around the reduction of high student/faculty ratios and teaching loads as necessary to maintain and improve the quality of teaching, research and faculty morale. This was an issue noted and discussed during the strategic planning exercise and noted as underlying many of the problems faced by our Faculty and impeding desired and planned changes. We cited needed changes in the structure of Provincial government transfer funding, historically heavily weighted to undergraduate enrolment, as needed to enable positive change in relation to both student/faculty ratios and undergraduate/graduate student ratios. Prof. Hodges also recommended that preparation for an increase in graduate enrolment per faculty member should include a careful recalibration of the ratio of graduates to undergraduates in order to ensure that we are able to accomplish our teaching and research goals.
- Prof. Hodges was concerned with the weight of teaching loads compared to those of faculty at peer institutions. He suggested reducing the teaching loads of faculty members by delegating the teaching the first year math and science courses to the Arts & Science Faculty, as well as hiring more lecturers. This suggestion is fully in keeping with our recognition of the problem in the strategic plan. As urged in the report, the Faculty will “give careful consideration to outsourcing instruction in basic math and sciences.” Our opportunities to evolve in this direction may be affected by the costs associated with external teaching in the University’s new budget model.
- The Provincial Government initiative toward increasing domestic graduate enrolment may in some ways address this issue by potentially allowing the decrease of undergraduate students corresponding to an increase in professional master’s students. Since both the University and the Faculty are in the process of restructuring their budget models, we are planning to revisit this question in early 2007, once both budget modes have been finalized and we are able to assess graduate enrolments in the first year of expansion
- It was recommended that the Faculty continue to move forward with curriculum renewal and flexibility to equip our students for the broad career paths open to them as graduate engineers. As advised, we are continuing to trend undergraduate curriculum changes “toward breadth and flexibility.” Over the last two years the Faculty Curriculum Committee has overseen changes to program curricula to address this issue, for example changes in Electrical and Computer Engineering, Mechanical and Industrial Engineering, and Engineering Science. The Faculty has undertaken these changes acting on the 2001 “Final Report of the Decanal Task Force on Curriculum Change”.
- The review report recognized that Faculty governance requires rethinking and restructuring in order to render it more effective. Our intention was to establish a task force in the fall to examine governance at other Faculties and compare for best practices. In view of the impending change in decanal leadership, however, it was decided that the review of Faculty governance should take place under the auspices of the new Dean, who will implement the new governance model.

It is my expectation that the express confirmation provided for these issues by the external review will give additional weight to our requests to the University for the support and assistance required to achieve these goals in a timely and meaningful fashion.

Professor Hodges’ recommendation that “Canadian engineering educators become more involved in the licensing process,” or possibly seek to decouple licensing from requirements for the Bachelor’s degree in order to enable greater curricular flexibility, is worth consideration. Discussion of this recommendation should also take place outside the Faculty within the broader context of Canadian engineering education, possibly through the agency of the Council of Ontario Deans of Engineering (CODE) and the National Council of Deans of Engineering and Applied Science (NCDEAS).

We were somewhat disappointed that the Review did not discuss the issue of the relatively small percentage of women Faculty members. Although it is a problem that is related to the available pool of recruits in some of the areas in which recent hiring has been done, recognition of this particular challenge and constructive suggestions to overcome barriers to increasing the faculty gender balance would have been welcome.

There are a few factual corrections that should be noted by those considering the Review Report:

- The recommendation regarding the desirability of “a continued trend toward breadth and flexibility in undergraduate curricula”: Our new curriculum is reflected in the course calendar for 2005-06, which demonstrates a positive change in program flexibility. Unfortunately the new calendar was not available for inclusion with the pre-review materials, however it was provided during the review and the difference between the new calendar and the 2004-05 calendar was mentioned. The Faculty has made pro-active change in this area that is not represented in the report document.
- Although in the past we had approximately eight applicants for every undergraduate place, first year intake has grown and demand has declined since the double cohort year. There are now closer to six, rather than eight, applicants for every undergraduate spot. Also, our enrolment yield rate is now closer to 40% of those who are offered admission, rather than the 2/3 stated in the report. This decline seems to be part of a decline in engineering enrolments being experienced by engineering schools across the country.
- The Faculty has a chapter of IAESTE, which has been active for several years. The Faculty supports student exchanges with up to \$1,500/student. Also, in addition to the many clubs and activity groups supported by the Departments and the Faculty, there are student branches of many professional engineering societies already existing within our Departments. In order to improve student engagement, broaden student experience, and to formally recognize the educational added value of such experiences, we are looking at ways to make active participation in competitions, organizations such as “Engineers Without Borders”, and other student initiatives, co-curricular rather than strictly extra-curricular as they have been in the past.
- There are seven rather than nine graduate programs. The average number of FTE doctoral-stream graduate students per tenured/tenure-stream professor in 2003-04 was closer to 5.0 than the value of 5.5 quoted in the review report. There were also two FTE MEng students per professor in 2003-04, but these students do not represent a research supervision commitment for our faculty members.

Again, the generally positive tenor of the Report, and the explicit support of a number of the most challenging issues addressed in our strategic plan, is extremely encouraging. In light of the compatibility of the insights and recommendations of the External Review Report with the expressed objectives of the Faculty, we will look to the University for assistance in realizing the recommendations of the Report and the goals and objectives of the Faculty of Applied Science and Engineering strategic plan.

**Provost’s response:**

This is clearly a very positive review and the Provost welcomes the reviewer's support of a number of the most challenging issues addressed in the Faculty’s strategic plan. In July, 2006 Professor Christina Amon will begin her term as Dean of the Faculty of Applied Science and Engineering and the Provost has every confidence that she and the Faculty will meet the challenges outlined by the review.

The Faculty has addressed all the points raised by the reviewers and careful thought and consideration have been given to the report of the external reviewers.

The Provost has made an investment with Academic Initiative Funding (AIF Third Round, 2006-07) in the Faculty to address the enhancement of the student experience. The Faculty of Applied Science and Engineering AIF proposal *Enhancing Student Experience through Leadership Development* addresses the need to integrate leadership development through all facets of the engineering student experience: curricular, co-curricular and extra-curricular. The Faculty will develop and implement new courses in leadership, in addition to supporting student leadership development, through programming for leaders involved in a wide range of clubs and groups involved in outreach, orientation, publications, and culture. The proposal has been developed in partnership with the Office of the Vice-Provost, Students with the aim of developing it as a pilot project for implementation within other divisions of the University.

## REVIEW SUMMARY

|   |  |
|---|--|
| <b>DIVISION/UNIT:</b>   | <b>School of Continuing Studies</b>  |
| <b>DATE:</b>  | December 15-16, 2004   |
| <b>COMMISSIONING OFFICER:</b>   | Vice-President and Provost, University of Toronto  |
| <b>PROGRAMS OFFERED:</b><br><b>Continuing Education<br/>Diploma/Certificate</b> | In 2005-2006, the School offered approximately 450 courses and 37 certificate programs. The offerings cover three program areas: Professional Studies, Liberal Studies, English as a Second Language.  |
| <b>EXTERNAL REVIEWERS</b><br><b>International</b>                               | Professor Daniel Shannon, University of Chicago  |
| <b>Canadian</b>   | Professor Mark Selmon, Simon Fraser University   |
| <b>DATE OF PREVIOUS<br/>EXTERNAL REVIEW:</b>                                    | May 1999   |
| <b>SUMMARY FINDINGS AND<br/>RECOMMENDATIONS OF<br/>PREVIOUS REVIEW:</b>         | Main recommendations: <ul style="list-style-type: none"><li>- SCS should offer both credit and non-credit programs that draw upon its historic academic strengths and be repositioned within the Faculty of Arts and Science</li><li>- The SCS Director should continue as a member of Principals and Deans, so that she can represent non-traditional learners' needs and interests to that group</li><li>- Convert the non-credit Liberal Studies program into a credit program like a Master of Liberal Studies or Master of Liberal Arts</li></ul> |
| <b>DOCUMENTATION PROVIDED<br/>TO REVIEWERS:</b>                                 | Terms of Reference<br>School of Continuing Studies Self-Study (September 2004) and Addendum (October 2004)<br>School of Continuing Studies Academic Plan 2004-2010 (September 2004)<br>SCS Calendar and brochures<br><i>UofT Statement of Institutional Objectives for the School of Continuing Studies</i><br><i>UofT Statement on Policy on Continuing Education</i>   |
| <b>CONSULTATION PROCESS:</b>  | The reviewers met with the Vice-President and Provost, Vice-Provost, Academic, the Search Committee for the SCS Director, the Provost's Advisor on Outreach and Access, and conducted interviews with staff, faculty, and students representing each area of programming within the School of Continuing Studies.  |

## FINDINGS AND RECOMMENDATIONS - OVERALL ASSESSMENT AND SPECIFIC ISSUES:

### Overall:

The reviewers recognize the strength of the School and its leaderships and were impressed by the ambition of the University of Toronto to broaden the sphere of activity in which the School can contribute to the University's mandate and responsibilities.

The reviewers were "very impressed with several aspects of direction, management, and planning in the School" noting that the remodeled facility has had a "positive impact on connecting the students with the school". The School has been managed well financially given the mandate for full cost recovery operation of the School. Sound strategic investments to support the growth and development of the School have been made. The reviewers singled out the exemplary performance of the Director of the School, Ms. Barrie, who has managed the recovery of the School from a financially precarious position at the start of her first term to a position of fiscal solvency in the current period.

While there is much to laud, it was the conclusion of the reviewers that the current portfolio of programs and formats may be limited in scope, thus limiting potential funding streams to the School. The reviewers note two broad challenges for the School: integration and outreach.

### **Specific issues:**

The reviewers were impressed by the attention paid by the Director and program heads to academic oversight and instructor support. As the principal interface between the school and the student it is imperative that instructors understand and represent the academic values of the university and are prepared to instruct adults. There were impressive initiatives addressing these needs evident in several of our conversations. The School has produced a *Manual of Policies for Instructors* that clearly articulates expectations of the School regarding instructor behavior and compares well with such manuals at other leading universities in North America. The School provides formal professional development opportunities for instructors in workshops, newsletters, an instructor portal on the School's website, and mentoring. An extensive evaluation mechanism is in place providing both peer observation and student feedback. And finally, an award program that recognizes excellence in teaching engages both students and staff in an annual ritual of rewarding the best examples of the School's expectations regarding University of Toronto teaching. Though the School has admirably addressed key elements in assuring the highest level of instruction, it might be worthwhile to explore the assistance the Office of Teaching Advancement could provide in this endeavor.

### **Areas of Growth**

**Integration:** The reviewers identified that the internal competition within the university for the provision of continuing education impeded the development of a coherent strategy for the School, its staff, students and instructors, and an impediment to a coherent strategy for University provision. This creates confusion in the minds of students, and creates overlap in provision resulting in the hiving off a portion of an already small audience to free events, resulting in the cancellation of the tuition supported event.

The reviewers strongly recommend that the School assume the role of clearing house for not-for-credit programming at the University of Toronto. This will have the effect of identifying conflicts in the planning stages when reconciliation of conflicts is a low cost transaction, while at the same time making resources and competencies possessed by the School available to other units on campus, e.g., marketing and registration. In the latter instance this rationalizes the costs of developing and maintaining the necessary infrastructure to assure successful program activity. Units with program activity sufficient in size to support program development and delivery infrastructure costs would be exempt from this clearing house function, e.g., Medicine and Engineering.

This recommendation is consonant with the objective established in 1988 that the School "serve as a facilitator and coordinator and develop and maintain services and programs on behalf of other academic divisions of the University when appropriate and desirable," as well as "undertake to assist any academic division with continuing education programming where financially feasible, and should continue to advise divisions generally of the kinds of services it can provide..."<sup>2</sup>

The reviewers noted that alternative models of integration could exist which would fulfill earlier recommendations that the School foster new linkages with other University divisions. Such linkages would support University students, extend the intellectual resources further into the community and develop a new revenue stream for Continuing Studies. Alternative models explored included linkages with professional certificate programs and credit options for School courses.

The reviewers suggested that a balance must be achieved between the University's interests in community outreach in its many forms and the potential for revenue generation through subventions and aggressive program development.

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<sup>2</sup> University of Toronto. Office of the Vice-President and Provost. *Statement of Institutional Objectives for the School of Continuing Studies*. October 1988.

**Outreach:** Although both the School of Continuing Studies and other parts of the University of Toronto are involved in aspects of community outreach, there is a recognition that the University's efforts in this regard need to become more visible, more coordinated, more effective and likely more extensive. This said, the range of activities carried out by universities under the label of "outreach" varies considerably and there will be a need for those with an interest in this aspect of the University's mandate to address the obvious definitional question in the context of this institution's particular culture, capacities and environment.

The reviewers concluded that the School for Continuing Studies should be an active participant at least, and more optimally, a leader in shaping and executing these activities. There are a number of units across the University of Toronto that have an interest in partnering with communities that are typically not well served by universities. Ideally, the SCS could play a supportive role in many of these initiatives, using its developed capacities to deliver programs efficiently, to partner effectively with external organizations, to identify and reach potential program participants and to administer programs in a way that meets the expectations of non-credit students. Managed well, SCS involvement in all outreach initiatives could improve the effectiveness of other university units' outreach activities and provide a means for making such efforts more coordinated and better recognized. Relationships developed between SCS and other units of the University for the purposes of community outreach may well lead to other forms of collaboration considered more generally under the header "Integration" above.

## **ADMINISTRATIVE RESPONSE**

### **Response from the Outgoing Director**

I endorse the Reviewers' decision to focus their Report on the challenges and opportunities that exist for the new Director and the University ("Areas of Growth"). I am very pleased with their positive conclusion that the School has been managed effectively. "Areas of Growth" have been thoughtfully described. The thrust of the recommendations is to shift focus: "Now that the School is operating effectively, let's consider the larger role it can play."

Any decision needed to expand the role of the School has to be taken by the University. To be effective any and all attempts at "Integration" and "Outreach" will have to be driven by Provostial decision. Decisions may lead to a change in course for the School away from its historic and autonomous position and financially independent and self-sustaining structure. Provostial decisions made in 1994-1995 did not endorse any formal relationships between the operations of the School and any other units on campus. The Provost at this time was firm in his understanding that the best course was for the Director of the School to work collaboratively with other units but only in delivery partnerships that would satisfy the School's requirement to remain self-sustaining. "Collaboration" did not, and does not today, preclude other units in the University from operating, as they see fit, their own continuing education programs and public education offerings.

Internal competition has been a fact of life for the School. This is not necessarily negative. I do argue that the discipline of the market, complete with both internal and external competition, has played a catalytic role in driving the School to achieve significant growth in revenues while at the same time keeping a very sharp eye on expenses.

Now, I think the University is at a watershed. If it wishes to increase its presence and its affinity in the community, using continuing education as one strategic tactic, the cost of this exercise cannot be supported uniquely by the School. Programming liaisons with other units of the University have the attraction of potentially being able to spread wider net and greater returns in positive PR, but under our given mandate the costs of operations borne by the School and its partner division have to be recovered exclusively in student fees. The School can not be in a position in which it is expected to underwrite collective shortfalls.

The Reviewers note "the culture of cost-recovery will have to be moderated with the recognition that some aspects of SCS's mandate require a different approach. It may well be in the University's interest to relax its expectation that all programs operate on a cost-recovery basis in

those cases where an important aspect of the University's interests are being served by the School's activities."

I am in full agreement with this recommendation. I also suggest that the Provostial Task Force on Outreach (envisaged in the *Stepping Up Plan, 2004-2010*) consider making recommendations that specifically identify those activities carried out by the School (now and into the future) that "serve the University's interests."

The External Reviewers "strongly" recommend that the School assume "the role of clearing house for not-for-credit programming at the University of Toronto." There are two reasonable arguments given in support of this recommendation. Reduction in competition and more coherent planning will only contribute to the success of lecture programs and other non-credit courses. The Reviewers point out "the salutatory effect of making resources and competencies possessed by the School available to other units on campus, e.g. Marketing and Registration". (Engineering and Medicine are exempted from this clearing house function due to the scale of their CE programming and existing business infrastructure).

I support the concept of School-as-Clearing-House for all non-credit programming, but with one strong reservation. The School's business and IT infrastructure, if made available to other units on campus, will require other units to pay service costs that will help offset the significant investment the School has made in its processes and technology and their on-going amortization.

In January, 1995, the Vice-President and Chief Advancement Officer struck a university-wide Task Force on Mature Adult Learning. This Task Force was chaired by Mrs. Joan Randall.

I was a member of the committee. Our mandate was to review all non-credit programming sponsored by the University (through the Department of Alumni Affairs) as well as all other communities-of-interest holding non-credit lecture series on campus (e.g., the Later Life Learning Group at Innis College). The Task Force made the overall recommendation that much would be gained from less competition and more cohesion. The Report did not recommend the School as "clearing house"; although it did recommend that registration of mature learners on campus and public information reside for all programs in the School. Vested interests and senior volunteer organizations' strong affiliations with units of the university were powerful. At this time no policy unification was articulated.

I feel it is appropriate for the Task Force on Outreach (see above) to also consider revisiting this earlier Task Force Report on Mature Adult Learning. I understand that with the impending change of leadership the Office of Advancement is also undergoing review. This may be the opportune time for activities and services related to alumni education and travel programming to become unified in the School.

I also strongly endorse the External Reviewer's recommendation that students who successfully complete a certification program at the School be granted University of Toronto alumni status. I have earlier argued exactly this in the three successive planning cycles of my tenure.

Alternative models of "Integration" recommended by the External Reviewers include creating Professional Master's Degree Programs to foster linkages between the School and other University divisions, better linkages with the undergraduate student population who could find extra study at the School advantageous in terms of career aspirations, and a credit option whereby the School would be granted the right to award applied professional master's degrees.

The Reviewers wisely advise that these programming models would reinforce integration between the School and the rest of the University as well as provide much-needed additional revenue streams, for the School and for its programming partners.

In 1994 a Provostial decision allowed the School to provide certification programs of study which until recently were brought by the Provost before AP&P irrespective of the fact that these programs carry no credit toward degree. What the Reviewers are recommending is to extend this earlier policy on certification to include credit. I will argue that most, if not all, of the School's existing and highly successful certification programs could quite reasonably morph into Applied

Master's degrees. As for example, and there are many I could use, Certification in Competitive Intelligence, Certification in Teaching English as a Foreign Language, Certification in Management, Certification in Professional Translation, Certification in Creative Writing are all existing education programs worthy of credit status.

I endorse the Reviewers' recommendation that new Professional Master's Degree Programs could, and should, derive from linkages between the School and other units. An example of exactly this model (although limited to Certification in Continuing Studies status) is the Certification in Dispute Resolution offered by the School and the Program on Conflict Management and Negotiation. This certification program is now in its tenth year and 253 students have been awarded the Certification.

Toward the beginning of my tenure as Director of the School, I requested that the School's Director, Market Research, carry out a survey of all FAS undergraduate students in their first and in their final years. This research was meant to determine if there was a population of undergrads taking the School's courses, in parallel with their own study in Arts & Science. We also wanted to learn what level of interest, if any, undergrads had in studying at the School. The research found that a small number of undergraduate students were, in fact, also students at the School. This pattern has continued. The School has actively been marketing its business, professional and language courses to students in FAS through distribution of its Calendar of Courses, and advertisements in campus newspapers. Going forward, I think there is need for continued linkages of this sort between the Faculty and the School. My one reservation is that as the pressure of undergraduate tuition increases, the additional money necessary to pay for courses at the School may be increasingly difficult for younger students to find.

A final very important observation made by the External Reviewers is that the University faces a "definitional question" regarding Outreach: "the range of activities carried out by universities under the label of "outreach" varies considerably and there will be a need for those with interest in this aspect of the University's mandate to address the obvious definitional question in the context of the U of T's particular culture, capacities and environment." I recommend that this "definitional question" be the primary question asked of a Provostial Task Force on Outreach.

**Response from the Current Director:**

After four months as Director of the School of Continuing Studies, I am pleased to note that we have completed a Strengths-Weaknesses-Opportunities-Threats (SWOT) analysis that has been carried out within the School over the past semester, as well as, the draft Vision, Mission, Values, and Priorities that will form the basis of a new strategic plan for 2006-2009. I fully endorse the appropriateness of integration and outreach as building blocks for the School of Continuing Studies as it moves forward in growing programs, students, and community engagement. The current reality will necessitate fundamental restructuring to enable the School to move forward.

**Provost's Response:**

The Vice-President and Provost has read the Report of the Review Committee and the response of the outgoing and current Directors. He is grateful to the reviewers for their many thoughtful comments and suggestions. The School has addressed all the points raised by the reviewers.

In January, 2006 Professor Marilyn Booth began her term as Director of the School of Continuing Studies. The strategic planning process is well underway at the School and careful thought and consideration have been given to the report of the external reviewers.



## REVIEW SUMMARY

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| <b>DIVISION/UNIT:</b>   | <b>Faculty of Forestry</b>  |
| <b>DATE:</b>  | November 9-10, 2004   |
| <b>COMMISSIONING OFFICER:</b>   | Vice-President and Provost  |
| <b>PROGRAMS OFFERED:</b><br><b>Undergrad &amp; First<br/>Professional Degrees</b> | Undergraduate Forest Conservation (through the Faculty of Arts and Science)<br>Master of Forest Conservation (MFC)  |
| <b>Graduate:</b>  | Master of Science in Forestry (M.Sc.F.), Ph.D.  |
| <b>EXTERNAL REVIEWERS:</b><br><b>International</b>                                | Prof. Gordon Geballe, Associate Dean, Yale School of Forestry and<br>Environmental Studies  |
| <b>Canadian</b>   | Geoff Munro, Director General, Science Branch, Natural Resources Canada<br>Prof. Jack Saddler, Dean, Faculty of Forestry, University of British Columbia  |
| <b>DATE OF MOST RECENT<br/>OCGS REVIEW:</b>                                       | MScF/PhD 1998-99  |
| <b>DATE OF PREVIOUS<br/>EXTERNAL REVIEW:</b>                                      | September 1999  |
| <b>SUMMARY FINDINGS AND<br/>RECOMMENDATIONS OF<br/>PREVIOUS REVIEW:</b>           | <p>The Faculty had identified a special 'niche' for itself that is unique among Canadian universities and is highly relevant to current emerging needs in forest conservation and management. Faculty and students were enthusiastic about the direction of the Faculty, and credited strategic planning, effective leadership from the Dean, and support from the Central Administration as crucial factors in the successful transition to a completely graduate faculty.</p> <p>Program</p> <ul style="list-style-type: none"><li>• The recently introduced Master of Forest Conservation was noted by each of the Reviewers as being timely and innovative. Both the MScF and the PhD programs were considered to be very good.</li><li>• The Reviewers commended the Faculty for concentrating its resources in the areas of forest policy analysis, forest product markets and trade, wood products and management, as identified in its Strategic Plan.</li><li>• The lack of Geographic Information Systems (GIS) resources was identified as a concern by two of the Reviewers.</li><li>• The Reviewers commented on the impact of the loss of the undergraduate program in Forestry in terms of recruitment of students for the graduate program, and supported the Faculty's proposal to offer a Bachelor of Science in Forest Conservation within the Faculty of Arts and science.</li></ul> <p>Faculty</p> <ul style="list-style-type: none"><li>• The Faculty had attracted strong scholars with special credentials, and that flexible hiring arrangements allow the Faculty to attract those with critical expertise to complement the regular tenure-stream staff.</li><li>• A strengthening of faculty resources in Forest Policy was recommended.</li></ul> <p>Student Support</p> <ul style="list-style-type: none"><li>• Each of the Reviewers noted that the Faculty would benefit from students drawn from a wider geographical area.</li><li>• The need for increased financial support for students was noted.</li></ul> |
| <b>DOCUMENTATION PROVIDED<br/>TO REVIEWERS:</b>                                   | Terms of Reference<br>Faculty of Forestry Self-Study (September 2004)<br>Faculty of Forestry Academic Plan 2004-2010 (September 2004)<br>Faculty Research Report, Office of the Vice-President, Research and  |

**CONSULTATION PROCESS:** The reviewers met with Faculty of Forestry teaching and administrative staff, graduate students, as well as members of cognate divisions at the University (Faculty of Arts and Science, Rotman School of Management, Faculty of Social Work, and the Dean of the Faculty), Faculty Advisory Board members, the Search Committee for the Dean of the Faculty of Forestry, the Vice-President and Provost, and Vice-Provost, Academic.

#### **FINDINGS AND RECOMMENDATIONS - OVERALL ASSESSMENT AND SPECIFIC ISSUES:**

The "Faculty of Forestry is a well integrated but multi-disciplinary unit which is well respected by its peer units on campus". The morale of the inclusive Faculty of Forestry community is good. The reviewers acknowledged the Faculty's accomplishments since the last review, in light of discontinuation of the Forestry undergraduate program within the Faculty and the integration within the Arts and Science program. The previous Dean, was commended by the reviewers and all those interviewed as having done 'tremendous job' in the Faculty by recruitment of excellent faculty, establishment of innovative Masters courses, good integration with other units on campus at undergraduate, graduate and research levels.

Looking forward, the reviewers suggested that continuing 'strong links with the forest sector in Canada, while continuing the cooperative approach with other departments on campus gives the forestry faculty the opportunity to grow into a major force in forest conservation education both in Canada and internationally'. The Faculty is ahead of the curve in the emerging area of forest conservation.

#### Academic Programs

- The Forestry programs appear to be in demand, with graduate students reporting very good support from supervising teaching staff and of resources. Research-based graduate students were generally very appreciative of the mentoring received. The students suggested that the "social" aspects of forest conservation could be delivered in a better format/style/context.
- Undergraduate courses offered by the forestry faculty members were valued by colleagues in cognate units such as social work, environmental sciences, chemical engineering, etc.
- The non-thesis based Masters programs, particularly the Masters of Forest Conservation (MFC), continue to evolve. Students suggested that greater emphasis and care needs to be put on the non-research/scientific aspects of the course, along with a curricular review. It appeared that graduates of the MFC course were valued and obtained good employment. The MFC students liked the general concept of their program and the advising and counseling that they currently receive.
- Traditional and newer forms (distance/web based research seminar with the University of British Columbia) of teaching/learning are being used productively by the faculty and are well received by the students. The faculty appears to be proactive in developing alternative program delivery.
- The faculty cannot identify many competitors. Those identified were; Yale School of Forestry & Environmental Studies, U of A program. The next Dean (with faculty and university) should identify some programs as competitors.

#### Teaching Staff

- The breadth of the faculty's research expertise is wide and impressive, as evidenced by grants received and publications. The research of virtually all of the faculty is of international relevance and is recognized as of good quality.
- The faculty have done a 'remarkable job' of working with and establishing clear synergies with many different units on campus. This ranges from botany, to chemical engineering

through to the social scientists. Similarly it has excellent linkages within Canada (through mechanisms such as the Association of University Forestry Schools of Canada (AUFSC), its “virtual university”, etc, the faculty has been a leader in creating greater synergies among the forest related academic units within Canada. This is apparent at an international level, where the faculty has excellent linkages with top ranked institutions around the world.

- The faculty morale is high, based in large part on the Dean’s successful leadership. The faculty are very happy to be at Forestry and at U of T but are uncertain about the future of the Forestry program.

Research: Faculty research is very good as evaluated by research grants and publications and the tenure success of junior faculty is excellent. The reputation of U of T faculty outside of Forestry is very high.

External relationships: Individual faculty members have connection to the broader community but the Faculty as an organization, does not. There is a ‘sense of distance’ from forestry communities in Ontario and Canada, with senior scientists, government officials and forestry practitioners. It was noted that the Ontario Professional Foresters Association felt disassociated from the faculty. The cooperative work period with the MFC program was noted as a very positive experience and one that created and maintained connections with the forest sector. The faculty does not feel in touch with the senior University administration.

#### Organization and Administration

- Most of the interviewees were supportive of the way in which the Faculty is managed. However, there was a sense that a formal “budgeting process’ would be useful, so that the various units, (i.e. Office Staff, IT, publications, etc) knew ahead of time, what budget that they had to work with for that fiscal year. In terms of information technology, it was recommended that a system of back-up be developed for the one individual who supplies IT support to students and faculty.
- The discrepancy between the fully funded students in the research stream and those students in the MFC program was noted to be a concern. The David Balsillie Entrance Scholarship program is seen as a significant first step in addressing this situation. The External Reviewers support efforts to expand this approach by approaching the forestry community, particularly those organizations that are hiring the MFC graduates.
- The reviewers suggested that the Faculty present an aggressive plan for growth of teaching complement be prepared and presented to the university. An opportunity for possible pursuit for revenue and growth potential is the U of T Forestry Alumni as well as other “Development” strategies. The alumni from the program represent an important cross-section of influential people, both inside and external to the forestry community in Ontario, nationally and internationally.

Vision and Challenges: The reviewers concluded that the academic programs of the Faculty are in transition from a traditional forestry programs to new forms. Part of the transition has occurred but much will take place under the next Dean.

- The balance between research stream and professional Masters programs was strongly endorsed. Effort needs to be placed in benchmarking the programs against both student expectations and future employers’ expectations to ensure the programs meet their intended purpose.
- Both the complement of tenure and non-tenure stream faculty, as well as the enrollment strategy, should reflect the dual stream of research and professional programs with a view to considering mid-career candidates, particularly in the latter program area.
- The Faculty, and more broadly the University, should review its graduate student funding model and review financial support for those students in the non-research stream.
- The Faculty’s Advisory Group represents an opportunity to champion the program in a more concerted fashion both inside the university to senior administration and to the

forestry community at large. Ways to enhance the profile of this group could be explored within the University.

- U of T has active environmental studies programs and the Faculty of Forestry needs to consider its relationship to these programs. Many subjects considered by Forestry should be part of, and taught to, undergraduates. Conversely, the undergraduate students are a pool from which Forestry can recruit into both its research and professional degrees. The members of the Faculty of Forestry are very active in collaboration with other related Departments on campus. The Faculty should receive formal credit for teaching time in other units.

**Administrative response from Dean Rorke Bryan (January 11, 2005):**

I am, of course, very pleased by the positive impression which the review conveys of the current situation of the Faculty, and particularly that the reviewers share our collective view that the Faculty is exceptionally well-placed to become a major force for innovative education in forest conservation in Canada and abroad. The management and conservation of forests are now widely recognized as being of vital environmental, social and economic importance. We therefore believe that vibrant, innovative programmes in forest conservation, closely integrated with the initiatives of cognate disciplines in other divisions, must remain a significant focus in the University of Toronto.

As the comments of the review committee are overwhelmingly positive, I will confine my response to those areas where some further explanation may be necessary, or where some significant developments have taken place since the review took place.

1. Demand for programmes.

A) Research programmes: I believe that the review accurately reflects the current strength of the research degree programmes. Demand is very strong and the quality of students is high. The only limiting factors are the financial resources to support the full funding policy and supervisory capacity. We are particularly concerned about our ability to continue to support a high level of international recruitment, which is particularly central to the international role the Faculty intends to play. The Faculty's Strategic Plan anticipates progressive concentration on the PhD programme, in accordance with the University's Green Paper priorities. However, student and societal demand for the MScF programme continues to be extremely strong, so continued monitoring is important to ensure that the Faculty's ability to contribute effectively to the evolution of public forest policy and to practical forest management is not jeopardized.

B) Professionally-focused Masters programmes. We agree strongly with the recommendation on development of synergies between the different programmes, and this will be a priority as the newer programmes reach maturity. However, in view of the very different student clienteles for the three programmes, it is not yet clear how easy this will be to achieve. At the moment most of our experience has been with the Master of Forest Conservation programme. This programme was globally unique when first introduced, and has undergone much modification during the intervening period following annual reviews, in response to feedback from students and the external forest sector. The significant difficulty we have encountered is that the composition, objectives and preferences of the student body varies widely from year to year, and so attempts to "fine-tune" the programme inevitably tend to seem slightly out-of-step. The views of the programme expressed by the two current students interviewed by the reviewers do not necessarily accurately reflect the opinions of the approximately 110 students who have now graduated. Our impression from these graduates is certainly of general high level of satisfaction, which is also reflected by their employers. Nevertheless, the issue of involvement of forest practitioners as opposed to research-focused faculty, identified by the reviewers, is important. In the past, the Faculty has addressed this in four ways: by employing a senior lecturer as programme coordinator; by increasing involvement of six "Professional Associates" who represent a number of important external bodies in the forest sector; by extensive involvement of external practitioners as guest lecturers; and through the summer internship component of the programme. There is certainly scope for further improvement, however, and employment of several more practitioners as lecturers or "professors of practice" will be explored.

The reviewers have expressed some concern about the “sustainability” of the programme at a level of twenty students+ per year. At the moment, the most critical constraint appears to be the availability for student support (which is also touched on by the reviewers at several other points). We do know that this factor alone caused five of our best applicants for the present cohort to enroll elsewhere. Development of a strong funding base for the programme is the highest present priority for the Faculty, but we also believe that provision of funding support for students in professional Masters programmes (particularly those where graduates cannot expect unusually high future salaries) must be an important issue for review by the University as a whole. The other factor which may affect the “sustainability” of enrollment is the progressive emergence of a significant number of competing programmes, including a new (Sept. 2004) programme at Dalhousie University explicitly modelled on the MFC programme.

C) Undergraduate Programmes. After a relatively slow start, the undergraduate programmes in Forest Conservation and Forest Conservation Science being offered by the Faculty in collaboration with the Faculty of Arts and Science are beginning to attract significant numbers of students, and enrollments in most individual courses are climbing swiftly. We are also greatly encouraged by the high quality of the students as reflected, for example, by NSERC Summer Student awards. Further development of these programmes to enhance the pool of graduate applicants and to develop a much more broadly-based forestry profession, is an important part of the Faculty’s Strategic Plan. The programmes also represent an important opportunity for enrollment growth and more efficient use of Faculty expertise, without the funding and supervisory constraints which apply to graduate programmes.

4) Scope with external organizations. We agree strongly with the recommendation that much stronger linkages need to be developed with the external forest sector, and this is certainly a high strategic priority for the Faculty. The strengthening of contacts has been somewhat hampered by physical separation (from provincial and federal government groups, primarily in Ottawa and Sault Ste. Marie, and major forest industries, now primarily located in Quebec or N.W. Ontario) and by budgetary restrictions on travel. One of the attractions of the Faculty’s development of video-conferencing capability is to provide the possibility of linking a far-flung forest sector to faculty activities through video seminars. The success of the current pilot project with UBC has certainly paved the way for such linkages, as well as a range of part-time programmes and distance education initiatives which will benefit the forest sector.

The perceived disassociation with the Ontario Professional Foresters Association appears to have originated in residual disapproval of the University’s decision to terminate the professional undergraduate programme. It is unfortunate that none of the overtures from the Faculty, such as representation for the OPFA on the Dean’s Advisory Board have lead to any reciprocal contacts. Regardless of this, much closer future cooperation with the OPFA is highly desirable, particularly as we (in company with all other forestry schools in Canada) regard modernization of professional forestry accreditation requirements as essential and overdue, if the profession is to survive. Such modernization must include more diverse categories of accreditation to reflect the increasingly broad scope of forestry, and also potential accreditation of professionally-focused masters degrees.

5) Organization and Financial Structure: While the current management structures have worked fairly well, we are by no means satisfied that they are optimal. The Faculty is actively involved in administrative review with other single-department faculties, and we are optimistic that more efficient cooperative arrangements can be achieved within the present budgetary constraints. Cooperative arrangements for back-up personnel at critical periods would certainly be particularly helpful. I agree absolutely with the critical lack of support depth in IT where demands are expanding rapidly, but it is difficult to see how significant improvement can be achieved in the present budgetary circumstances.

6) Revenue. As noted above, the lack of financial support for students in the professionally-focused masters programmes is a serious obstacle and must represent one of the highest strategic priorities for the Faculty. We are currently actively pursuing forest sector support, and sincerely hope that this will also be a priority for the next dean. Despite the residual bitterness associated with closure of the BScF programme, considerable progress has been made in alumni relations during the past few years. We believe that the centenary of the Faculty, in 2007,

represents an exceptional opportunity to dramatically improve linkages and are currently actively planning an ambitious programme with full alumni involvement.

As noted in the Faculty's Strategic Plan, and by the reviewers in their conclusions, negotiation of satisfactory compensation for teaching by members of the Faculty in other divisions is of great importance in stabilizing the budgetary situation. I am pleased to say that promising discussions have taken place with the Dean of Arts and Science, and I am confident that a mutually satisfactory arrangement will soon be in place.

7) Vision and Special Challenges. While our main priority over the past decade has been progressive enhancement of research excellence, the reviewers' suggestions about a dual recruitment strategy, and more extensive use of non-tenure stream appointments, is valuable and should be carefully considered.

8) Competitors. It is true that members of the Faculty have some difficulty in identifying clear competitors, particularly because the location and character of the Faculty is so different in character from Canadian counterparts, which share a somewhat similar budgetary situation. Each individual faculty member can certainly recognize numerous competitors in their own area of specialization, both Canadian and international, for research-stream students. We are confident that we can compete successfully with the best international universities for research students (though the fee structure at German universities does put us at a disadvantage). The situation with regard to professionally-focused masters programmes is more complex as the situation is changing very rapidly, and a clear picture of exactly who we compete with for students is gradually becoming apparent. The major competition for the Master of Forest Conservation programme is from a variety of environmental programmes, particularly at those McGill, Dalhousie, Guelph and Queen's, and within the University of Toronto itself, but perhaps the most serious competition is with research-stream programmes where full funding is provided. The establishment of full funding for research-stream students at this university definitely affected our applicant pool negatively. Competition for the Wood Products Engineering programme appears to be primarily from programmes in chemical, civil and mechanical engineering, and from the handful of other Canadian universities which maintain wood product programmes (Laval, UBC, New Brunswick).

Conclusions. Forest management and forest conservation are critically important components of environmental education, and the Faculty strongly endorses the development of very close linkages between our programmes and all other environmental programme initiatives in the University. The Faculty strongly supports and wishes to be closely associated with current initiatives for effective cooperation.

Professor Rorke Bryan  
January 2005.

#### **Administrative response from the current Dean**

I am pleased to provide a progress report to recommendations made by the external review team following the 2004 external review conducted for the Faculty of Forestry which is relevant to progress achieved since July 2005. This report follows on from an administrative response to the external review submitted by former Dean Rorke Bryan on 11 January 2005.

Since being appointed, the Faculty has engaged with important internal and external members of the community relevant to the Faculty of Forestry to fulfill the criteria of success outlined in the external review report. For example:

- a. We have worked with academic and administrative staff, alumni, and external partners to review and revise, as appropriate, the vision for the Faculty as it celebrates its Centennial in 2007 and engages in strategic planning for the future.
- b. Engagement with important partners in the broad-sense Ontario forestry sector to express the Faculty's interest in hearing their input to defining how the relevance of the Faculty might be improved to make the highest contribution possible. Trips to Ottawa, Sault Ste. Marie and Thunder Bay have been conducted to date, with

additional trips planned for Cochrane, Timmins and North Bay. The schedule for each trip has included numerous work-day meetings with provincial, federal, industry and NGO partners, and evening receptions for alumni. The Dean has engaged with alumni and an Alumni Task Force was formed in November 2005 under the leadership of former Dean Rod Carrow which will lead to the re-formation of an active Forestry Alumni Association.

- c. The Faculty held a retreat in April 2006 which included administrative and academic staff with the objectives of building a sense of team, and with procedures designed to review and revise, as appropriate, the 2004-2010 Academic Plan. This was successful in achieving both objectives, and a revised Academic Plan will be drafted in the coming summer months. In addition, faculty and staff have been re-engaged in all aspects of Faculty governance through regular staff meetings and clarification of new/revised committee structures and responsibilities.
- d. Draft procedures have been proposed to academic staff for mentoring pre- and post-tenure faculty. The Dean intends to initiate one-on-one annual review meetings with all faculty which will appropriately involve mentors and faculty peers in providing feedback on performance and professional development in teaching, research and outreach.
- e. The Faculty is pleased with the appointment of Marisa Cooke, Senior Development Officer, to provide leadership in Faculty advancement activities. Ms. Cooke's position is mainly split between Forestry (50%) and Architecture.
- f. The Faculty operates in a very "open" fashion, and will seek to identify ways to develop a culture of collegiality and openness. Action has been taken to re-engage students in Faculty meetings and governance, including attendance at the Faculty's recent retreat.

Master of Forestry Conservation (MFC) – The Faculty retreat confirmed total commitment to the success of the MFC program. The current curriculum will be strengthened, and the Faculty will consider alternatives for offering additional areas of emphasis (e.g. wood products, urban forestry, international trade, aboriginal forest tenure) to attract greater number of students. This review/revision effort will evaluate how current means of delivering the program to students achieves the objectives for the MFC program and associated learning outcomes proposed and advertised for the program, and take appropriate corrective action where necessary to align intended outcomes with recent practice.

In the summer of 2005, the Faculty made the decision to not offer the Masters of International Trade program due to inadequate applicant numbers (e.g. 3-5 applicants each time it was offered). The Faculty will review why the approved program was not successful in attracting adequate numbers of students, and identify appropriate action steps for future program deployment. Students and external partners and potential employers will be involved in all aspects of the MFC program revision and revitalization.

The Dean has met with Mr. Robert Carman, current chair of the Faculty Advisory Board, to review and as appropriate renew membership, and re-engage the Board activities which are of strategic importance to our mission.

The Faculty is pleased to contribute to the Centre for Environment at the Steering Committee level, and as a part of the responsibilities it holds in such capacity, to provide appropriate leadership in all matters pertaining to environmental academic, research and outreach programs. The Dean was pleased to accept the Provost's invitation to participate in a committee which will review the University's environmental programs, as related to achieving our *Stepping Up* goals. The Faculty is committed to increasing the relevance of its faculty and associated programs to University students, and recognizes the relevance of attracting students to the success of its research and academic programs.

The Faculty is pleased with progress in achieving financial recognition for interdivisional teaching across the University, as proposed to be realized in future fiscal years under the new budget model. The Forestry faculty are making substantial contributions to interdivisional teaching, and are committed to identifying opportunities for expanding current activities.

Professor Tatersall Smith, April 2006

**Provost's response:**

The Provost is pleased with the outcome of the review and is grateful to the reviewers for their insights and recommendations. In July, 2006 Professor Tatersall Smith began his term as Dean of the Faculty of Forestry and the Provost has every confidence that he and the Faculty will meet the challenges outlined by the review. Professor Smith has a unique background and experience to provide leadership to the Faculty and to help the University further advance its efforts with respect to the environment. The new Dean has embarked on a planning process at the Faculty and careful thought and consideration have been given to the report of the external reviewers.

One of the objectives of the Stepping UP academic plan is that we should undertake a review of current and possible initiatives on the environment with an eye toward ensuring the resources we place into initiatives on the environment achieve the greatest scholarly and educational impact. In 2004, the external reviewers for the final plan for the Centre for Environment recommended the establishment of "a university-wide Provostial Environmental Council to advise on and monitor the best way to further advance collaboration and integration of environmental initiatives across the university. This council would facilitate communication across the Faculties, as well as provide a forum for Decanal and Provostial feedback on matters of interdivisional environmental teaching and research.

The Provost will convene an Environmental Council in 2006-07 and it is expected that the Faculty of Forestry will have a major role in future plans.



## REVIEW SUMMARY

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|---|---|
| <b>DIVISION/UNIT:</b>   | <b>Innis College</b>  |
| <b>DATE:</b>  | March 2005  |
| <b>COMMISSIONING OFFICER:</b>   | Vice-President and Provost  |
| <b>PROGRAMS OFFERED:<br/>Undergraduate</b>                              | Through the Faculty of Arts and Science:<br>Cinema Studies, Environmental Studies, Urban Studies and Writing,<br>Rhetoric, and Critical Analysis.   |
| <b>REVIEWER/Search Committee</b>  | <p>The review was undertaken by the Provost in consultation with the search committee for a new Principal of Innis College:</p> <p>Prof. Vivek Goel, Vice-President and Provost (Co-Chair)<br/>Prof. David Farrar, Deputy Provost and Vice-Provost, Students (Co-Chair)<br/>Prof. Sylvia Bashevkin, Political Science<br/>Mr. Donald Boere, Assistant Principal and Registrar<br/>Prof. David Clandfield, French/Principal, New College<br/>Prof. Peter Fitting, French/Cinema Studies<br/>Prof. Manuela Gieri, Italian Studies/Cinema Studies<br/>Mrs. Sybil Geller, Later Life Learning Program<br/>Prof. David Hulchanski, Social Work/Urban and Community Studies<br/>Prof. Charles Keil, History/Cinema Studies<br/>Dr. Douglas MacDonald, Environmental Studies<br/>Mr. Roger Riendeau, Vice-Principal/Writing, Rhetoric and Critical Analysis<br/>Prof. Susan Pfeiffer, Dean, School of Graduate Studies<br/>Ms Stephanie Silverman, Editor, Innis Herald<br/>Mr. Jacky Sin, President, Innis Student Society<br/>Prof. Pekka Sinervo, Dean, Faculty of Arts and Science<br/>Mr. Gary Spencer, Dean of Residence<br/>Mr. Larry Wasser, President, LW Capital Corporation/Head, Innis Campaign Committee<br/>Ms Amy Yu, Innis Student Society Executive</p> |
| <b>DATE OF PREVIOUS REVIEW:</b>   | January 1999  |
| <b>SUMMARY FINDINGS AND<br/>RECOMMENDATIONS OF<br/>PREVIOUS REVIEW:</b> | <p>Innis College has carved a unique niche within the College system, celebrating its innovations and sense of community. Areas for growth and re-examination:</p> <ul style="list-style-type: none"><li>- Foster stronger and more vital ties with more of its students</li><li>- Increase residence spaces that can be offered</li><li>- Enhancement of social space for students</li><li>- Fundraising for scholarship should be a priority</li><li>- Increase usage of its Writing Centre and explore ways of providing more writing assistance to mathematics and science students</li><li>- Strengthen alumni relations</li><li>- Explore ways of fulfilling its mandate as a multi-faculty college</li><li>- The Environmental Studies and Urban Studies programs be reviewed</li></ul>  |
| <b>DOCUMENTATION PROVIDED<br/>TO REVIEWERS:</b>                         | Terms of Reference<br>Innis College Academic Plan (Stepping UP)<br>Reports on every sector of the College   |
| <b>CONSULTATION PROCESS:</b>  | The Committee met with the Principal, teaching and administrative staff, students, alumni, Program Directors, the senior academic administrators of the School and Chairs and Directors of cognate units (English, Geography, Italian, Environment).  |

## **FINDINGS AND RECOMMENDATIONS - OVERALL ASSESSMENT AND SPECIFIC ISSUES:**

There have been significant changes in the life of the College. During the term of the current Principal, the College has put its academic programs on more secure footings, strengthened administrative support within the College and launched a major advancement campaign. Student services have been enhanced through increase and reorganization of the administrative staff complement. Innis has become the College of first choice for students with exceptionally high academic standing. The College is commended for its ability to mobilize opportunities for consolidation and growth in a time of fiscal constraint and challenge for the University.

### **Student Life**

*Residence:* Since the opening of the Innis Residence in 1994, it has played a crucial role in the recruitment of outstanding students. The attractiveness of the suite-style accommodation with state-of-the-art amenities for 339 students has elevated Innis to a college of first choice among applicants for admission to the St George campus. The comprehensive residence life program directed by the Dean and the new Residence Life Coordinator has been instrumental in enhancing the student learning experience outside the classroom.

The Dean of Residence indicated that demand for residence currently outstrips supply. Approximately one-third of its occupants are professional faculty students. The review report recommended that the College continue to help its students who cannot be accommodated in the residence find alternative accommodation and that the College develop programming so that students who cannot be admitted or re-admitted maintain a connection with Innis. In addition, the reviewers recommended that College investigate the feasibility of expanding the scope of the Student Residence Life Coordinator to include developing programming for non-residential students.

*Student Governance and Student Experience:* All Innis students and those living in residence are members of the Innis College Students' Society (ICSS). Students in residence are members of the Innis Residence Council (IRC). Three student unions are housed at the College: the Cinema Studies Student Union (CINSSU), Urban Studies Students (USS), and the Environmental Student Union (ENSU).

Student members of the committee reported concern about commuter students and inclusion in the life of the College. They commented on how difficult it is for commuter students as well as students housed in other residences or students who must leave the residence to form and maintain a sense of connection with the College. In addition, the students would like to see more open and environmentally friendly spaces for student social activity and improved accessibility to these spaces within the College. Improved space is a priority for the College and an architect has been contracted to redesign the existing building as a focus of the Innis advancement plan.

The challenges of integrating commuter students into the life of a College are not unique to Innis and cannot be remedied simply. Creation of better space for students is merely one element in a complex of activities that create community. The next Principal should continue the practice of involvement in initiatives that foster closer links with students.

**Recruitment:** More aggressive recruitment strategies are planned in response to declining enrollment of students from outside Metro, including international students. In 2000, the Registrar's Office added an Associate Registrar dedicated to recruitment, welcome and transition activities and initiatives. The review report recommended that the College continue to make fundraising for entrance scholarships an immediate priority and that the College develop more strategies for the recruitment of students from outside Metro, particularly international students.

### **Student Services**

*Registrarial Services:* Since the last review, the name of the office has been changed from Office of the Coordinator of Student Services and Registrar (COSSAR) and is now simply called the Registrar's Office. As a result of renovations it has an ideal location in terms of visibility and accessibility. One-to-one counselling continues to be given priority and is an important means of laying the groundwork for strong links with graduates. The review report recommended that the

Registrar's Office, the Alumni and Community Relations Officer and the Senior Development Officer develop more programming to strengthen links with students and graduates.

***Academic Skills Development Services:*** The Writing Centre helps students at all levels of ability to learn how to read accurately and analytically, how to plan and organize written work, how to write clear English prose, and how to select, integrate, and cite source material. The Math/Stats Tutoring Centre fills in gaps in student's mathematical background, checks completed assignments and offers advice for improvement, and explains concepts that were not clearly understood during lectures.

The Innis Library is an essential asset of Innis College courses and programs as well as an extension of the information commons for students. The Library's specialized program-related collections, both print and electronic, continue to grow by 5% to 10% per year in response to the needs of the academic programs. The planned integration of the College Environmental Studies Program into the new Centre for Environment could have implications for the Library. The impact of changes to College programs on the Library will need to be carefully monitored.

Innis students are well served by the student service staff and the array of services offered. The College deserves credit for its longstanding commitment to helping students and for embarking on initiatives that were often the first of their kind on campus.

**Administration and Governance:** During the current Principal's term, the administrative staff complement has increased from 15 to 20 FTE, primarily in response to a significant increase in student enrollment. As well, an administrative reorganization was undertaken that resulted in creation of the positions of Vice-Principal and Academic Coordinator and Assistant Principal and Registrar. These two positions have assumed responsibility for the operational management of the College, which allows the Principal to focus on development of the teaching programs, on advancement and fulfilment of the Capital Plan, and on strategic community outreach initiatives.

A unique feature of governance at Innis is that the College Council is composed equally of students and staff. Students are deeply involved in the decision-making processes of the College at every level.

**Alumni and Development:** A priority for the College is alumni development. In 2000, the position of Alumni and Community Relations Officer was expanded from part-time to full-time; the position is currently being reassessed with a view to attracting a more senior candidate. In 2004, a Senior Development Officer was seconded from Advancement to support the ambitious 40<sup>th</sup> Anniversary Campaign to be chaired by distinguished alumnus, Larry Wasser. The current fundraising goal includes \$7 million for the four teaching programs, and \$4.7 million for capital renovation, refurbishment and retrofit to accommodate Cinema Studies. Increased private funding will be not only be instrumental – but essential – if the College is to realize many of its aspirations: increasing scholarships to attract the best students, improved space for students, and space for Cinema Studies. The review report recommended that the College assign a high priority to strengthening alumni relations and to developing a strong Alumni Association and that the College direct the resources necessary to make its fundraising campaign successful.

**Relations with Other Divisions and the Community:** The College has forged strong relationships with several Departments in the Faculty of Arts and Science. These relationships involve cross-appointments of faculty and programs that share core courses and curriculum as well as cross major and specialist programs. Generally, the relationships have been good over time, but concern was expressed that shared appointments have the potential to be problematic around matters such as expectations, work load and PTR evaluation. When cross-appointments are involved it is essential to have good communication channels with the Principal.

Innis College's primary relationship outside of Arts and Science is with the Faculty of Applied Science and Engineering. The College houses a significant number of engineering students in its residence, in addition to a small number of students from other professional faculties. In light of student demand for residence space, the College has begun to question the practicality and value of housing students from other faculties at the expense of students who wish to enroll in Innis College. A concern is that professional faculty students, after having spent only one year in the

College, lose ties with the College and this undermines the goal of strengthening the College's alumni base. The reviewers recommended that *the* College continue to explore ways of integrating professional faculty students into the life of the College.

External Community: Innis has a distinguished history of involvement with the Toronto community. Through courses, involvement with "The New Deal for Cities" project, cinema programs open to the public, hosting public sessions on political and cultural issues of the day, and much more, the community is brought into intimate contact with students to mutual advantage. Innis opened its arms to the Later Life Learning program about two decades ago. The review report recommended that the College continue its tradition of community involvement and that the College explore other entrepreneurial initiatives that generate income but are in keeping with the College's academic mission.

**College Programs:** The College offers four programs: Cinema Studies, Environmental Studies, Urban Studies and Writing, Rhetoric, and Critical Analysis.

Cinema Studies: There are 250 students enrolled in the program. Significant resources for the program come from the language and literature departments. There are 3 FTE academic appointments in the program and a joint search with English is currently underway. Not being able to offer a graduate program limits the ability to attract excellent professorial candidates. There is a strong desire among members of the program to transform Cinema Studies to a department that offers graduate-level study. Despite the challenges it faces, the Cinema Studies program is thriving. The College should continue to explore ways of strengthening the departmental connections that are needed to sustain its vitality.

Environmental Studies: The program is facing some major challenges and opportunities. The proposal to create a Centre for Environment that amalgamates the environmental studies programs on the St George campus was approved by the Arts and Science General Committee of Faculty Council on 7 March 2005. It now awaits approval by SGS Council. The proposal is quite comprehensive, but many options remain to be explored in what is called Phase II. A major unresolved issue is location of the amalgamated program.

Urban Studies: The aim of the program is to give students an understanding of the challenges that modern cities present by combining interdisciplinary studies with field work. The cornerstone of this field work is the internship program which places students in political or government offices and which allows students to reference their University learning to field experience. The main challenges for this program are funding stability and raising the profile of the program within the University.

Writing, Rhetoric, and Critical Analysis: The goals of the program are to introduce students to the disciplines of writing and rhetoric and to teach students to write effectively and to think critically in a multidisciplinary context. The students who register are strong writers. The program can be combined with many major or specialist programs to demonstrate communication skills. It would be useful to students wishing to pursue several postgraduate degrees as well as for preparation for the professional workplace.

Conclusions: The possibility of greater autonomy for the Cinema Studies and the Environmental Studies programs could create a crisis for the academic identity of the College. The evolution of the college teaching programs is fundamentally part of the academic planning process undertaken in concert with the Faculty of Arts and Science. The next Principal will have a major role in managing these transitions. An important part of the Principal's role is to have a vision for the academic programs and be a strong advocate on behalf of the programs.

**Faculty:** Many Colleges on the St George campus have a tradition of cross-appointing faculty, generally providing them with office space in the College. At Innis, those who are cross-appointed to College programs are eligible for College Council. Due to space restrictions relatively few faculty are cross-appointed to the College. As a result, there is not a strong faculty presence within the College and opportunities for faculty/student interaction are limited. The

review report recommended that the College strive to increase the number of tenure-stream and tenured faculty with permanent offices in the College and that the College consider renovating to create more offices for this purpose as part of its current capital campaign. Furthermore, the College should consider a category of appointment to enable faculty without offices to participate more fully in and contribute to the academic life of the College.

**ADMINISTRATIVE RESPONSE:**

The Provost is pleased at the committee's assessment of the current strength and bright future prospects of the College. In July 2006, Professor Janet Paterson began her term as Principal of New College. Professor Paterson brings to the position extensive experience and sensitivity to the qualities that make Innis College unique.

In terms of programs, the Program for Environmental Studies, formerly at Innis College, is now an integral part of the new Centre for Environment within the Faculty of Arts and Science. The Cinema Studies Program is in the process of developing a Masters Program for September, 2007.

The review has identified some issues that will require the attention of the new Principal. Ideally, increasing space for faculty, students and programs will be a planning priority. An elevator is being constructed in the College this coming summer and a working group has been struck to discuss improvements to student space.

Prof. Paterson has begun an ambitious fundraising drive and the process of building a vibrant Alumni Association.

The Principal will need to provide strong leadership to manage these transitions, working closely with College faculty and units and departments outside the College.

## REVIEW SUMMARY

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|---|---|
| <b>DIVISION/UNIT:</b>   | <b>Faculty of Medicine</b>  |
| <b>DATE:</b>  | May 30 to June 1, 2005.   |
| <b>COMMISSIONING OFFICER:</b>   | Vice-President and Provost  |
| <b>PROGRAMS OFFERED:<br/>Undergrad &amp; First Professional<br/>Degrees</b>                                       | Doctor of Medicine (M.D.); Bachelor of Science in Occupational Therapy (B.Sc.OT.); Bachelor of Science in Physical Therapy (B.Sc.PT.); Bachelor of Science (Radiation Science); Life Sciences programs in the Faculty of Arts and Science   |
| <b>Graduate:</b>  | M.Sc./Ph.D.<br>M.Sc.BMC: Master of Science in Biomedical Communications<br>M.HSc: Master of Health Sciences<br>Master of Health Sciences in Bioethics   |
| <b>Postgraduate (residency)<br/>programs</b>  | 64 programs in clinical disciplines   |
| <b>EXTERNAL REVIEWERS<br/>International</b>   | Dr. Russell Joffe, Dean, New Jersey Medical School, University of Medicine & Dentistry of New Jersey  |
| <b>Canadian</b>   | Dr. Thomas Marrie, Dean, Faculty of Medicine and Dentistry, University of Alberta   |
| <b>DATE OF PREVIOUS<br/>EXTERNAL REVIEW:<br/>SUMMARY FINDINGS AND<br/>RECOMMENDATIONS OF<br/>PREVIOUS REVIEW:</b> | March 1999<br><br>Overall assessment: The Faculty has made great strides under the leadership of the Dean and is poised to take the next steps to rank as an international centre of excellence in medical research and teaching. <ul style="list-style-type: none"><li>- Administrative re-organization at the decanal level, involving in the first instance the appointment of an Associate Dean, InterFaculty and Graduate Affairs</li><li>- The reorganization of the undergraduate Life Science curriculum, through collaboration between the Faculties of Medicine and Arts and Science</li><li>- The transfer of the Institute of Medical Science from the School of Graduate Studies to the Faculty of Medicine</li></ul> [Detailed recommendations are included in the Review Summary presented to the Committee on Academic Policy and Programs in Jan 2001, <a href="http://www.utoronto.ca/govcncl/bac/reports/aprep/APPRRepJan31.pdf">http://www.utoronto.ca/govcncl/bac/reports/aprep/APPRRepJan31.pdf</a> ] |
| <b>DOCUMENTATION PROVIDED<br/>TO REVIEWERS:</b>   | Terms of Reference<br>Faculty of Medicine Self-Study (2004)<br>Faculty of Medicine Academic Plan 2004-2010 (June 2004)<br>Faculty Research Report, Office of the Vice-President, Research and Associate Provost (April 2005)<br>CVs of the teaching staff<br>Additional information was available via indicated web sites and specific information arising from reviewer requests was provided while the reviewers were on site.  |
| <b>CONSULTATION PROCESS:</b>  | The reviewers met with Faculty of Medicine teaching and administrative staff, undergraduate and graduate students, Chairs and senior administrators, as well as members of cognate divisions at the University (Faculty of Arts and Science, Rotman School of Management, OISE/UT, Faculty of Applied Science and Engineering), members of the Council of Health Science and Social Work Deans, CEOs of Fully-Affiliated Hospitals, Hospital University   |

## **FINDINGS AND RECOMMENDATIONS - OVERALL ASSESSMENT AND SPECIFIC ISSUES:**

The last six years have been a period of remarkable success for the Faculty of Medicine. It is an impressive organization for its phenomenal growth, outstanding quality and high morale amongst student, staff and faculty. Cohesion and collaboration between the university and the hospitals to advance all mission areas has been achieved.

**Size, scope, quality and priorities of Faculty's Education activities:** The reviewers noted that the Faculty of Medicine, in conjunction with its nine affiliated teaching hospitals (and now a growing number of community hospitals), is large and complex. The students commented on the friendly and supportive environment. In particular the PASS [Program for Advice and Support of Students] office was singled out as being instrumental in creating a supportive environment. The programs are of high quality and without exception the student groups that met with the reviewers were pleased with their programs and had minimal criticisms.

### MD program

- a. Students felt that a better explanation of the goals of the first year program would decrease some of their frustrations during this year because it was only towards the end of second year that they understood the rationale for the design of the first year program.
- b. The high cost of tuition was felt to have negative effect on the quality of student life. However 30% of all tuition increases have been returned to the Faculty and are used to provide help to students in need.
- c. Clinical Clerks would like to be able to have some more autonomy for routine procedures such as signing some orders, e.g. – an order for ASA or acetaminophen.
- d. A pass fail grading system was the preference of those interviewed rather than the current honor/pass/fail.

### Graduate program

- a. Those who worked at hospital sites felt they were missing the atmosphere of a University department.
- b. There is limited teaching experience for those who are in hospital based laboratories.
- c. Graduate students who are doing translational research would like to know more about medicine.
- d. Students noted that travel funds to attend conferences for many students are not sufficient. The Faculty has indicated that although the Faculty and Departments provide limited travel funds for doctoral graduate students to attend scientific conferences, the majority of students are funded by their supervisors who support their travel expenses for presentation at national and international meetings.
- e. Students felt that intellectual property policies varied from site to site.

### Residency program

- a. An ombudsperson for the appeals process as exists at some other medical schools was felt to be helpful for those residents who had to go through an appeal.
- b. In some of the programs some residents felt pushed to do a research year when their objective was to complete the program and enter practice.

**Scope, quality and relevance of the Faculty's Research activities:** The Faculty in association with its hospital based research institutes has a wide range of research activities and by objective measures of publications and research dollars is among the top three to four universities in North America. One of the most important developments has been increased cooperation among the 9 research institute directors, although there is still room for improvement as evidenced by the less than optimal coordination of CFI applications [each institution can apply for CFI and CIHR grants].

The termination of career awards by CIHR has been a severe blow to the Faculty. Around 100 faculty members have been affected.

There are a few minor issues that need to be addressed in the research area.

- a. New staff members who are appointed to the university departments note that they are paid less than those who are appointed to hospital based research institutes. They know that the reason for this is the issue of no tenure at the research institutes. However there seems to be a misunderstanding about the amount of the difference in compensation. The research directors indicated that this is not an issue – however it certainly is an issue to the new faculty.
- b. Mentoring of new faculty varies from excellent to none.
- c. While progress has been made better integration is needed among the research institutes and the university departments.

**The scope and nature of the Faculty’s relationship with cognate academic departments and units at the University of Toronto:** Relationships are good and there is extensive collaborations with other universities. It was noted that the Joseph L. Rotman School of Management feels its efforts to offer programs to health professionals have been impeded by turf issues.

**The scope and nature of the Faculty’s relationship with hospital and community health sectors:** The relationships between the Faculty and these sectors is extremely good and probably better than it ever has been. The 9 teaching hospital CEOs indicated what a key role the Dean of the Faculty of Medicine plays in this relationship. Indeed these individuals see the Dean as a key broker as they move forward with integration as part of the mandated Local Health Integration Networks program. The CEOs observed that combining the roles of Vice Provost and Dean has been very effective and they and others would like to see this continue.

A key challenge for the next Dean is implementation of the Alternative Funding Plan. Some of the clinical Chairs see the \$ 150 million as redressing income disparities that have occurred as a result of the failure of the OHIPP schedule to compensate for case-mix complexity. Both the Chairs and the CEOs agree that the major role of the AFP is to compensate for teaching and research ( that are otherwise uncompensated).

Each one of the 9 teaching hospitals has a fund raising program that targets support of the academic mission. The target amounts range from \$ 50 million to \$400 million depending on the hospital. This is an enormous opportunity for the Faculty.

**The scope and nature of the Faculty’s relationship with external government, academic and professional organizations:** Relationships with government are good. The Dean’s knowledge and expertise in health policy has been particularly valuable and he is seen by many in the University as a valuable consultant to government and with that comes a special relationship for the Faculty.

**The appropriateness and effectiveness of the Faculty’s organizational and financial structure:** The operational and organizational effectiveness of the faculty are impressive especially bearing in mind its size and complexity. Financial issues are well managed and all agree that during the current dean’s tenure, considering that the faculty’s financial resources are limited compared to those of the collective resources of the fully affiliated hospitals, these have been particularly deftly managed resulting in greater influence and leverage.

Future initiatives such as the MARS project may create opportunities for generating revenue from intellectual property as this has not been a major focus for revenue generation. All agreed that the next dean would have to make fund raising a major initiative.

**The vision of the special challenges facing the Faculty’s in long-range planning and consistency with the University’s academic plan:** The Dean has displayed extraordinary leadership not only in advancing the academic agenda outlined in the University’s academic plan but also in hospital and community relationships, interaction with the rest of the senior administration of the university and well as with government and the community. Recruitment



was consistently noted as a challenge. Chairs and faculty alike felt that the USA was and had been a major recruitment opportunity although there were no data to support substantial success.

**The morale of the faculty, students and staff:** The morale amongst staff, students and faculty is uniformly high. The reviewers were impressed at how satisfied and pleased were these various constituents.

**Assessment of the Faculty and Programs relative to the best of their kind offered in Canada/North America and internationally, including areas of strength and opportunities:**

The Faculty of Medicine is impressive in its prodigious research productivity, its innovative and high quality educational programs and, through its affiliated hospitals, its outstanding clinical services, primary through highly specialized. It is clearly a, or perhaps the dominant force in Canadian medicine. It compares very favorably to the top echelon of USA medical schools when the data are examined. However, it will need to stake out this reputation in the North American arena. This is difficult because of several issues including:

1. The dominance of private US institutions such as Yale, Harvard, Stanford, Johns Hopkins etc
2. The primary reliance on NIH dollars obtained to rank US medical schools
3. The limited movement of senior distinguished faculty between U of T and US schools which is very common between US schools
4. The reliance on the AAMC by US medical schools as a forum for communication, data and benchmarking, development of policy and continuing education. The Canadian schools have peripheral involvement whereas it is an important factor in daily activity of US schools

## **ADMINISTRATIVE RESPONSES**

### **Dean's Administrative Response, November 10, 2005**

The Faculty is very grateful to the external reviewers, Dr. Russell Joffe and Dr. Tom Marrie, for their detailed and expert review. Their favourable report underscores the success of David Naylor's leadership as former Dean and Vice Provost Relations with Health Care Institutions. The report was circulated to the members of the Dean's Executive, the Department Chairs and senior leadership of the undergraduate and postgraduate medical education programs for their comments that are incorporated with the response from the Interim Dean.

#### **1. Faculty's Education Activities**

The reviewers highlight the support for career development of our faculty through the initiatives of the Center for Faculty Development established in partnership between the Faculty of Medicine and St. Michael's Hospital. The supportive environment for students with emphasis on the arm's length PASS (Program for Advice and Support of Students) operation along with the generally positive response of our students about their academic programs is gratifying. Collectively, the Faculty aspires to attain the highest standards of academic excellence coupled with the expert counseling and student affairs support that truly enhances student experience.

#### **MD program**

- a. The orientation to the first year curriculum has been significantly improved and the incoming year 1 MD class in 2005 received a more in depth explanation of the academic goals of their first year program.
- b. In September 2005, the Faculty opened a new Office of Student Financial Services with the goal of providing improved financial counseling and access to student aid. More students are receiving regular and high needs' bursaries. The bursary funds through the Medical Alumni Association will now be coordinated through this Office to enhance the alignment of student need with access to bursary funds.
- c. The level of engagement of our clinical clerks in the care of patients is determined jointly by the Undergraduate Medical Education program and the teaching hospitals. The clerkship program leaders will examine the issue raised during the review to ensure that the clinical clerks experience the appropriate autonomy in routine procedures such as ordering non-prescription drugs, while complying with the teaching hospital bylaws.

- d. Historically, the grading system of the MD program has been periodically reviewed by faculty, with input from students, with the current system being re-assessed from honours/pass/fail to pass/fail. It is recognized that both types of grading have pros and cons. In 2005-06, the Faculty will systematically review the preference of moving to the pass/fail grading practice.

### **Graduate Program**

- a. Approximately two-thirds of the graduate doctoral (MSc/PhD) students in the Faculty are located with supervisors in the affiliated hospitals/research institutes. Recognizing the need for improved communication with and oversight by the Graduate Departments, the hospitals have assigned Directors of Research Training in each of the fully affiliated hospitals/research institutes. The role of these Directors will be to provide a more direct link between the students and their Graduate Departments. Further, these Directors will promote improved student experience through enhanced mentoring, provision of career development opportunities, local conflict resolution and oversight of graduate stipend payments. It should be noted that dispersion of graduate students into the hospital/research institute settings has been highly advantageous from a research training perspective, although loss of the on-campus Department atmosphere is recognized. Nevertheless, some departments, such as Medical Biophysics are predominantly located off-campus concentrated in 2 or 3 locations creating critical mass of investigators and students.
- b. The limitation of Teaching Assistant experience is common to all of the Graduate Departments in the Faculty of Medicine independent of the location their graduate students on- or off-campus. Since undergraduate Arts and Science teaching is limited in the Faculty of Medicine, the number of Teaching Assistantships in our Basic Medical Science Departments is limited to approximately 20% of the number available in comparable Life Science Departments in Arts and Science.
- c. The Faculty recognizes the need for curriculum innovation for all PhD students who are training in translational research. Courses that provide clinically relevant content for non-MD graduate students would provide an improved background for the development of relevant hypotheses in the translational realm. Further, graduate courses aimed at educating both MDs and non-MDs in translational research methods are necessary. To this end, the Institute of Medical Science and the graduate program in Clinical Epidemiology are collaborating on curriculum innovation to address these needs. It is expected that new courses will be developed for 06-07 in translational research methods with clinically relevant content.
- d. The Office of Graduate Affairs in the Faculty will investigate the student's comments about the insufficiency of travel funds for conference attendance. If discrepancies are found across Departments, the Dean will work with the Chairs of these Departments to seek an appropriate solution to ensure all students are able to present their research at national and international conferences.
- e. The students have correctly identified that intellectual property (IP) policies do differ from one hospital/research institute site to another. Although the policies are generally similar, the graduate supervisors and their students must adhere to their local IP policies. It is the responsibility of the hospital/research institute to fully inform the graduate students located in their sites about the relevant IP policies. The Graduate Departments are responsible for ensuring that their graduate supervisors fully disclose the relevant institutional IP policies to prospective students.

### **Residency Program**

- a. The new Associate Dean Postgraduate Medical Education has identified the need for a new position, a Resident Wellness Advisor, who will work in the Postgraduate Education Office. It is expected that this position will be filled in 05-06 by a faculty member, likely from the Department of Psychiatry, who will provide expert arm's length counseling for students outside their hospital-based postgraduate education program. This Advisor would assist and support postgraduate trainees in the appeals process.
- b. Many of the postgraduate residency training programs of the Royal College of Physicians and Surgeons mandate one year of research training. This is required for accreditation and cannot be altered. In a research-intensive university, the Toronto postgraduate programs promote research as integral to their curriculum. Those trainees who elect to engage in only one year of research can be offered projects that will be highly relevant to clinical practice focusing on the evaluation of quality and safety of care delivery.

### ***Continuing Education***

The reviewers did not comment on the academic scope of our Continuing Education program, the largest in Canada (approximately 30,000 registrants in 04-05). This program is closely integrated with faculty development across the health professions. Innovative initiatives, such as the mini-Meds School, have been highly successful - extending the reach of education into the public realm. The faculty views the Continuing Education program as key to our efforts towards Continuing Professional Development for faculty as well as an outreach program for practitioners in the community.

### ***Rehabilitation Sector Education***

The reviewers did meet with the Chairs of the Rehabilitation Sciences Departments, (Occupational Therapy, Physical Therapy, Speech/Language Pathology), but did not comment on the unique challenges and opportunities they face within the Faculty of Medicine. The Faculty recognizes that in their new building, these Departments are now integrating some of their professional graduate program curricula, for instance in interprofessional education in which they lead the Faculty. Challenges include the necessity to fund raise to support previous and new infrastructure capital expenditures within 500 University Avenue.

## **2. Faculty's Research Activities**

The reviewers identify that the University has invested significantly in the development of research infrastructure both on campus, e.g., The Terrance Donnelly Center for Cellular and Biomolecular Research, Center for Health and System Improvement (Center for Health Sciences), and off-campus, e.g., The R. Samuel McLaughlin Center for Molecular Medicine. These initiatives illustrate the success of the Faculty of Medicine through partnership both within the University and with the affiliated hospitals/research institutes. The Faculty will continue to build these partnerships to sustain and enhance the international leadership position of the University in health and biomedical science research. We agree that there is room for improvement in coordination of the Canadian Foundation for Innovation (CFI) applications, although the success of the most recent round of CFI applications suggests that collaboration is being facilitated by the University in a very positive direction.

The recognition of the negative impact of the loss of CIHR career award funding to the Faculty is understated by the reviewers. In fact, the total loss of external funding over a 5 year period is approximately \$30 million. The Faculty will work diligently with the University leadership and its hospital/research institute partners to advocate for improved external scientist career salary funding at both the federal and provincial levels.

- a. The Faculty recognizes that the salary support for faculty in the hospital/research institutes is higher than on-campus. Nevertheless, the reviewers correctly identify that on-campus faculty are tenured. The Chairs are responsible for ensuring that salary adjustments are made for retention of tenured scientists. It is also the case that some faculty move off campus into the hospital/research institutes and elect to give up tenure. We also have the occasional scientist located in the hospital/research institute environment who seeks tenure and moves on campus. Generally, new recruits are interested in the location of their research program with access to a critical mass of investigators with whom they collaborate and share equipment. A high degree of collaboration between the Department Chairs and Vice Presidents Research in the affiliated hospital/research institutes is evident in the recruitment and retention process. The Faculty of Medicine Vice Dean Research will undertake a review of the on campus scientist salaries and compare them across Departments and with their colleagues in the hospital/research institutes to identify the magnitude, on average, of the salary differentials.
- b. The reviewers have correctly identified the variable approach to mentoring new faculty across the Faculty Departments ranging from formal programs managed by the Department Chair, to informal approaches. It is recognized that mentoring of new faculty is of major importance and that strategies to enable improved mentoring should be addressed by all Departments.
- c. The integration of research across the affiliated hospitals/research institutes and the University Departments is moving in a positive direction. The size and complexity of the Toronto Academic Health Science Center presents both challenges and opportunities. The

role of the Faculty of Medicine is to facilitate communication and collaboration across its affiliated hospitals/research institutes to enable scientists to respond optimally to research funding opportunities. Cross-institutional cooperation to integrate common research initiatives, e.g., in cancer, cardiovascular, regenerative medicine, to name only a few, must be addressed jointly by the leadership within the Faculty and hospitals/research institutes.

### **3. Faculty's relationship with cognate Departments and Faculties at UT and with other Universities.**

The Faculty of Medicine has increasing collaborations and academic linkages broadly across the University of Toronto. In particular, the relationship with the Faculty of Arts and Science has been increasingly positive over the past five years with the development of a more collaborative approach to the planning of life science teaching in the Faculty of Medicine. The faculty both on- and off-campus are engaged in 14 CIHR training grants, many of which are in collaboration with Universities across Canada and in the USA.

- a. The concern raised that the top level University administration consist of former members of the Faculty of Medicine does not appear to be shared across the University. Strong evidence that the new President, the Provost and VP Research have left their ties with Medicine to serve the entire UT community has been demonstrated at every leadership meeting attended by the Interim Deans and the Chairs, to date.
- b. The Faculty of Medicine has have been proactive in forming ongoing collaborations with the Joseph L. Rotman School of Management to promote programs for health professionals including a successful collaborative leadership program between the School of Management, the Department of Health Policy, Management and Evaluation and Sunnybrook and Women's College Health Sciences Centre.

### **4. Faculty's relationship with hospital and community health sectors**

The reviewers have identified the importance of the positive relationship between the 9 fully affiliated hospitals and the Faculty and the dual role of the Dean/Vice Provost Relations with Health Care Institutions in sustaining this partnership to fulfill our joint academic mission of integrating clinical care, teaching and research.

The key challenge of helping to plan and implement a successful second phase of the Alternate Funding Plan for clinical faculty by the next Dean is very clear. Continued fund raising by the affiliated hospitals/research institutes to support the joint academic mission is also of critical importance to the Faculty.

### **5. Faculty's relationship with external government, academic and professional organizations**

The reviewers accurately indicate that relationships with government are good in no small measure to the successful role played by David Naylor during his tenure as Dean. His contributions were highly valued by the Faculty and his leadership in the field of public health is recognized throughout Canada.

It is important to note that our Faculty is deeply engaged in outreach locally, e.g., inner city health program at St. Michael's Hospital, and nationally, e.g., research in patient safety in the Department of Health Policy Management and Evaluation, and internationally, e.g., Bioethics of Genomic Research in the Joint Center for Bioethics, to name only a few examples.

### **6. Faculty's Financial Structure**

The reviewers are positive about the operational effectiveness of the Faculty's finances. We are grateful for these comments and particularly wish to thank the Department and Program Business Officers who are so committed to the financial and human resource management of the Faculty. Over the past 2 months, the Interim Dean, Chief Administrative Officer and Chief Financial Officer have been meeting with each Department Chair and Business Officer to review their financial plans including strategies for seeking new revenues over the next 3 to 5 years. New revenues, particularly through fund raising, will be a necessary focus for all senior academic leaders in the Faculty including the Dean. Although advancement targets have been met and the Faculty's fund raising compare favourably with other public institutions, we should endeavour to reach well

beyond our current level. Fund raising for health professional student bursaries and awards, and emphasis on improved relations with our all of our alumni must be promoted.

#### **7. Special challenges and long-range planning**

The reviewers appropriately challenge the faculty and leadership to avoid an attitude of parochialism in its practice and culture. This is an important message and every effort should be made to search for new faculty both nationally and internationally. In keeping with the Academic Plan of the University, the Faculty must also pay attention to diversity and equity during recruitment of new faculty.

The increased expenses incurred by our students, particularly those in the health professions, is of central concern to the Faculty. Fund-raising over the next 5 years must prioritize bursaries to aid in reducing the financial burden of our students.

#### **8. Morale of the faculty, students and staff**

We are very gratified that the reviewers have recognized that the morale is high among our faculty, students and staff. This is in no small measure a result of the effective leadership of the academic and administrative teams in our Departments and Programs who are so committed to the academic mission of our Faculty.

#### **9. Recruitment and retention from demographic groups under-represented in the unit and its programs**

Although the reviewers were unable to discern any difficulties, it is necessary to address issues of gender balance and diversity in many of our Departments and Programs. To this end the Dean's Executive will advise about a plan to enhance diversity and equity in all recruitment planning and implementation across Departments and Programs. This will include a new position of Director of Diversity and Equity who will work closely with the senior administration including the Deans and Chairs.

#### **10. Assessment of the Faculty and Programs relative to the best of their kind**

The Faculty takes seriously the challenge of the reviewers to stake out its reputation in the North American arena despite the barriers mentioned. We need to identify the key areas that provide irrefutable evidence of our academic success and establish these benchmarks for annual reporting by the Faculty. To this end, the Faculty must be able to collect relevant data through improved central data management systems including the development of a web-based annual activity report using a multi-purpose curriculum vitae (CV) format that is interoperable with the common CV, OCGS reporting, UT promotions, annual research and teaching activity reports for the practice plans and research institutes.

#### **Provost's Response**

The reviewers have recognized the high quality of the Faculty of Medicine, and the Faculty and Dean have considered their perspectives and recommendations carefully. In January, 2006 Professor Catharine Whiteside began her term as Dean of the Faculty of Medicine and the Provost has every confidence that she and the Faculty will meet the challenges outlined by the review.

The reviewers note that the termination of career awards by CIHR has been a severe blow to the Faculty. Around 100 faculty members have been affected. The Faculty of Medicine was awarded Academic Initiative Funds (Round 2, 2005-06) to aid in support of such colleagues and ensure the retention of our very best clinician scientists. These scientists make significant contributions to teaching at all levels, but particularly for graduate students and post-doctoral fellows, and post-graduate medical trainees pursuing academic careers. The AIF support will leverage significant additional support from the affiliated teaching hospitals and research institutes and granting agencies.

In terms of relationships of the Faculty with cognate units at the University, the Faculty of Medicine has had further recent successes as demonstrated by recent Academic Initiative Fund (AIF) proposal:

- The proposed *Centre for Neurosciences* reflects extensive consultation to survey the needs of the University. The distributed Centre will lead and coordinate the academic activities of neuroscientists across the University of Toronto, across Divisions, hospital research institutes, and all three campuses. The mission of the Centre is to develop new educational programs, and review existing programs at both the undergraduate and graduate level in cooperation with relevant departments, and will be of value to highlighting and integrating neuroscience studies at the University.
- The Faculty of Medicine and the Faculty of Information Studies have developed a program in *Health Informatics* that will initially draw together the two UofT divisions and proposes to establish links with the University of Waterloo. The proposed program will eventually bring together expertise currently dispersed across the University and act as a focused catalyst to coordinate, integrate, and provide leadership in teaching and research on the effective use of information systems in the health arena.

Academic Initiative Funds have also been secured by the Faculty to further develop the *Center for Faculty Development* within the Faculty. The AIF proposal builds on the current platform of education development created by the Center for Faculty Development, extending its reach into community hospitals, inter- and multi-professionalism, national and international scope and capacity to support and enhance the student experience. In the recent accreditation of the Undergraduate Medical Education Program, the Center's programs and plans for rapid expansion were identified as one of the Faculty of Medicine's key strengths. In view of the profound initial success of the Center and its clear role in promoting the highest quality education environment for faculty and students among our health professional programs, AIF funding will provide secure base funding for administrative salary support and operational expenses.

## REVIEW SUMMARY

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|---|--|
| <b>DIVISION/UNIT:</b>   | <b>Transitional Year Program (TYP)</b>   |
| <b>DATE:</b>  | October 2004   |
| <b>COMMISSIONING OFFICER:</b>                                   | Vice-President and Provost   |
| <b>REVIEWERS:</b><br><b>Canadian</b>                            | Ms. Zanana Akande<br>Prof. Patricia Doyle-Bedwell, Dalhousie University<br>Prof. Paul Gooch, University of Toronto   |
| <b>DATE OF PREVIOUS REVIEW:</b>                                 | January 1997   |
| <b>SUMMARY FINDINGS AND RECOMMENDATIONS OF PREVIOUS REVIEW:</b> | <ul style="list-style-type: none"><li>- TYP is a dynamic, solid program that plays an important role in the lives of students and serves an extremely valuable purpose in the community it serves.</li><li>- TYP needs to create wider, stronger linkages, both outside and within the University community; closer ties with College system and the Faculty of Arts and Science</li><li>- Other academic units should be involved in TYP planning</li></ul> |
| <b>DOCUMENTATION PROVIDED TO REVIEWERS:</b>                     | Terms of Reference<br>Self-Study, June 2004<br>Pamphlets and brochures from the Program  |
| <b>CONSULTATION PROCESS:</b>                                    | The reviewers met with TYP staff, faculty, former and current students, as well as members of cognate divisions at the University (Faculty of Arts and Science, Ontario Institute for Studies in Education/UT, and the Vice-President and Provost and Vice-Provost, Academic.  |

### FINDINGS AND RECOMMENDATIONS - OVERALL ASSESSMENT AND SPECIFIC ISSUES:

The reviewers concluded that the TYP program is a “remarkable access program of very high quality, with dedicated staff and successful students, certainly among the very best that could be found in this country and in North America”. They note that the program “still lacks the permanent institutional links which would constitute its full integration”.

**Program Content, Delivery and Support:** The reviewers commented that the course load is appropriately challenging for students.

**Relations with Caribbean Studies:** The reviewers note that students may select Equity Studies, but Caribbean Studies seems also at the appropriate level, and has the added benefit of being somewhat familiar and of particular interest to many students in the TYP program.

**Math and Science:** The mathematics and science programs are taught by two well-qualified faculty who are praised by their students for making the subjects understandable. The faculty member responsible for mathematics has a PhD in mathematics from the University of Toronto. The TYP faculty member responsible for science is cross-appointed to OISE and knowledgeable about science education.

While some students have moved into mathematics and science programs from TYP with relatively few problems, it has been pointed out that there may be a need for an additional year of mathematics and science for those intending to pursue study in these areas if they do not have the appropriate background. Students may go to Ryerson University for a preparatory year in the sciences, but this adds another twelve months to their degree program. The health sciences are not open to TYP students unless they have the requisite science preparation.

**Program support: Financial Aid:** The review team spent considerable time discussing the issues of financial aid for post-TYP students since many students do not qualify for student aid for

one reason or another. The reviewers did commend TYP and the University of Toronto for their serious commitment to financial aid for the students in TYP and for those who further their academic career.

The financial needs of TYP students continue past their first year; many end their degree programs with considerable debt, if they are able to complete them at all. The financial demands for bursaries upon University College and New College in particular are very great, and the University should recognize this. Recognizing the financial demands of the program, the University should continue to develop and employ creative strategies to attract sources of financial support for TYP students.

**Program support - Counseling:** TYP instructors spend significant time on counseling current students but also past students, for in addition to their regular duties TYP faculty have also assumed the role of advising alumni of TYP. Pivotal to this discussion is the recognition of the original and continuing mission of the program, the populations it serves, and the faculty it attracts. Even after students integrate into the various faculties of the university, where other support is available, they frequently return to the TYP faculty members for academic and other support.

**Success rate:** About 45% of those who begin the Program complete a degree within six years. Some continue their education part-time while maintaining full-time employment and repaying student loans. Even if students do not complete a degree, TYP opens doors previously closed to them. TYP student performance in Arts & Science courses was as good, on average, as students admitted from high school; some TYP students have won prestigious scholarships such as National Scholarships for undergraduate work.

### **Relations with Other Faculties and Units**

**Perceived Status:** Although TYP has been a successful program for decades at the University, the question of its relative status is still in need of consideration. The reviewers found that any lingering perception of serious isolation should be corrected, for the program has created strong and important links with many parts of the University.

The reviewers commended the Director and the TYP faculty for the strides TYP has made in forging connections. The most obvious link is with the OISE/UT, where two faculty members have cross-appointments in a home department for the purposes of tenure. This is a new arrangement since the last review, and it has created a research and graduate-teaching focus for these professorial-rank appointees. Other faculty members have formal or informal relationships of varying degrees with other units: with Philosophy for teaching a course from time to time; with Sociology for teaching the introductory course in the STEPS program; with University College and the programs there in Aboriginal Studies and in Sexual Diversity; with New College and the Caribbean Studies program as well as with Equity Studies; with the Department of English for a writing course in the summer.

There are good administrative connections with New and University colleges: the registrarial services in both colleges have taken deep interest in the alumni of TYP who register with them for their Arts and Science degree. In conjunction with TYP the registrars have set up special mentoring and counseling services for these students; they pay special attention to their academic and their financial needs. There appears to be good communication between TYP and the University's other access program, the Academic Bridging Program at Woodsworth College, but the formal relationship is not clear.

First Nations House plays a significant role in admissions, in the securing of Band funding, and in the provision of services for the aboriginal students in TYP. The relation between TYP and First Nations House is strong.

For specialized student services such as accommodation for disability, the director has made arrangements to insure that providers are aware of particular needs.



Obvious in its omission is a link with any community organization which understands, serves, and supports the interests of the Black communities, from which many of the students come. Such a community organization could assist in the admissions process and could provide some support and mentoring for students, reducing the burden carried by TYP faculty. Further, a link with a community organization might extend awareness of the program resulting in financial contributions to assist students' education.

**Ongoing Issues:** The reviewers were concerned that the faculty themselves do not enjoy the status in the wider University that they might legitimately claim given the quality and commitment they exhibit.

- **Appointments.** Until recently, all the faculty members teaching in the TYP program were in the teaching stream, at the rank of Tutor or Senior Tutor, a title changed a few years ago to Lecturer or Senior Lecturer. Although other departments have Lecturers and Senior Lecturers, no other unit has been composed entirely of faculty in the teaching stream. The current director was successful in winning some tenure-stream appointments at professorial rank, and this was highly affirming: it demonstrated that TYP was not marginal, an inappropriate place for faculty who wish to engage not only in undergraduate teaching but also in graduate teaching and research.
- **Assignments.** The marginalization of the faculty also occurs, perhaps not consciously, over the nature of their assignments with regards to the special seminars that some of them teach. TYP students may choose among four options for their full year Arts & Science course: Sociology, Equity Studies, Aboriginal Studies, or Botany. TYP students, along with regularly admitted Arts & Science students, attend the lectures in the course, and a regular tutorial section offered by a graduate student from the relevant department. The TYP students, in addition, attend four hours of a special seminar in the subject that is taught by a TYP faculty member assigned to each course. The work done by students in the special seminar is not counted towards their course grade – this in spite of the qualifications of the faculty member. The reviewers propose that TYP students would come to see their instructors as fully part of the University were they to have a role in assessment in these optional courses.
- **Criteria for Tenure.** Hiring faculty in the tenure stream, especially those from racially visible backgrounds, requires a review of workload and what is needed to achieve tenure. TYP students often require extra academic and personal support and TYP faculty must provide that support. Assessing a TYP candidate for tenure and promotion requires creativity and recognition of their increased workload. Issues such as dealing with a diverse classroom, developing teaching methods that meet the needs of such diverse classes, as well as counseling and supporting students, takes time away from research and writing. If TYP faculty members continue to be cross-appointed, the duties performed in TYP must be recognized and counted towards tenure and promotion. TYP should be able to have a significant contribution in the tenure and promotion process for the faculty cross-appointed to OISE.

### **Recommendations**

1. The admissions process appropriately includes representation from Aboriginal Studies and First Nations House; it should include African Canadian representation from the Black community.
2. In order to strengthen relations internally and externally, the Program should consider creating:
  - An internal program advisory committee that would include, in addition to TYP faculty, representatives from cognate areas who are not TYP appointed faculty, such as Equity Studies, OISE and other departments, and the Woodsworth academic bridging program.
  - An external committee of community members would provide needed support, such as offering contacts for employment, recommending appropriate students, and fundraising. Further, steps should be taken by TYP to link the official involvement of a community service organization which serves the Black community to assist in providing support services, and roles discussed in this report.
3. A course in Caribbean Studies should be added to the courses offered students in the TYP year.

4. Courses in mathematics and health sciences should be open to TYP students, as they are to all students, according to their demonstrated preparedness. Given the many opportunities in science and math, TYP should examine ways to prepare students for science programs in house. TYP has excellent math and science teachers on faculty with the potential to create a science preparation program without sending students off for an additional year at Ryerson.
5. The University should review the relation between TYP and the Academic Bridging Program to insure that its access programs operate effectively together, allowing for the formal consideration of individual cross-referrals.
6. On faculty appointments: The cross-appointees with OISE should have a clearer sense of boundaries, probably by having a percentage of salary paid for their graduate involvement. All TYP faculty have a status-only cross appointment with a cognate department relating to the area of their teaching or tutorial support. TYP faculty should be given proper faculty status and duties in connection with the Arts and Science courses in which they are involved as tutorial leaders.
7. The Director and Provost consult on making one or two partial appointments of established faculty members from cognate areas, in the next year or two. Consideration should be given to those with interest and experience in, and dedication to, teaching the TYP student population. This would create a larger 'internal' pool of potential directors.
8. On the nature of the faculty appointments at TYP, the University should move to a system of appointing faculty members in the tenure stream at TYP, with an appropriate percentage of salary being paid by cognate departments usually in recognition of graduate teaching and research. The University will need to be flexible in recognizing an expanded modes of scholarship in setting the criteria for academic success.

## ADMINISTRATIVE RESPONSE

### Director's response:

We were very pleased to receive the External Review of the Transitional Year Programme (TYP). We found the process positive and we see the final report as an accurate and fair reflection of TYP. We are especially pleased with the overall positive tone of the review and the constructive and affirming view that it takes of the program.

We will respond to each of the eight recommendations separately.

*1. The admissions process appropriately includes representation from Aboriginal Studies and First Nations House; it should include African Canadian representation from the Black community.*

Our Admissions Committee has, in addition to members from TYP (some of whom are from various Black communities) and from Aboriginal Studies and First Nations House, many other University of Toronto members. There are usually representatives from the Arts and Sciences Colleges most often attended by TYP students (New and UC), from Admissions and Awards, from Accessibility Services, from Academic Bridging, and others who are interested in and knowledgeable about access issues (e.g., Diana Alli from the Faculty of Medicine). It has also been the practice to ask the Race Relations officer to be on the committee. The membership of this committee has served us very well and we do not feel that having representatives from outside the university would be appropriate or useful (particularly if these representatives are from organizations which refer potential students). We will, however, attempt to extend the membership of the Admissions Committee to include U of T Black faculty from Arts & Science and OISE/UT.

More generally, we would like to make the point that to the extent that we make connections to external groups, we would not want to limit this to Black organizations. We would want to connect with other communities (e.g., Aboriginal, Latino/a, Portuguese, etc.) and also with a variety of organizations serving the needs of our potential students. (St. Christopher House and the Pape Area Resource Centre, are two examples of community organizations with which we have strong connections. St Christopher House works with adult learners and has a GED program; PARC works with young adults who have had a long involvement with Children's Aid.)

*2. In order to strengthen relations internally and externally, the Program should consider creating two bodies.*

*First, internally, there might be a program advisory committee that would include, in addition to TYP faculty, representatives from cognate areas who are not TYP appointed faculty, such as Equity Studies, OISE and other departments, and the Woodsworth academic bridging program. The committee need not meet often, but its members would provide helpful perspective and advocacy.*

We are enthusiastic about establishing a University of Toronto Program Advisory Committee for TYP. We will establish this committee during the next academic year (2005-06) with the expectation that we will meet at least once (and if possible twice). We will invite a wide range of people as described in the recommendation.

*Second, an external committee of community members would provide needed support, such as offering contacts for employment, recommending appropriate students, and fundraising. Further, steps should be taken by TYP to link the official involvement of a community service organization which serves the Black community to assist in providing support services, and roles discussed in this report.*

We welcome the suggestion of creating an external advisory committee, which could include a variety of community members, agencies and organizations reflecting the backgrounds of the students in the program. However, as noted above in the context of the first recommendation, we would not want to limit this to Black organizations.

At the outset we would like to see the main role of such a committee being in the area of mentoring and career coaching/planning. This is a need identified in the Review and by ourselves and the Registrars of the two Colleges to which most of our students go.

We do want to note that establishing this committee will take some time and resources.

*3. A course in Caribbean Studies should be added to the courses offered students in the TYP year.*

We agree that Caribbean Studies is an excellent course for our students. Many of them take this course in their first year in the Faculty of Arts and Science. If we were to expand from four Arts and Science "option courses" (we now offer students a choice of Introduction to Sociology, Aboriginal Studies, Equity Studies and Plants and Society) to five, this would be one of the courses we would certainly consider. However, we do not have the resources to do this. If we were to eliminate one of the current Arts and Science course options we would certainly consider substituting Caribbean Studies. However, we have found that the current courses work well for us. We review our curriculum on a regular basis and therefore have an ongoing discussion about the appropriateness and adequacy of the option courses. We will continue to do this.

*4. Courses in mathematics and health sciences should be open to TYP students, as they are to all students, according to their demonstrated preparedness. Increasing the number of minority students in the science and math fields requires additional supports. Often students do not have sufficient preparation in secondary school to succeed in university level science programs. The Transitional Year Program does not prepare students for entry into a science program. If a student wishes to study science, they must attend Ryerson for an additional year of upgrading math and science. Given the many opportunities in science and math, TYP should examine ways to prepare students for science programs in house. TYP has excellent math and science teachers on faculty with the potential to create a science preparation program without sending students off for an additional year at Ryerson.*

We will certainly commit to continuing to explore ways to better prepare students for math/science programs "in house." We recognize that an additional year at Ryerson (with no university credit) is not attractive to many of our students and may often not serve individual needs. It is very challenging, however, to provide the necessary math/science preparation to students who have

very little secondary school background in these areas. We are currently exploring a number of possibilities that can enhance what we are already doing (for example, students taking individual courses through the Toronto District School Board, providing selected individual tutoring, possible summer programming, alterations in our time-table to allow for more extensive math/science instruction for interested students). This will continue to be an ongoing theme.

*5. The University should review the relation between TYP and the Academic Bridging Program to insure that its access programs operate effectively together, allowing for the formal consideration of individual cross-referrals.*

TYP and the Academic Bridging Program (ABP) have begun this process. Every year, there are a few students in TYP who have the potential to do university work, but who for various reasons are unable to complete all or part of the program successfully. The ABP rules are that students who have “attempted degree level academic work (or equivalent) at a post-secondary institution” are not officially eligible for the program. This has traditionally included students who have been registered in TYP. We have agreed to change this and allow students who have attempted TYP to apply for the ABP in order to qualify for admission to Arts and Science. In addition upon successful completion of the ABP (73% for full-time admission, 63% for part-time), a student who has completed Arts and Science courses in TYP could petition to have these credits transferred to their degree program.

In addition both programs refer to one another in recruitment materials and/or in information sessions. TYP is certainly very interested in continuing to explore ways to further the relationship between the two programs.

*6, 7, 8. On faculty appointments, the nature of the faculty appointments and succession:* Recommendations 6, 7 and 8 are very welcome and if they were fully implemented we would likely see positive changes within the program. However, we recognize that the issues they raise are complex and that much of this will require further consultation, and in some instances, additional resources. With this in mind, we are offering some preliminary thoughts.

Recommendation 6 makes three different suggestions:

*The cross-appointees with OISE have a clearer sense of boundaries.*

We will continue to work with OISE/UT and with our faculty who are currently cross-appointed to OISE/UT for purposes of tenure, to clarify boundaries and duties. However, we do not think that it would be appropriate at this point in time to try to redo or recreate the original agreement. Our sense is that we may not have chosen the best possible model for creating tenure-stream appointments at TYP. That being said, the two faculty members involved in the current arrangement are managing to acceptably negotiate roles, responsibilities and boundaries. The OISE/UT Chairs have been accommodating and flexible, and as already noted, we will all continue to work on these complex relationships. Going forward, we are very interested in exploring other possible models (this is closely related to recommendation 8).

*We recommend that all TYP faculty have a status-only cross appointment with a cognate department relating to the area of their teaching or tutorial support.*

We are very enthusiastic about this recommendation. In many instances it would simply formalize arrangements that are already in place. For example, one of our faculty members teaches a number of Arts and Science courses in Philosophy, one is currently teaching Caribbean Studies, one is the Director of Sexual Diversity Studies. We would like to work with the Provost and with the appropriate Deans, Principals and Department Chairs to see how feasible it would be to implement this part of the recommendation on a case by case basis.

*We further recommend that TYP faculty be given proper faculty status and duties in connection with the Arts and Science courses in which they are involved as tutorial leaders.*

We welcome the suggestion that we think about the role and status of the TYP faculty who support our students in the four Arts and Science option courses. We think that the students would benefit from having these faculty members seen as connected to the course rather than as a possibly marginalized “add-on.” Each of these courses is structured differently and the optimal relationship between the TYP faculty member and the course is likely to be different in each case. However, we would welcome the opportunity to explore possible options and models for creating connections in each of the courses.

Recommendation 7 calls for the TYP Director and the Provost to “consult on making one or two partial appointments of established faculty members from cognate areas, in the next year or two.” We are very excited by the possibilities that could result from this recommendation. Implementation would, of course, require additional consultation as well as additional resources.

We expect that in the short term such appointments may not be possible. At a later date, when there may be some TYP faculty retirements, it might be possible to explore this model, or there may be other ways to find resources.

The reviewers felt that implementing this recommendation “would create a larger ‘internal’ pool of potential directors.” It seems unlikely that such a pool will be established for the next succession (the appointment of the next Director will likely be in 2008-09 for 2009-10).

In the interim we expect that the Internal Advisory Committee suggested in Recommendation 2 could be an important tool with respect to succession.

Recommendation 8 calls for a system of appointing faculty members in the tenure stream at TYP. We feel very strongly that tenure-stream appointments are appropriate and will strengthen the program. We look forward to exploring the best and most appropriate models for making such appointments work effectively at TYP.

*Other issues:*

There were no specific recommendations about supporting our students beyond their TYP year. We have already noted the importance of thinking about future careers in our response to Recommendation 2. In addition to career planning, we believe we need to do more with respect to developing suggested pathways or “maps” to help our students navigate through Arts & Science.

Also, the review made no mention of the role of retired faculty in TYP. We would like to find ways to extend appropriate opportunities for participation in the program to our retired faculty.

Rona Abramovitch  
May, 2005

**Provost’s Response:**

The Provost’s thanks the review committee for the thoroughness of their report and recommendations. The TYP review report outlined the many accomplishments undertaken under the direction of Professor Abramovitch since the previous review in 1996. TYP is a successful program that plays an important role in the lives of its students and serves an extremely valuable purpose in the communities it serves. In addition, the program is emblematic of the University’s commitment to access and equity through outreach.

In January 2006, we announced that Professor Rona Abramovitch will be leaving the University of Toronto in order to take up a new position at Ryerson University where she will be working on issues of access, outreach and community connections.

An Advisory Committee for the Director of the Program has been formed with representation from the Faculty members and administrative staff from within and outside the Program, students of the Program, and representatives from the external community.

## REVIEW SUMMARY

|   |   |
|---|---|
| <b>DIVISION/UNIT:</b>   | <b>University College</b>   |
| <b>DATE:</b>  | March 2005  |
| <b>COMMISSIONING OFFICER:</b>   | Vice-President and Provost  |
| <b>PROGRAMS OFFERED:<br/>Undergrad &amp; First Professional<br/>Degrees</b> | The College currently offers seven interdisciplinary programs developed and administered by the College.  |
| <b>REVIEW/SEARCH COMMITTEE:</b>   | <p>This review was undertaken by the Provost in consultation with the search committee for a new Principal of University College:</p> <p>Prof. Vivek Goel, Vice-President and Provost (Co-Chair)<br/>Prof. David Farrar, Deputy Provost and Vice-Provost, Students (Co-Chair)<br/>Mr. Danny Auron, President, UC Residence Council<br/>Ms Katherine Anne Boyd, Chief Administrative Officer<br/>Prof. Mark Cheetham, Fine Art/Canadian Studies<br/>Ms Rana El Sayed, President, UC Literary and Athletic Society<br/>Mr. Ken Gass, Drama<br/>Prof. Meric Gertler, Geography<br/>Mr. Mark Graham, Vice-President, UC Literary and Athletic Society<br/>Prof. Linda Hutcheon, Comparative Literature<br/>Prof. Amilcare Iannucci, Humanities Centre<br/>Dr. Glenn Loney, Registrar<br/>Prof. Jill Matus, English<br/>Prof. Mariel O'Neill-Karch, French/Principal, Woodsworth College<br/>Prof. Susan Pfeiffer, Dean of School of Graduate Studies<br/>Prof. Keren Rice, Linguistics/Aboriginal Studies<br/>Mrs. Meredith Saunderson, Chair, UofT Art Centre Board<br/>Prof. Pekka Sinervo, Dean of Faculty of Arts and Science</p> |
| <b>DATE OF PREVIOUS REVIEW:</b>   | 1999  |
| <b>SUMMARY FINDINGS AND<br/>RECOMMENDATIONS OF<br/>PREVIOUS REVIEW:</b>     | University College is thriving. The Committee noted some concerns, particularly in the areas of governance. The College has decisively addressed concerns about student life and its programs. Alumni relations are strong. The Committee was impressed with the strengths of the College, its sense of itself, and its capacity for positive and reflective change.  |
| <b>DOCUMENTATION PROVIDED<br/>TO REVIEWERS:</b>                             | Terms of Reference<br>College's self-study and <i>Stepping Up</i> academic plan<br>Reports on every sector of the College.  |
| <b>CONSULTATION PROCESS:</b>  | The Committee met with the Principal, teaching and administrative staff, students, alumni, UC Fellows, the senior academic administrators of the School and Chairs of cognate units (English, French, History, Political Science).  |

### FINDINGS AND RECOMMENDATIONS

University College has accomplished a great deal since its last review. It has achieved outstanding success in the area of advancement. Alumni relations are strong. There are services and supports within the College which promote students' personal well-being and intellectual growth. The teaching programs are dynamic. Governance concerns have been addressed. The report notes some areas that will require the attention of the next Principal such as reviewing the level and organization of administrative services, as well as the need to strengthen the sense of academic and intellectual community in the College especially among

younger faculty. Overall, the College has enjoyed a period of innovative change during the term of the current Principal.

**Recruitment:** The Committee recommended that the College review its admission procedures with a view to developing opportunities for personal contact with potential students. In addition, the College should continue to support and enhance the outreach efforts to attract students from the Transitional Year Program and develop programs to assist these students to succeed;

**Student Experience and Student Governance:** There is a strong tradition at UC of dedication to student life. As in the case of other colleges, there is a shortage of space for student activities and it is hoped that this will be a priority for the next Principal. There is an ongoing concern about the integration of commuter students into the life of the College. Considerable efforts are made by students and administrators of the College to engage off-campus students with the College and should be continued.

**Residences:** The University College residences are full to capacity: there are 450 places for students which represents 11% of its student population. Although there is a small cohort of professional faculty students, the majority of places are occupied by Arts and Science students. The number of places for students in relation to the size of the student body has been inadequate for many years. Construction of a new residence, Morrison Hall, is underway and should be completed by the summer of 2005. The 274 new places will increase the total to 724, allowing the College to house 18% of its student population. The new places may allow the College to house a greater percentage of upper year students while still honouring the Residence Guarantee.

**Academic Skills Development Services** include the Writing Workshop, Math Aid Centre and Laidlaw Library. All three are valued and are functioning well, however, future challenges include the Centre's need to increase its capacity to offer more individualized appointments.

**College Programs:** The College offers seven interdisciplinary academic programs: Aboriginal Studies, Canadian Studies, Cognitive Science, Drama, Health Studies, Peace and Conflict Studies and Sexual Diversity Studies. There is significant collaboration among the programs. Not all faculty who teach in the College's program are members of University College. Directors of each of the programs report to the Vice-Principal, who acts as the College's academic program coordinator. A priority for all the programs is securing a stable faculty complement for the programs, as well as teaching assistants and other resources. The review committee recommended that the College continue to give priority to securing stable faculty complement in all programs and give attention to succession planning for all program directors.

- Aboriginal Studies has plans to grow, with greater curricular offerings, increased faculty complement, connections with the aboriginal communities, a collaborative M.A. program, and eventually its own space in a Centre.
- Canadian Studies is now the largest program at UC with about 175 program students. It has a named Chair and one tenure-stream position (shared with Geography). It has an active student union and is moving towards dedicated space in the College.
- The Cognitive Science program is an interdisciplinary specialist program leading to a B.Sc. Cognitive Science is at a crossroads and College will take steps to renew this program during the next three years. However, if sufficient interest and commitment is not forthcoming, the program will be discontinued.
- The Drama program has a strong reputation and healthy enrolment. Attention should be given to succession planning for the Director. The issue of the structural relationship between the graduate unit in Drama and the undergraduate program raised during the ROS review remains unresolved but is still an active issue.
- Health Studies is an interdisciplinary program drawing on the teaching and research depth of three Faculties: Arts and Science, Medicine and Physical Education and Health. Within UC, Health Studies connects with Aboriginal Studies, Canadian Studies and Sexual Diversity Studies. There are obstacles around admission standards to graduate

courses in Public Health Sciences. If good working partnerships with Arts and Science and Medicine involving research, teaching, and other program-related activity cannot be established within the next two years, the College intends to re-examine the nature and viability of Health Studies with a program review.

- Peace and Conflict Studies is regarded as an excellent program with significant student demand. On April 12, 2004 the Centre for Peace and Conflict Studies became the Pierre Elliott Trudeau Centre for Peace and Conflict Studies. Part of the campaign funds will go towards refurbishing the Centre for study space, seminar rooms and a resource centre dedicated to Trudeau's speeches and letters on foreign affairs, justice and public policy.
- Sexual Diversity Studies is an undergraduate program with a minor and a major. The program is in the process of fulfilling ambitious plans for growth which include increasing permanent faculty complement, collaboration with other units, establishing a Centre at UC and eventually offering a collaborative M.A. program

**Relations with Other Divisions:** The College has long-standing relationships with several departments in the Faculty of Arts and Science. The main contact of departments with Colleges is via the teaching programs. These relationships involve budgetary and non-budgetary cross-appointments of faculty, release time for faculty to teach in programs, cross-listed courses and joint programs. Involvement across the programs is varied. Demands on shared positions are a potential area of conflict. The departments support interdisciplinarity but note that it comes at a real cost. Because of the difficulties inherent in joint appointments, the Chairs felt that consideration should be given to a different model of departmental teaching in college programs. It is preferable for academic appointments should be wholly within an academic unit. A different model of departmental appointments to college programs could be for three- to five-year appointments, recognizing that, over time, the program might change or the person's interests might change. The committee felt that it was not within its mandate to make a recommendation on this.

**Alumni and Development:** The College has a great dependence on philanthropic support, and it will be critical for the next Principal to sustain the goodwill and involvement of alumni. The programs have grown and this has brought new challenges such as the need for more space for students to create academic communities. The next Principal must be willing to engage in fundraising. The College needs to be strategic and focus advancement activities in areas that will further its academic mission.

**University of Toronto Art Centre:** Since its inception in 1996, the Art Centre has doubled in size, acquired climate controlled storage and galleries. It has mounted permanent collection displays, and traveling exhibitions, significantly increased its collections, engaged in collaborative projects and has just closed the internationally profiled Picasso and Ceramics exhibition. Challenges include location, entrance (or lack of), security, maintaining museum standards of climate control on an antiquated system, lighting system, and lack of staff to responsibly check on the works on campus and perform installations. The Committee recommended that the College continue to support the Art Centre in achieving its long-term goals for growth and financial stability, particularly through fundraising opportunities as well as advisory support.

**The University of Toronto Humanities Centre:** The Centre is part of the Faculty of Arts and Science and is physically housed on the top floor of the centre tower of University College. The Humanities Centre is an interdisciplinary research institute committed to the study and the promotion of the humanities. Despite its small size, it has developed in its first years of operation a suite of ambitious inter- and cross-disciplinary humanities centred programs.

**Governance:** One of the major concerns raised during the last review pertained to governance. According to the last review, the governance system was the one aspect of life at the College that did not work well. During the second year of Principal Perron's term, a small committee comprised of two faculty members, one student and one administrative staff member was struck to conduct a re-evaluation of the governance system of the College. The committee recommended an expanded and clarified mandate for College Council and drafted a new formal constitution for the governance of the College.



The revised constitution included a number of changes in the composition of Council. The new governance system is functioning effectively. Participation in Council is improved and there is greater access to information on policy and administration of College affairs by members of all constituencies. The committee noted that attention should be given to further improving dissemination of Council information as a means of keeping College Fellows better informed and more aware of opportunities for involvement in College affairs.

**Administration:** During the period since the last review, University College has been in the process of dynamic change. With enrollment growth, program growth, construction of Morrison Hall, phase 2 of the Art Centre and the relentless demands of an ambitious fundraising campaign, the term of Principal Perron has been a period of dramatic growth and innovation. During the current review process, a theme emerged of the need for the College to pause and take stock before embarking on a new cycle of initiatives. The increasing complexity of the operation suggests that the administrative structure may need to be reviewed and reorganized. The program administrators seek improved financial reporting, adequate administrative support and systems to ensure that information is communicated on a timely basis. Perhaps the role of the Vice-Principal should be strengthened and revised to provide more support to the programs. Certainly, in the longer-term, the College should plan for an administrative structure that ensures that academic administrators have adequate administrative support and the information resources necessary to make decisions.

Concern was also expressed over the physical state of the College, which in some areas is run down and neglected. Taking steps to resolve the problem of deferred maintenance, including smaller items such as deteriorating furniture as well as bigger items should be a priority.

**Faculty:** An informal survey of a wide range of UC Fellows found a high level of agreement that there is a weak sense of academic and intellectual community in the College and a sense of isolation among younger faculty. The next Principal should be prepared to give attention to increasing the number of Fellows and creating a scholarly community. Developing strategies to build scholarly community is an issue that needs attention as well as some resources. Cross-appointments of Fellows should be made with a view to strengthening the scholarly community. Other strategies may include opportunities for involvement in College teaching programs, serving on College Council or one of the standing committees that reports to Council, and development of events and programs with greater appeal to Fellows, including opportunities for involvement with students.

## **ADMINISTRATIVE RESPONSE**

The Provost thanks the Review Committee for their insights and recommendations. As of July 2006, Professor Sylvia Bashevkin began her term as Principal of University College.

The Principal reports that the College pursued with enthusiasm the core recommendations of the Spring 2005 provostial review report. The College has made a priority the enhancement of faculty life with events such as the weekly Senior Common Room luncheon series of speakers. Teaching staff have been actively engaged in College committees and on University College Council this year.

As per the recommendations of the Committee, Professor Jill Matus was appointed Vice-Principal and began her term in July 2005. Prof. Matus has worked very effectively on ensuring University College continues to offer innovative, student-focused interdisciplinary programs, in which the high quality teaching is of paramount importance. The College is also more administratively effective and responsive than it was a year ago as a result of a series of new appointments, including of a new Executive Secretary to the Principal, a new Director of Alumni and Development and a new Chief Administrative Officer.

The provostial review also identified major physical plant challenges at University College. Principal Bashevkin has worked to address these issues and, at the same time, to move forward on creating a better physical environment.

The University of Toronto Art Centre, located in the Laidlaw Wing of University College, has been operating in its current form and from its current location since 1996. The purpose of the Centre has been “to assist the University in fulfilling its academic mission of becoming an internationally significant university with undergraduate, graduate and professional programs of excellent quality.” As the review highlights, since 1996 the Art Centre has increased significantly in size, in the quality of its space, the size of its collections and in its level of activity. A provostial review of the Art Centre was initiated in the Fall 2005 to review the place and role of the U of T Art Centre, how well it has been able to fulfill its mandate and how to respond to challenges and opportunities it faces.

## **Faculty of Applied Science and Engineering**

## REVIEW SUMMARY

**DIVISION/UNIT:** **Institute of Biomaterials and Biomedical Engineering**  
Faculty of Applied Science and Engineering

**DATE:** March 8-9, 2005

**COMMISSIONING OFFICER:** Dean Anastasios Venetsanopoulos

**PROGRAMS OFFERED:**  
**Undergrad & First Professional Degrees** Program Options through Division of Engineering Science  
**Graduate:** PhD, MASc, MHSc (clinical master's)

### EXTERNAL REVIEWERS

#### International

Professor Steven Goldstein  
Henry Ruppenthal Professor of Orthopaedic Surgery and Bioengineering  
Director Orthopaedic Research Laboratories, and  
Associate Dean, Research and Graduate Studies  
Medical School, University of Michigan – Ann Arbor  
Professor Larry V. McIntire  
Wallace H. Coulter Chair and Professor  
Dept of Biomedical Engineering, Georgia Tech and Emory University

**DATE OF PREVIOUS REVIEW:** March 1-2, 1999

#### SUMMARY FINDINGS AND RECOMMENDATIONS OF PREVIOUS REVIEW:

The chief concern of review was the formation of the Institute of Biomaterials and Biomedical Engineering (IBBME) through the merging of the existing Institute of Biomedical Engineering (IBME), the Centre for Biomaterials, and the Tissue Engineering Group within the Dept. of Chemical Engineering and Applied Science.

- The international standing of the nature of most of the work in all three units—some of which was seen as completely pioneering.
- The strength of the Institute was its capacity for bringing together individuals from many disciplines to “cross-react” while maintaining a commitment to both the IBBME and a department through cross-appointment.

Critical requirements to facilitate the success of IBBME:

- Need for high quality laboratory facilities—the new building to house the CCBR will greatly enhance and facilitate activities of IBBME.
- Need to replace some key members of faculty within IBBME when they retire in order to retain their areas of expertise.
- Administrative structure of IBBME, with the Director reporting to the Dean of Applied Science and Engineering, as part of a decanal triumvirate consisting of the Deans of Medicine, Dentistry and Engineering.
- Appointment of three new faculty members and several administrative staff members
- IBBME become a graduate department able to award degrees independently, while maintaining the existing collaborative degree programs.

Research: The overall impression is that of a well-founded, successful group of individuals who are performing to a competitive international level and certainly the leading centre of excellence in Canada.

Graduate Programs: Student expressed difficulty in identifying with IBBME when they were registered in parent degree-granting departments. The

Review Team was satisfied that the quality of teaching and of staff was high and that due opportunity was given to bring research and scholarship into the learning experience, however, there is currently no mechanism for internships for clinical students within industrial organizations as opposed to hospitals. Recommendations

- IBBME be authorized to offer degree programs while retaining the collaborative degree with other departments;
- Opportunities be sought with appropriate industries for short internships;
- A required weekly seminar series be established to provide a forum for multidisciplinary teaching using non-specialist language to build interdisciplinary links.

Undergraduate Program (Engineering Science Biomedical Option): The undergraduate education experience offered through IBBME and collaborating departments was of a high quality. Recommendations:

- Present Engineering Science/Biomedical option with Chemical and Electrical Engineering be retained. At present, no need is seen for development of a separate undergraduate course exclusive to Biomedical Engineering;
- There may be a need for better administration and coordination of timetabling between teaching providers. Some attention to other modes of learning, such as student presentations and computer-assisted learning, would enrich the undergraduate experience.

**DATE OF RECENT OCGS REVIEW(s):**

OCGS Reports: August, 2004

**DOCUMENTATION PROVIDED TO REVIEWERS:**

- Terms of Reference
- Provosts' Guidelines for review of academic programs and units.
- Report of the Review of the Institute of Biomaterials and Biomedical Engineering, University of Toronto, 1999.
- Stepping UP—Synthesis, 2004.
- IBBME Strategic Plan 2004 "Response to Stepping – UP"
- "Stepping UP: Joining the World's Leading Engineering Schools. APSE Strategic Plan 2004-2010, APSE 2004.
- Brief for the Appraisal of Proposed MASc and PhD Programs in Biomedical Engineering, submitted to OCGS, 2000.
- OCGS Abbreviated Brief for the Appraisal for the MASc and PhD Programs in Biomedical Engineering, 2003.
- OCGS Brief for the Appraisal of the Clinical Biomedical Engineering Program, 2003.
- OCGS Consultants' Reports: Clinical Biomedical Engineering, 2004.
- IBBME Response to the OCGS Appraisal of the Clinical biomedical Engineering Program, 2004.
- Collaborative Program in Biomedical Engineering Report submitted for the School of Graduate Studies Review, 2003.
- School of Graduate Studies Report of the Committee to Review the Collaborative program in Biomedical Engineering, 2004.
- UofT Faculty of Dentistry Academic Plan 2004-2010
- Campus Map

**CONSULTATION PROCESS:**

The reviewers met with the Dean and senior leadership of the faculty, IBBME Director, teaching staff, senior administrators, graduate and undergraduate students, administrative staff, faculty of cognate units (Dentistry, Medicine) and the IBBME Director Advisory Committee

## **FINDINGS AND RECOMMENDATIONS - OVERALL ASSESSMENT AND SPECIFIC ISSUES:**

Recommendations from previous review have been largely implemented. The Institute has garnered an excellent international reputation, resulting particularly from the strategic focus on recruitment in Cellular and Tissue Engineering. The research efforts of the faculty have provided outstanding opportunities for both graduate and undergraduate students. The IBBME is viewed with great enthusiasm by the three participating Faculties: Engineering, Medicine, and Dentistry, as well as with affiliated UofT hospitals with which it interacts and serves as an outstanding model for promotion and management of interdisciplinary research. The following issues need to be considered in support of the continued growth and development of the IBBME:

1. There is a critical need for a robust financial structure supported by the three Faculties and independent of the negotiating skills of the Director;
2. Continued focused recruitment in stem cell engineering and regenerative medicine is encouraged, with careful review of retentions needs for a maturing faculty;
3. Increasing undergraduate and graduate enrolment is outstripping the physical and personnel resources of the Institute and must be strategically managed;
4. Programmatic enhancements should be geared toward developing an increase in doctoral student enrolment and training;
5. An increasing demand for curriculum development to support growth in undergraduate and doctoral training may support the need for the Institute to spin off a more traditional departmental structure, in order that IBBME can continue to function as a catalyst for multidisciplinary research across the three Faculties.

## **ADMINISTRATIVE RESPONSE**

The IBBME has made significant strides, and is now offering PhD and MASc programs in its own right, as well as continuing its strong relationships with departments participating in collaborative programs. PhD enrolment has risen steadily and the undergraduate Biomedical Option in Engineering Science is extremely popular among these undergraduates who are interested in leading-edge science and engineering careers.

Professor Michael Sefton, selected as Director shortly after the 1999 review, did a superb job of developing a strongly integrated larger Institute after the amalgamation of the former IBME with the Centre for Biomaterials and the Tissue Engineering Group from the Department of Chemical Engineering and Applied Chemistry. Through the efforts of Professor Sefton and a dedicated core group of IBBME members, new programs were put in place and a number of recruitments very successfully filled to provide a critical mass in the areas of stem-cell engineering and regenerative medicine. A very cohesive strategic plan with clear directions for growth and continuing advancement was developed for 2004-2010, and implementation of stated initiatives are having positive impact on such things as continuing recruitment and increasing PhD enrolment levels. The appointment of Professor Ross Ethier as IBBME Director in July 2005 will continue the focus on leading-edge science and engineering, and the maturing and increasing profile of the IBBME as the model for interdisciplinary research at the University of Toronto.

Each of the five issues identified above has been specifically addressed by Professor Ethier:

1. No tangible progress has been made in the area of need for a “robust financial structure” supported by the three Faculties. The future financial structure of IBBME will be heavily dependent on how the University’s new budget model is implemented in these Faculties. Prof. Ethier has had discussions with the Deans of the Faculties, including Engineering Dean Designate Cristina Amon, and with the Budget Implementation Committee at Engineering. Determining a financial structure for IBBME must wait until the specific budget models for each of the Faculties have been proposed.
2. The recommendation for continued recruitment in stem-cell engineering and regenerative medicine was contentious when proposed and remains so. There is general agreement that IBBME also needs to build faculty strength in traditional areas affected by retirements, with the secondary goal of recruiting candidates who complement strengths in stem-cell engineering and regenerative medicine. There are currently five faculty searches underway at present, in Biomaterials, Imaging, Neural Engineering, Biomechanics and a Chair in Spinal Cord Rehabilitation.

3. As regards the balance between enrolment and resources, IBBME has decided against enrolment caps and instead moving to increase resources. The move of IBBME into CCBR has freed up lab space in both the Rosebrugh and Mining buildings for new hires. The need for additional administrative and support personnel is not yet viewed as critical and has yet to be addressed.
4. There has been an institutional culture shift toward increasing PhD enrolment, and now supported by Provincial attention to increasing graduate enrolments. IBBME has introduced a rotation program to make it more attractive to incoming students. The goal is a 2:1 ratio of PhD to Master's students—current enrolments have PhD at approximately 45% of total enrolment.
5. Regarding departmental structure, at present IBBME gains greater value from the current structure where it is part of three Faculties. At present, there is little to be gained by creating a departmental arm housed in one Faculty, but much is dependent on the new budget model.

## REVIEW SUMMARY

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|---|---|
| <b>DIVISION/UNIT:</b>   | <b>Division of Engineering Science</b><br>Faculty of Applied Science and Engineering  |
| <b>DATE:</b>  | March 9-10, 2005  |
| <b>COMMISSIONING OFFICER:</b>   | Dean, Faculty of Applied Science and Engineering  |
| <b>PROGRAMS OFFERED:<br/>Undergrad &amp; First<br/>Professional Degrees</b> | BASc in Engineering Science with options in:<br>Aerospace Science<br>Biomedical Engineering<br>Computer Engineering<br>Infrastructure Engineering<br>Manufacturing<br>Nanotechnology<br>Engineering Physics   |
| <b>EXTERNAL REVIEWERS</b>   |   |
| <b>International</b>  | Professor Donald R. Sadoway, John F. Elliott Professor Of Materials Chemistry, Department of Materials Science & Engineering, Massachusetts Institute of Technology   |
| <b>Canadian</b>   | Dr. Marshall Lih, Senior Advisor, National Science Foundation<br>Professor Thomas J. Harris, Dean and Professor of Chemical Engineering Faculty of Applied Science, Queen's University  |
| <b>RECENT Accreditations:</b>   | Canadian Engineering Accreditation Board Review, Fall 2004  |
| <b>DATE OF PREVIOUS EXTERNAL REVIEW:</b>                                    | July 29-30, 1999  |
| <b>SUMMARY FINDINGS AND RECOMMENDATIONS OF PREVIOUS EXTERNAL REVIEW:</b>    | <ul style="list-style-type: none"><li>▪ Widely recognized as a superb undergraduate engineering program and provides some of the very best candidates for the continent's leading graduate schools and, based on demand for graduates, also for industry.</li><li>▪ Students unanimously felt program to be of the highest level available in Canada and would choose the program again if given the choice.</li><li>▪ Staffing and resources inadequate to carry out expansion plans</li><li>▪ Option chairs and departments should be more intimately involved with expansion planning</li><li>▪ Continued success required to maintain premier place in competitive environment</li><li>▪ Independent fundraising effort will be important to endow a substantial portion of ESC yearly budget and establish merit-based scholarships</li><li>▪ Under-resourced relative to benefits it provides to the University and to Canada. Strong recommendation for augmentation of funding and personnel (two half-time faculty; two full-time staff, \$50-100K discretionary funds).</li><li>▪ Other issues: need to modify curriculum to meet specific ESC needs; advise program innovations such and multi-disciplinary and inter-Option opportunities; explore five year dual BASc/MASc programs; increase breadth of study opportunities with Arts &amp; Science; maintain a staffed computer lab; improve lab facilities for Biomedical Option.</li></ul> |
| <b>DOCUMENTATION PROVIDED TO REVIEWERS:</b>                                 | <ul style="list-style-type: none"><li>□ Terms of Reference</li><li>□ University Guidelines for Reviews of Academic Units</li><li>□ UofT Strategic Plan "Stepping UP" – Synthesis, 2004</li><li>□ Faculty of Applied Science and Engineering Strategic Plan for 2004-2010</li><li>□ Division of Engineering Science Academic Plan 2004-2010, 2005.</li><li>□ Engineering Science self-study, "A New Vision: Curriculum Renewal for Engineering Science"</li><li>□ Report of the 1999 external review of the Division of Engineering Science</li></ul>  |



- Successful application to the UofT Academic Initiatives Fund (AIF): Expansion of the pilot course Engineering Strategies and Practices (ESP)
- APSE undergraduate calendar, 2004-05
- Report of the Dean of the Faculty of Applied Science and Engineering
- Facts and figures about the University of Toronto and campus map

**CONSULTATION PROCESS:** The reviewers met with the Dean, Divisional Officers, undergraduate students, Chairs, Engineering Science Alumni, Faculty Academic Leaders, Advisors on Student Extra-Curricular Activities, and the Engineering Advisory Committee.

**FINDINGS AND RECOMMENDATIONS - OVERALL ASSESSMENT AND SPECIFIC ISSUES:**

Overall: “We are of the opinion that within the University of Toronto, the Engineering Science Program is one of the academically elite programs. Its continued success requires support from the University Administration and the development of a resource allocation model that recognizes the need for program administration, support of students, academic planning, and pedagogical development and innovation.”

- Since the 1999 review, the program has continued to grow with no loss in the quality of the entering class, which has doubled since 1999.
- Option Chairs have made important contributions to the success of the program, as evidenced by new options
- With enrolments at record high levels, the budgetary and administrative structures that served the program well when it was small are not sustainable.
- Perhaps due to ongoing budget cuts, support for the program among department chairs is not as strong as indicated in the 1999 report.
- To the greatest extent possible, the mechanism for allocation of existing funds must be made more transparent to all department and division chairs. Uncertainty in the budget allocation model impedes the planning process and leads to reduced commitment from some units.
- Criteria for the introduction and phase out of program options need to be established.
- Program elements addressing leadership, design, communication, creative and integrative thinking are essential skills and there should be program developments in these directions.
- Recommend that resources be provided to undertake the bold and imaginative pedagogical initiatives afforded by the ESC program.
- The students are wonderful – “keen, highly motivated, and proud of their program”. The bonds that form among students and with the Division must be nurtured after graduation. Alumni mentoring should be engaged. The initiation of Alumni outreach by the outgoing Division Chair is applauded and should be supported with resources if required.
- The common two years in the ESC program provide a good opportunity for students to make informed career choices..

**ADMINISTRATIVE RESPONSE**

We were pleased to know that the findings of the reviewers support both the conclusions of the previous review and the goals of the Division’s strategic plan for 2004-2010. This is encouraging in confirming both the consistency of our vision for Engineering Science and the clarity with which members of the Division engaged in the strategic planning process.

Both the Division and the Faculty support the recommendation for budgetary stability for ESC and, to that end, the Chair of ESC is chairing the Faculty Budget Committee to include this initiative in its mandate of redesigning the Faculty budget in line with the new University budget model. As noted by Professor Cluett, current Director of the Program, the support of Professor Amon, the incoming Dean, and of the Chairs and Directors of the other academic units of the Faculty, will be required to implement proposals leading to significant change in the allocation of resources relating to Engineering Science.

In regard to changing the academic and administrative designation of the Division into a more independent unit, Professor Cluett’s suggestion that Engineering Science become an Extra-Departmental Unit (EDU1), with the mandate to hire faculty, is worth considering. Again, the support of the Dean Designate and the Chairs and Directors of the Faculty will be required in

order to bring forward a comprehensive proposal to the University to effect this next step in the evolution of Engineering Science.

The Division of Engineering Science has made significant progress in its plans to improve the curriculum across all four years of the Engineering Science program. The impetus for these changes come from the Division's strategic planning initiatives but may also have gained additional momentum as a result of the review report.

The advances in curriculum, both those already achieved and those still in the planning stages, are significantly bolstered by the new focus the Division has taken regarding issues of pedagogy specific to the needs of Engineering Science. These changes are fully in keeping with the strategic initiatives planned by both the Faculty and the Division as part of the Stepping UP strategic planning exercise. The interdisciplinary nature of these appointments, especially the new connection with OISE/UT provides an additional benefit that will be extremely valuable as we continue to bring the pedagogy of engineering into sharper focus across the Faculty. I am extremely supportive of this initiative and the far-seeing approach that Professor Cluett and others in Engineering Science have taken in this direction.

The current Director has noted that the "recognition" of the demanding nature of the Engineering Science program be addressed and this will require much thought on the part of the Dean Designate, the Vice-Dean Undergraduate, and the Chairs and Directors of the Faculty. Creating a new degree designation within the framework of undergraduate engineering education will require recognition of its meaning in the wider academic and industry/corporate worlds in order to have any value. The concept of a special classification for Engineering Science graduates is worth exploring, but may meet with a significant amount of resistance both from a number of constituent groups both internally and externally—I strongly advise proceeding with caution in order to ensure that any change in this direction is embraced by our community and the meaning of the change recognized by our peers.

In regard to the more active engagement of ESC alumni, the Director has been encouraged to explore the opportunities with the Director of Alumni Relations, and is expected to continue in this regard now that the new Executive Director of Advancement is in place. A newsletter is in the works to keep alumni informed of developments within Engineering Science, and we anticipate a strong response from alumni outreach and development efforts once these have been discussed and plans developed with the Faculty's new Director of Advancement.

## REVIEW SUMMARY

|   |  |
|---|--|
| <b>DIVISION/UNIT:</b>   | <b>Department of Mechanical and Industrial Engineering (MIE),<br/>Faculty of Applied Science and Engineering</b>   |
| <b>DATE:</b>  | April 25-26, 2005  |
| <b>COMMISSIONING OFFICER:</b>   | Dean, Faculty of Applied Science and Engineering   |
| <b>PROGRAMS OFFERED:<br/>Undergrad &amp; First<br/>Professional Degrees</b> | BASc in Mechanical Engineering<br>BASc in Industrial Engineering   |
| <b>Graduate:</b>  | Doctor of Philosophy (PhD)<br>Master of Applied Science (MASc)<br>Master of Engineering (MEng)<br>ADMI MEng—partner in Industrial Masters in Advanced Manufacturing and<br>Design Institute (ADMI) |

### EXTERNAL REVIEWERS

#### International

Professor Christopher Earls Brennen  
Hayman Professor of Mechanical Engineering  
Department of Mechanical Engineering, California Institute of Technology

Professor Panos Y. Papalambros  
Graham Professor of Engineering, and  
Director, Optimal Design Laboratory  
Department of Mechanical Engineering, University of Michigan

Professor Prof. Leon F. McGinnis  
Gwaltney Professor of Manufacturing Systems  
School of Industrial and Systems Engineering, Georgia Institute of Technology

#### DATE OF RECENT OCGS REVIEW(s):

Report: June 2000, Response: July 31, 2001

#### DATE OF RECENT Accreditation

Canadian Engineering Accreditation Board: Report: Sept 2002, Response:  
June 20, 2003

#### DATE OF PREVIOUS EXTERNAL REVIEW:

July 14-15, 1999

#### SUMMARY FINDINGS AND RECOMMENDATIONS OF PREVIOUS EXTERNAL REVIEW:

The Team was impressed with the quality and structure of the undergraduate curriculum, which was clearly of the highest quality. The undergraduate program does not allow students sufficient opportunity to take advantage of the broader options available at the UofT. Students experienced little opportunity for research prior to 4<sup>th</sup> year. Recommendations:

1. The MIE program is an excellent program, with strong and effective leadership, outstanding students and faculty, and dedicated staff.
2. There is a serious need for support of several kinds in order for the program to continue to prosper and evolve, especially financial support for the development and maintenance of laboratories and design facilities.
3. The curriculum provides opportunities for connecting Mechanical and Industrial engineering, with respect to both design courses and joint research. There is room for additional flexibility, with respect to courses in the basic sciences, mathematics, modern biology, humanities, and experimental or new topics.
4. Department should undertake a benchmarking process to relate its program and structure to those of other similar organizations, and to help identify and justify opportunities for continued improvement.

### DOCUMENTATION

#### PROVIDED TO REVIEWERS:

Provosts' Guidelines for review of academic programs and units.  
Terms of Reference  
Report: 1999 Review of the Department and Departmental response

Stepping UP—Synthesis, November 29, 2004.  
MIE Strategic Plan 2004 and Update  
“Stepping UP: Joining the World’s Leading Engineering Schools. Strategic Plan 2004-2010, Faculty of Applied Science and Engineering, UofT, 2004.  
Canadian Engineering Accreditation Board—Accreditation Submissions (September 2002) and Reports (June 20, 2003)  
OCGS Review—Brief June 2000; Report July 2001  
Proposal to Establish a Joint Masters Degree Program in Design and Manufacturing, November 1999

**CONSULTATION PROCESS:** The reviewers met with the Dean, the Chair, senior administration, teaching and administrative staff, undergraduate and graduate students

**FINDINGS AND RECOMMENDATIONS - OVERALL ASSESSMENT AND SPECIFIC ISSUES:**

The reviewers applauded “the commendably vigorous and comprehensive response to issues raised in the report of the 1999 review visit”, and stated that the “reappearance of items from the previous review should not be interpreted as implying a lack of attention on the part of the Department administration,” but rather to the long-term nature of the solution, or because they are difficult problems and must be addressed over a long period. Recommendations:

Strategic Plan: MIE has clearly put considerable thought into the development of the Strategic Plan, however there are a number of opportunities to refine it and make it more useful as actionable and measurable. In particular:

1. There are too many research initiatives. For a unit the size of MIE, without a large infusion of funding, no more than two strategic research initiatives can realistically be pursued at the same time.
2. Specific goals to be achieved should be articulated along with specific methods.

Advisory Board: The reviewers strongly endorse the recent formation of an External Advisory Board (EAB). Further suggestions:

1. Extend the size of the EAB to about 12 individuals, and elect a Board Chair (not the Department Chair);
2. Continue to select Board members from the alumni body, but also include non-alumni if certain areas or activities are sought.
3. Although development work is an obvious target for EAB activities it should be involved in a number of departmental goals and objectives.

IE Name Change: Consideration is being given to changing the name of the IE program, perhaps to “Systems Engineering.” This should be given more consideration—perhaps some in-depth benchmarking would be appropriate. The reviewers expressed concern that the name change will not have the intended effect, and may have some unintended negative consequences.

Undergraduate Curriculum: Recent curriculum changes to increase flexibility were seen as very positive. Some further opportunities to enhance the undergraduate program to consider:

1. Having a common curriculum through year two would have a number of benefits, giving students the opportunity to learn more about the ME and IE degrees before making their choice. This would also provide the opportunity for faculty in the two areas to achieve a better integration as a single department.
2. A single intake process for all MIE undergraduates, regardless of program.
3. Exploit recruitment materials from IIE for recruiting into the IE program, which does not have a well-formed image compared to older engineering disciplines. MIE should carefully consider the roles of transfers in establishing a high quality IE undergraduate student body, and see opportunities to identify, inform and accept such transfers to achieve both desired quality and enrolment targets.
4. Reviewers expressed concern that courses that are never taught by tenure-track faculty may be perceived by students as not really important.

Undergraduate Accreditation: The reviewers had a very low opinion of the accreditation process carried out the Canadian Engineering Accreditation Board (CEAB). Moreover, given the time and

effort that is necessary in preparing for accreditation, it is inappropriate for the Board to give only two years of accreditation—10 years with a brief review at 5 years would be more appropriate. The reviewers urged the dean and the administration, in collaboration with the other leading university engineering departments in Canada to demand reform of the Accreditation Process carried out by the CEAB, reform which would make this process more relevant and constructive.

Undergraduate Student Experience: The MIE program provides an overall a competitive, rigorous undergraduate experience.

1. Instructional support given by teaching assistants appears to be inadequate. This was perhaps the greatest area of concern among undergraduates. It is recommended that this issue is addressed within the overall scope of resource allocation, proliferation of low enrolment courses, and general curricular planning and support. Processes for TA selection, training, and “certification” should be strengthened.
2. There is a perception that offerings of technical electives should be increased, and only those actually taught should be listed in the calendar.
3. Student expressed a strong desire for more availability of ‘hands-on’ courses.
4. Students felt disenfranchised by the perceived emphasis on research over teaching. One solution is to create stronger and more extensive research opportunities for undergraduates. Undergraduates can be extremely productive in research and a tiered structure with senior graduate students mentoring undergraduates also provides additional benefits.
5. More freedom should be given to faculty to employ and evaluate project work in assigning course grades as a matter of rule, not as a matter of exception. While this recommendation could apply more widely than MIE, it is of particular importance in MIE given the place of project work within MIE’s pedagogical mission.
6. Students expressed a strong need for more study space in or near the department.

Graduate Program: MIE has an excellent graduate program that produces outstanding researchers and engineers that are highly regarded throughout North America and the world.

Recommendations:

1. Average time to degree from bachelor’s degree to PhD is very long in comparison with leading research universities in the United States. The reviewers recommended that consideration be given to instituting the following as means of shortening the time to PhD: i) reducing course requirements; ii) better integration of the Masters PhD degree requirements to provide a seamless transition; iii) institute a Masters degree that does not require a thesis.
2. The graduate compensation process should be reviewed and amended—the minimum support level seems excessively low. A higher minimum may be attainable by either reducing the time to PhD or by reducing the number of PhD students.

## **ADMINISTRATIVE RESPONSE**

The seriousness with which MIE chair, Professor Tony Sinclair, and the members of the MIE department have taken the recommendations of the review is commendable, as are the actions they have taken to address these issues and implement the mechanisms for achieving desired changes.

The MIE department has taken an admirably proactive response to the outcome of the external review. The Chair has addressed all of the key items, recommendations and concerns raised in the review. Numerous working groups, committees, and one-man reviews are at work to focus on issues that require investigations and discussion in order to achieve appropriate resolution.

A number of the items identified by the reviewers are also being addressed in the context of the department’s strategic plan and/or initiatives identified within the wider Faculty plan. MIE is participating in a number of Faculty-wide initiatives underway that are addressing issues touched on by the reviewers that are of interest to the entire Faculty, such as the possibility of a common first year program across Engineering.

## **Faculty of Arts and Science**

## REVIEW SUMMARY

|   |  |
|---|--|
| <b>DIVISION/UNIT:</b>   | <b>Asian Institute</b><br>Dr David Chu Program in Asia-Pacific Studies & South Asian Studies<br>Faculty of Arts and Science  |
| <b>DATE:</b>  | 31 January and 1 February 2005   |
| <b>COMMISSIONING OFFICER:</b>                                   | Dean of the Faculty of Arts and Science  |
| <b>PROGRAMS OFFERED:</b>  |  |
| <b>Undergrad &amp; First Professional Degrees</b>               | B.A.: Asia-Pacific Studies - Major<br>South Asian Studies - Specialist, Major, Minor   |
| <b>Graduate:</b>  | Collaborative MA Program in Asia-Pacific Studies<br>Collaborative MA and PhD programs in South Asian Studies   |
| <b>EXTERNAL REVIEWERS</b>                                       |  |
| <b>International</b>  | Professor Valentine Daniel, Columbia University<br>Professor T.J. Pempel, University of California at Berkeley   |
| <b>Canadian</b>   | Professor Terry McGee, University of British Columbia  |
| <b>DATE OF RECENT OCGS REVIEW(s):</b>                           | 2001 (Asia-Pacific Studies)<br>2003 (South Asian Studies)  |
| <b>DATE OF PREVIOUS EXTERNAL REVIEW:</b>                        | 2001 (UofT/York Joint Centre for Asia-Pacific Studies)<br>2002 (Centre for South Asian Studies)  |
| <b>SUMMARY FINDINGS AND RECOMMENDATIONS OF PREVIOUS REVIEW:</b> | To establish the Asian Institute and incorporate within it the interdisciplinary graduate and undergraduate programs in Asian studies.   |
| <b>DOCUMENTATION PROVIDED TO REVIEWERS:</b>                     | Report of the Director of the Asian Institute and the Dr David Chu Program in Asia-Pacific Studies, full documentation on all the courses and programs offered in Asia-Pacific and South Asian Studies and the Asian Institute's Academic Plan for 2004-10 together with the Faculty Planning Committee's response.  |
| <b>CONSULTATION PROCESS:</b>                                    | Over the two days of the site visit, the reviewers met with the Dean and Vice Dean Academic of the Faculty of Arts and Science, the Dean and Vice Dean of the School of Graduate Studies, the Director of the Asian Institute and the Dr David Chu Program in Asia-Pacific Studies, the Director of the Collaborative Master's Program in Asia-Pacific Studies, the Director of the Centre for South Asian Studies and the Principal of New College, the Chair of the Department of East Asian Studies, faculty members from several departments working in Asian studies at the U of T, the manager of the Asian Institute and the administrator of the Centre for South Asian Studies, and both graduate and undergraduate students. |

### FINDINGS AND RECOMMENDATIONS:

#### **Overall assessment:**

The Asian Institute at the U of T was created in 2001. In the reviewers' words (page 2), "The Director and other faculty associated with the Asian Institute have managed to accomplish in a very short period (effectively three and a half years) the main components of [its] mandate" (which was to "link, promote and in some specific instances administer the University's teaching and assist research on Asia."). It is a "remarkable achievement" that already the Institute has "begun to create new levels of interdisciplinary activity across departments, campuses, affiliated

institutions” (page 3). As a direct consequence of this rapid progress, the reviewers recommend that the posts of Director of the Asian Institute and the David Chu Professorship in Asia-Pacific Studies should in future be separated, in order to enable the David Chu Professor to pursue an active personal research agenda (page 11).

In the reviewers’ opinion a serious deficiency of the arrangements for the promotion of research and teaching on Asia at U of T is inadequate provision of language teaching.

### **Specific issues:**

1. **Faculty:** As the reviewers note (page 4), the U of T has one of the largest number of faculty who are experts on Asia and the Asia-Pacific region. Historically the majority have been interested in Northeast Asia, particularly China and Japan. Recent hiring has brought a substantial increase in South Asian and Southeast Asian specialists, especially in those departments (notably History) which have endeavoured to maintain or increase coverage of these areas. Other departments could usefully follow History’s example.

The individual faculty associated with the Institute are very productive (page 9), but the Institute should in the reviewers’ opinion “now place a high priority on developing interdisciplinary research projects” through submissions to external funding agencies (page 10).

2. **Undergraduate and Graduate education:** With respect to both levels of instruction the reviewers were favourably impressed, with both the content of the programs and the enthusiasm of the students (page 5). Their (relatively minor) concerns were the staffing of the core seminar of the collaborative master’s program in Asia-Pacific Studies and the small number of undergraduate courses related to Southeast Asia (page 6).
3. **Language instruction:** The reviewers devoted almost a quarter (pp 6-9) of their report to this issue, having already claimed that “the provision or the lack thereof of courses on South and Southeast Asian languages has reached a critical point” (page 5). They make an extensive and eloquent plea for more teaching of Chinese, Japanese, Vietnamese, Indonesian, Urdu (“the most poetic language of the Indic branch of the Indo-European family of languages”), Tamil (“the oldest ‘living’ language in the world”), Bengali (whose native speakers have made “arguably ... the greatest contribution to the best of Modern Indian literature and film” as well as to economics and political theory), Sanskrit (cf. Greek and Latin), Sinhala, and Marathi.
4. **Relations with other units:** This aspect of the Asian Institute’s mandate has been effectively addressed by the physical location of the Institute within the Munk Centre for International Studies and by the establishment of regular seminars, workshops, distinguished speaker series, and community network events.
5. **Administration:** At the time of the reviewers’ visit the immediate need was for the appointment of a new Director of the Asian Institute. They recommended an increase in the transparency of governance of the Institute under the new Director and a more diverse membership of its Steering Committee that is broadly representative by discipline and of programmatic units (page 10).
6. **Facilities and Support Staff:** The current staff of the Institute consists of one full-time manager. She does “an excellent job, but is vastly overworked” and urgently needs a full- or half-time assistant (page 11).

### **ADMINISTRATIVE RESPONSE:**

The Dean is extremely pleased that our new Asian Institute has in the reviewers’ opinion already been able to fulfil its mandate, and is also pleased to report that several of the recommendations of the reviewers have been carried out since their visit.



1. **Faculty:** On 1 August 2005 Professor Joseph Wong of the Department of Political Science was appointed Director of the Asian Institute and Professor Ito Peng of the Department of Sociology Director of the Dr David Chu Program in Asia-Pacific Studies. The Faculty is currently searching for a successor to Professor Michael Donnelly as the Dr David Chu Professor in Asia-Pacific Studies.

One of Professor Wong's first initiatives, with the Chairs of the Departments of East Asian Studies and Anthropology, and in consultation with the Asian Studies community of scholars at the U of T, was to prepare and submit a proposal to the Provost's Academic Initiatives Fund intended to strengthen interdisciplinary research and teaching on Asia at the U of T.

2. **Graduate education:** The Asian Studies Academic Initiatives Fund (AIF) proposal, which was successful in the latest competition, includes a request for continued funding of the collaborative MA program in Asia-Pacific Studies.
3. **Language instruction:** Another AIF proposal from the Faculty of Arts and Science has been successful in securing increased resources for language instruction. Put forward by the Dean Advisory's Committee on Languages, which was established in the fall of 2005 following the recommendation of the Language Task Force in the spring of 2005, this proposal specifically requested funding to increase the teaching of two Asian languages, Japanese, and Hindi.

In addition, the Faculty has made a commitment to increase language support in Korean (as a result of leveraging an endowment for the chair in Korean Studies from the Korea Foundation) and is working with units to identify other sources of support for South Asian and Southeast Asian languages.

4. **Facilities and support staff:** A request for additional administrative support for the Asian Institute and the collaborative MA in Asia-Pacific Studies was included in the Asian Studies AIF proposal.

Faculty of Arts and Science  
March 2006

## REVIEW SUMMARY

|   |  |
|---|--|
| <b>DIVISION/UNIT:</b>   | <b>Department of Astronomy &amp; Astrophysics</b><br>Faculty of Arts and Science   |
| <b>DATE:</b>  | January 2005   |
| <b>COMMISSIONING OFFICER:</b>   | Dean of the Faculty of Arts and Science  |
| <b>PROGRAMS OFFERED:</b><br><b>Undergrad &amp; First Professional Degrees</b> | B.Sc.: Astronomy & Astrophysics Specialist, Major and Minor programs   |
| <b>Graduate:</b>  | M.Sc. and PhD Astronomy; collaborative M.Sc. program in Astrophysics   |
| <b>EXTERNAL REVIEWERS</b>   |  |
| <b>International</b>  | Professor Alyssa Goodman, Harvard University<br>Professor Lyman Page, Princeton University   |
| <b>Canadian</b>   | Professor A. Russell Taylor, University of Calgary   |
| <b>DATE OF RECENT OCGS REVIEW(s):</b>   | 1999; current review in progress (commenced November 2005)   |
| <b>DATE OF PREVIOUS REVIEW:</b>   | 1999 (cluster review)  |
| <b>SUMMARY FINDINGS AND RECOMMENDATIONS OF PREVIOUS REVIEW:</b>               | <p>The Department was of very high quality: in the previous it had undergone a successful evolution in which it had been able simultaneously to maintain its historical strength in stellar astronomy and to build an internationally recognized program in extragalactic research.</p> <p>The major concern of the reviewers was the three-campus structure, which they noted was beyond the scope of the Department of Astronomy to resolve. Another concern was relations with CITA, which they hoped would be strengthened and improved. They were also concerned with the future of the Dunlap Observatory (which has been settled since their report).</p> |
| <b>DOCUMENTATION PROVIDED TO REVIEWERS:</b>                                   | Report of the Chair of the Department of Astronomy and Astrophysics and full documentation on the department and its programs and courses, including the CVs of all faculty members.   |
| <b>CONSULTATION PROCESS:</b>  | Over the two days of the joint site visit, 10-11 January 2005, the reviewers met with the Dean and Acting Vice Dean Graduate Education and Research of the Faculty, the department Chair, associate chair and graduate and undergraduate coordinators, the Director of the Centre for Theoretical Astrophysics and the Chair of the Department of Physical and Environmental Sciences at UTSC, ten other faculty members (including one from UTM), the librarian and administrative staff, and both graduate and undergraduate students.   |

### FINDINGS AND RECOMMENDATIONS:

#### Overall assessment:

The reviewers' predominant observation was that the Department of Astronomy & Astrophysics (DAA) is in very good shape. "There have been impressive scientific results from the department over the past few years; the importance of education at all levels is embraced by the faculty; and the responsibility of sharing scientific discovery with the public is part of the fabric of the DAA being practiced by faculty, graduate students, and undergraduates alike. The department has a warm, congenial, and positive spirit. The department has enormous potential that we hope continues to be fostered by the University and by the next generation of leadership" (page 1).

The reviewers go on to commend the Chair, Professor Peter Martin, for his leadership (which has been “excellent”) that has made the Department even stronger than it was five years previously.

**Specific issues:**

1. **Faculty:** The reviewers noted that the quality of faculty research in the Department “ranges from very good to outstanding” and that at the same time many of the younger faculty are dedicated to high quality teaching in addition to their ambitious research programs. They endorsed the Department’s goal of hiring a strong experimentalist/instrumentalist and commended the Department’s recent hire in planets/planetary systems (page 2).

The reviewers’ only concern was, naturally enough, with the issue of recruitment and retention of the Department’s high quality faculty. As they put it, the University of Toronto will have to be “on its guard” to maintain the attractiveness of the Department to excellent researchers: “There are three elements to this: 1) Maintain a strong congenial and intellectual environment; 2) Do not overload the faculty with teaching responsibilities or administrative burden; 3) Give the faculty the support it needs to carry out research.” On (1), however, they also note: “The intellectual environment in the DAA/CITA is as strong as anywhere and that is perhaps the most important element for maintaining the DAA’s strength” (page 3).

2. **Undergraduate Education:** The reviewers had essentially three points to make:
  - a. Students taking the Department’s Specialist and Major programs stay in these programs because the faculty are active and productive researchers, which implies that teaching loads must not be so heavy as to interfere with research.
  - b. That the experiment of teaching a very large introductory astronomy course has been a very successful one, which should be continued but also carefully monitored to ensure its continued success.
  - c. That the amount of advising offered to undergraduates is inadequate. They recommended that the Department’s Undergraduate Curriculum Committee meet several times in 2005-6 to discuss a new advising plan for students and to undertake a review of the content and timing of undergraduate courses.
3. **Graduate Education:** Although the reviewers initially observed that “the majority of the graduate students were [not] as motivated as the faculty,” they then remarked that “Regarding the question of motivation, we are impressed by the extent to which the graduates self organize to make public presentations. These efforts exceed similar activities in our departments. We came away wondering how we could inculcate a similar feeling in our students” (page 5).

Since it is possible for less motivated students to take the minimum number of courses and then to focus too narrowly on their thesis projects, the reviewers thought it would be desirable to require more courses or a more difficult and broader examination before the end of the second year of study. They thought graduate students would benefit from more guidance and mentoring and from more contact with CITA in the early stages of their research.

The Department should also increase its international recruiting efforts, especially in the United States.

4. **Relations with Other Units:** In the reviewers’ opinion, “The combination of CITA and the DAA squarely places the U [of] T as Canada’s pre-eminent home for astrophysical research” (page 1); and “The balance between CITA and the DAA is healthy. This is a case where one plus one is much greater than two. Outside of increasing the interactions with graduate students and issues of space, we would not suggest altering a winning formula” (page 6).

The reviewers note that interactions with the Department of Physics are limited and a closer interaction would benefit undergraduate and graduate students. There does not appear to be a strong coordination of programs at the research and graduate level with UTM and UTSC. The reviewers comment, however, that “While there is a potential missed opportunity for a more cohesive and integrative approach to planning and hiring, this diversity is not seen as significantly detrimental” to the Department.)

5. **Administration:** As already mentioned the reviewers have high praise for Peter Martin as chair of the Department; since they did not think he has an obvious successor in the Department they surmised that an external search for a new chair might be optimal. Another administrative challenge was the replacement of Professors Clement and Clarke, the long-serving Undergraduate and Graduate Coordinators, when they retired in 2005-6. The reviewers thought that some of their work could be delegated to an administrative staff person. They accordingly recommended the appointment of an additional administrator, and also an increase in IT support, both to reduce the burden on faculty.
6. **Facilities:** Since the lack of available space in the Department’s premises “significantly impedes the DAA from realizing its full potential,” the reviewers’ “primary recommendation is that the University, DAA, and CITA should meet and plan a method to grow the available space . . . as soon as possible” (page 8).

#### **ADMINISTRATIVE RESPONSE:**

The Dean is delighted that the Department of Astronomy and Astrophysics has received a highly favourable report. He and the Department have already taken steps to implement the recommendations of the reviewers in the following ways.

1. **Faculty:** The Department has already hired a strong experimental/instrumentalist, Professor Dae-Sik Moon. The Department is also continuing to exploit the available opportunities to manage the teaching and administrative burdens on the faculty (see 5. below).
2. **Undergraduate Education:** As well as continuing to monitor and renew the vitality of existing courses, the Department is undertaking a detailed review of its undergraduate programs with the intention of introducing changes in 2007-08.
3. **Graduate Education:** The Department has been working to create faculty/student clusters in order to increase student involvement in research at the forefront of the disciplines. It is also beginning a review of the graduate program, with student representation in the review. Mentoring has been increased with the creation of supervisory committees for all students from the beginning of their studies. The Department has also adopted an aggressive program of recruitment to meet its Stepping UP graduate enrolment targets and has been very successful in attracting students from outside North America.
5. **Administration:** Professor Martin has been reappointed Chair of the Department for a further term (following a leave in 2005-6). Before retiring in December 2005, Professor Clement worked closely with the new Associate Chair Undergraduate, Professor Carlberg, enabling him to take over her responsibilities and preventing any “institutional amnesia.” Professor Clarke, now scheduled to retire in 2008, is currently Acting Chair of the Department and is facilitating a smooth transition for the new Associate Chair Graduate, Professor Yee. An Academic Program Officer has been appointed to work closely with the two Associate Chairs and a new junior administrative hire has been approved and will be appointed shortly.

6. **Facilities:** The Department and the Assistant Dean & Director of Planning and IT of the Faculty of Arts and Science are working on a move of the Department to 50 St. George Street (formerly the home of the Faculty of Nursing). This move, an interim solution to the Department's space problems, will increase laboratory space for faculty and faculty-student contact and proximity with the relocated Dunlap Institute, but it will involve temporary physical separation from members of CITA. As the Chair has warned the Dean, "as an interim solution, pending redevelopment of the site, this is perhaps tolerable, but if left as the permanent new arrangement it will put at risk a very potent partnership." Longer-term space plans are being developed, but these will require external fundraising.

Faculty of Arts and Science  
March 2006

## REVIEW SUMMARY

|   |  |
|---|--|
| <b>DIVISION/UNIT:</b>   | <b>Cinema Studies Program</b><br>Innis College, Faculty of Arts and Science  |
| <b>DATE:</b>  | November 17-18, 2005   |
| <b>COMMISSIONING OFFICER:</b>   | Dean of the Faculty of Arts and Science  |
| <b>PROGRAMS OFFERED:<br/>Undergrad &amp; First<br/>Professional Degrees</b> | B.A.: Cinema Studies - Specialist , Major, Minor   |
| <b>EXTERNAL REVIEWERS</b>   |  |
| <b>International</b>  | Professor Richard Abel, University of Michigan   |
| <b>Canadian</b>   | Professor Brian McIlroy, University of British Columbia  |
| <b>DATE OF PREVIOUS<br/>EXTERNAL REVIEW:</b>                                | Cluster Review (1999)  |
| <b>SUMMARY FINDINGS AND<br/>RECOMMENDATIONS OF<br/>PREVIOUS REVIEW:</b>     | This review recommended a “vigorous reorganization” of the Cinema Studies Program (CSP), arguing that it should be “strengthened and stabilized.” It recommended that an Institute for Cinema Studies be established as an M.A. granting program and that the Cinema Studies Program become a central administrative unit.                                 |
| <b>DOCUMENTATION<br/>PROVIDED TO REVIEWERS:</b>                             | Terms of Reference of the Review, the 2005 Director’s Report, an excerpt from the “Stepping UP” planning document, the Cinema Studies Cluster Review (1999), the Cinema Studies Handbook, and CVs of all faculty teaching in the program.  |
| <b>CONSULTATION PROCESS:</b>  | The reviewers met with the Dean, the Acting Vice Dean Academic, the Director of Cinema Studies, the Principal of Innis College, 5 faculty teaching in the program, 7 affiliated faculty members, a sessional instructor, teaching assistants, undergraduate students, administrative and technical staff, and members of the Cinema Studies Student Union. |

### FINDINGS AND RECOMMENDATIONS:

#### **Overall assessment:**

The reviewers praised the program as being “clearly among the top two or three undergraduate film studies programs in Canada and recognized by Innis College as its ‘Flagship’ program.” They recommended that CSP become an Institute offering an MA program. The need for improved teaching space was stressed. The reviewers had high praise for the leadership being provided by the current Director of the Program.

#### **Specific issues:**

1. **Faculty:** The reviewers were impressed with the quality of the Faculty, but noted a lack of demographic balance because of recent retirements. The senior faculty have good research profiles, and the junior faculty show excellent research promise. With these recent hires, the faculty has the critical mass to support becoming an Institute offering an MA graduate program.
2. **Undergraduate Education:** The reviewers were favourably impressed with the overall quality of the undergraduate curriculum, remarking on the rational organization of the undergraduate program and the quality of the courses. Concern was expressed about high enrolment pressure in the program, which has caused large tutorials in the first and second years. The reviewers drew the additional conclusion that there are “too few fourth-year seminars or conflicts in scheduling them,” a view that was puzzling to the

Faculty because CSP recently had to cancel a fourth-year seminar because of insufficient enrolment. The reviewers provided useful advice about how to improve the CSP brochure.

3. **Facilities and Support Staff:** The reviewers felt that CSP has a good working relationship with the Principal of Innis College and with units who offer affiliated courses. They consider the Town Hall to be an excellent facility for large classes and for the projection of 35mm films. The smaller theatre is also an excellent screening space. There is nevertheless a need for some improvements in teaching space, particularly in light of the expansion of the program: an 80-seat screening room is needed, the seating, auditorium, and projection facilities of the Town Hall need upgrading, and other classrooms and the Media Commons screening rooms require some renovation. Library resources are excellent. The A/V staff “enjoy working in Innis College and are skilled at what they do.” The reviewers recommended that duties of the CSP Assistant should be devoted 100% to CSP.
  
5. **Future Directions:**
  - a. The reviewers strongly recommended that CSP become an Institute offering an MA graduate program. Their explicit recommendation is that the latter should be a two-year program with a thesis option. If the program is expanded, additional staff support will be needed.
  - b. A full curriculum review in 2007-08 or 2008-09.
  - c. To rebalance the faculty, CSP should be allowed to make a senior hire.
  - d. As noted above, improvements in teaching space to accommodate expansion are needed.
  - e. A specialist in Canadian cinema be hired in the near future.

#### **ADMINISTRATIVE RESPONSE:**

The Dean is pleased that CSP received such a positive appraisal by the external reviewers.

The Faculty considered the proposal to create an Institute from the existing CSP during the Stepping UP planning period. At that time, it was decided not to pursue that immediately but first to focus on increasing the quality and breadth of the undergraduate program and to develop an appropriate master's program. These goals in hand, with strong support from teaching staff and departmental endorsement, would be necessary conditions to consider a proposal to create an institute. An appropriate timeframe is the period leading up to the next academic planning exercise.

The Faculty is supportive of the development of a master's program, recognizing that a collaborative program may not be the best vehicle in this case. The identification of the necessary teaching resources to support this program is a key issue that must be resolved.

The Faculty understands that Innis College is giving the space needs of CSP high priority in its current capital plan. This is being facilitated by the relocation of the Environmental Studies Program to other quarters in the Faculty.

The recent Stepping UP complement planning recognized the complement needs of the program, and allocated an additional three 0.67 FTE positions to Innis College and the transfer of an existing .33 FTE position from the Department of German to support this program.

Finally, the Faculty has been providing the College with one-time-only resources to support the hiring of additional teaching assistants in CSP. The long-term plan is to reduce enrolment and to identify base funding to support these assistantship positions.

Faculty of Arts and Science  
March 2006

## REVIEW SUMMARY

|   |   |
|---|---|
| <b>DIVISION/UNIT:</b>   | <b>Department of Computer Science</b><br>Faculty of Arts and Science  |
| <b>DATE:</b>  | March 2005  |
| <b>COMMISSIONING OFFICER:</b>   | Dean of the Faculty of Arts and Science   |
| <b>PROGRAMS OFFERED:</b><br><b>Undergrad &amp; First Professional Degrees</b> | B.Sc. Computer Science - Major, Specialist<br>B.Sc. Specialist programs in Computer Science-Artificial Intelligence, Computer Science-Foundations, Computer Science-Information Systems, Computer Science Software Engineering, Computer Science and Economics, Computer Science and Economics, Computer Science and Physics, Computer Science and Statistics, Human-Computer Interaction   |
| <b>Graduate Degree(s)</b>   | M.Sc. and Ph.D. Computer Science; collaborative M.Sc. and Ph.D. programs in Knowledge Media Design  |
| <b>EXTERNAL REVIEWERS</b>   |   |
| <b>International</b>  | Professor Joseph Y. Halpern, Cornell University<br>Professor Edward D. Lazowska, University of Washington   |
| <b>Canadian</b>   | Professor Anne E. Condon, University of British Columbia  |
| <b>DATE OF RECENT OCGS REVIEW(s):</b>   | 2000  |
| <b>DATE OF PREVIOUS EXTERNAL REVIEW:</b>                                      | 1997  |
| <b>SUMMARY FINDINGS AND RECOMMENDATIONS OF PREVIOUS REVIEW:</b>               | The reviewers noted that the Department was one of the strongest such departments worldwide, the best in Canada and among the best ten in North America. They drew attention to faculty recruitment and retention problems and the need for expansion in certain areas, such as systems. The undergraduate programs were strong and the graduate program excellent. The reviewers were concerned about large undergraduate class sizes. |
| <b>DOCUMENTATION PROVIDED TO REVIEWERS:</b>                                   | Report of the Chair of the Department of Computer Science and full documentation on the department and its programs and courses, including the CVs of all faculty members.  |
| <b>CONSULTATION PROCESS:</b>  | The reviewers met with the Dean and Acting Vice Dean Graduate Education and Research of the Faculty of Arts and Science, Vice Provost, Academic Edith Hillan, the Chair, Vice Chair and Associate Chairs of the Department and the chairs of the relevant departments at UTM and UTSC, in addition to faculty, administrative and technical staff and graduate and undergraduate students.  |

### FINDINGS AND RECOMMENDATIONS:

#### **Overall assessment:**

As the reviewers note at the very beginning of their report, "The University of Toronto has the top department of Computer Science in Canada [and] an internationally recognized program that compares well with the very best departments world-wide. . . . In an era where computing advances are shaping research and innovation in virtually every area of human endeavour, the Department of Computer Science is indeed a boon to the entire University." The reviewers commend the Department for taking advantage of the Ontario Government's Access to Opportunities Program (ATOP) not just to grow in size but to strengthen its research and improve its graduate and undergraduate programs.



Furthermore, although there were inevitable administrative and cultural stresses and strains during the period of most rapid growth, the Department has now passed the “turning point” under the leadership of the new Chair of the Department and the new administrative staff manager.

**Specific issues:**

1. **Faculty:** As the reviewers comment, the Department's “outstanding research reputation attests to the high quality of its faculty.” They note, however, that there are relatively weaker groups in the Department, especially the systems and programming languages/software engineering areas and to a lesser extent database and human-computer interface. In the first, there have been some excellent junior hires but there is no senior person to mentor them or provide leadership. The reviewers were also concerned about the potential adverse impact of the retirement of several senior theory faculty.

Research collaborations with other departments within the Faculty Arts and Science, Medicine, Engineering, and elsewhere.

2. **Undergraduate Education:** The reviewers find the undergraduate program, ably led by the Associate Chair, “in excellent shape.” It has been improved by recent major revisions to the core curriculum; enhanced research opportunities for undergraduates; and the overall high quality of teaching provided by the professoriate and the “strong group, committed to teaching” of lecturers and senior lecturers.

The current challenge is to improve the overall quality of the student body in face of declining enrolments in computer science across North America. To this end the reviewers recommend increasing the visibility of the undergraduate program and of the Professional Year Experience option and allocating a part-time staff person to recruitment activities.

3. **Graduate Education:** The reviewers identify a series of problems, many having their origin in the recent rapid expansion in the number of graduate students. These include: an increasing time to completion for both M.Sc. and Ph.D. students; a variation in the knowledge and expectations of students and their advisers as to the requirements of the degrees; the time devoted to an M.Sc. thesis by students who do not want a research masters degree; the relatively casual process of approving transition from M.Sc. to Ph.D. programs; and deficiencies in recruitment efforts especially for the best international students.
4. **Relations with Other Units:** The reviewers commend the interdisciplinary collaboration of, for instance, the junior systems faculty with colleagues in Electrical and Computer Engineering, but would like to see more collaboration and interaction with other units, including the Faculty of Information Studies, in areas such as software engineering, mathematical finance, health care technologies, computational neuroscience, computational economics, and game theory.
5. **Administration:** The problems caused by rapid expansion are being well-addressed in the reviewers' opinion. The new chair, who is “the right person to lead the department at this point in its history,” has made useful and appropriate changes in the governance structure of the Department and has raised morale among faculty and administrative staff.
6. **Facilities and Support Staff:** The big issue here is space. The Department is now split among three buildings - Bahen, Sandford Fleming, and Pratt - creating inefficiencies, reducing research collaboration between research groups, and isolating faculty from their graduate students. “Space consolidation for DCS [the Department of Computer Science] must be a priority for the University. The current situation has a significant adverse impact on the effectiveness, efficiency, and culture of the department.”

The reviewers also strongly recommend an increase in the technical support staff. The current staff are "terrific: . . . responsive, capable and doing the best they can with limited resources," but they cannot do any more without an increase in their numbers.

**ADMINISTRATIVE RESPONSE:**

The Dean is pleased with the perceptive review of the Department of Computer Science and the reviewers' acknowledgment of the advances that have recently been made to overcome the challenges caused by rapid expansion. The Chair of the Department wishes to point out that credit should also have been given to his predecessor. He and the Dean also agree on the problems to be tackled in the near future.

1. **Faculty:**

The Department is currently conducting a search in the critical area of computer systems and has already hired a new faculty member to join the Human-Computer Interface Group. The end of mandatory retirement has made the problem of retirement of senior theory faculty less pressing. Unfortunately, the Department has suffered the untimely loss of two valued colleagues in the database group and now has an urgent need to hire in that area. Recruitment in these critical areas is underway.

Retention continues to present challenges, given the very competitive environment for rising "stars" in this field. The department chair and dean will continue to be aggressive in retaining the strong complement that has been developed.

2. **Undergraduate Programs:**

The Department is taking steps to implement the reviewers' recommendations by allocating part of a staff position to recruiting activities.

3. **Graduate Education:**

The Department struck an ad hoc Time-to-Completion Committee soon after the reviewers' visit last spring: it has already reported with a number of concrete proposals, which are now being implemented. This year the Department has set up a committee to explore the restructuring of the graduate programs, which will report later this spring. A departmental review of M.Sc. students is underway and will be followed by a review of Ph.D. students. Improvements have been made in the admission process to ensure consistency across area groups and, last but not least, graduate recruiting has become a top priority for the Department.

4. **Facilities and support staff**

The Dean can only agree with the reviewers that space remains a problem that can only be solved in the longer term through careful prioritization of the use of existing space.

More immediately, however, the Dean has agreed to provide the budgetary support for the Department to hire the three new technical support staff recommended by the reviewers.

Faculty of Arts and Science  
March 2006

## REVIEW SUMMARY

|   |  |
|---|--|
| <b>DIVISION/UNIT:</b>   | <b>Department of Economics</b><br>Faculty of Arts and Science  |
| <b>DATE:</b>  | October 2004   |
| <b>COMMISSIONING OFFICER:</b>   | Dean of the Faculty of Arts and Science  |
| <b>PROGRAMS OFFERED:<br/>Undergrad &amp; First<br/>Professional Degrees</b> | B.A.: Economic History and Economics - Specialist<br>Economic History – Major, Minor<br>Economics – Specialist, Major, Minor<br>Economics & Geography – Specialist<br>Economics and Philosophy – Specialist<br>Economics and Political Science - Specialist<br>Economics and Sociology – Specialist<br>Environmental Economics – Minor<br>B.Sc.: Quantitative Methods – Specialist<br>Economics & Computer Science – Specialist<br>Economics and Mathematics – Specialist<br>Economics and Statistics – Specialist<br>B.Com: Economics (Commerce & Finance) - Specialist |
| <b>Graduate Degree(s)</b>   | M.A., Ph.D. Economics. The Department participates in collaborative graduate programs in Law, Asia-Pacific Studies, Environmental Studies, International Relations, and Management.  |
| <b>EXTERNAL REVIEWERS</b>   |  |
| <b>International</b>  | Professor Daniel Vincent, University of Maryland   |
| <b>Canadian</b>   | Professor Grego Smith, Queen's University<br>Professor Victoria Zinde-Walsh, McGill University   |
| <b>DATE OF RECENT OCGS<br/>REVIEW(s):</b>                                   | 2002   |
| <b>DATE OF PREVIOUS<br/>EXTERNAL REVIEW:</b>                                | 1999   |
| <b>SUMMARY FINDINGS AND<br/>RECOMMENDATIONS OF<br/>PREVIOUS REVIEW:</b>     | The primary recommendation was that the Department be aggressive in seeking to attract and retain leading faculty, regardless of field. The Department covers a wide range of fields, so it may need to consider prioritizing and selectively expanding in selective areas.  |
| <b>DOCUMENTATION<br/>PROVIDED TO<br/>REVIEWERS:</b>                         | Terms of Reference for the review, Chair's Report (August 2004), Economics Department "Stepping UP" Plan, last external review (1999 cluster review), OCGS periodic appraisal (1999-2000), departmental handbooks and CVs of all faculty members of the Department of East Asian Studies.  |
| <b>CONSULTATION<br/>PROCESS:</b>  | During their visit, which began with a meeting with the Dean of the Faculty of Arts and Science and the Acting Vice Dean for Graduate Education and Research, the reviewers met with the Chair and departmental academic administrators, more than 21 faculty members of the Department, graduate and undergraduate students. They also met with the Director of the Master of Financial Economics Program.  |

## FINDINGS AND RECOMMENDATIONS:

### Overall assessment:

The reviewers were favourably impressed with the quality of the research and teaching being done in the Department, viewing it as “a strong, research-oriented economics department that also makes an enormous teaching contribution to the University.” The reviewers nevertheless identified a number of areas that they felt need attention in the future.

### Specific issues:

1. **Faculty:** Overall the reviewers had a high regard for the quality of the faculty. They noted that the Department is “the top department (or one of the top departments) in Canada and [is] highly ranked worldwide in terms of measures of total research output.” The Department furthermore employs “a significant number of internationally-renowned economists,” but retirements and departures have led to a weakening in the overall research activity of the more senior faculty. They were very impressed with the success of the Department in recruiting and retaining excellent junior faculty. At the same time, they suggested that in the interests of faculty recruitment and retention, the Department should consider reducing its teaching load from 5 to 4 half-courses. Additionally, it was felt that greater transparency in recruiting, workload assignments, and tenure procedures is needed. The reviewers believe that the Department needs to increase its participation in research grant competitions, noting particular weakness among senior faculty. Like other economics departments, it should also continue to consider the issue of developing strength in specific areas versus the maintenance of coverage in broad areas. The tenure review process within the Department should be reviewed.
2. **Undergraduate Education:** The reviewers were favourably impressed with the overall quality of the undergraduate curriculum and by the Department’s extensive participation in joint degrees. They did note, however, a high student-instructor ratio in classes, and they felt that student interaction with the Department outside of classes needs to be strengthened. Although they singled out the joint Economics/Commerce program as “the example par excellence of joint instruction,” they suggested that a more active commitment by the Department to the program is needed.
3. **Graduate Education:** The reviewers were impressed with the quality of the graduate program: both in the breadth and variety of courses available to students and in the quality of instruction. The program attracts a large number of applicants and the recruitment of graduate students is well organized. They did have concerns, however, about the low rate of graduate student participation in external award competition and the perception among some faculty members that the PhD program is not as active as it should be in the placement of graduate students.
4. **Relationship with Other Units:** The reviewers noted that the degree of integration with UTM “is most impressive” and the Department has many close ties with the Rotman School of Management.
5. **Facilities and Support Staff:** The reviewers noted that a “severe space shortage inhibits the communication between faculty, staff, and graduate students.”  
  
They indicated that the Department has “excellent and competent support staff,” who have a positive attitude toward the faculty and administration and who find the atmosphere of the Department constructive.
6. **Future directions:** The reviewers remained impressed overall with the strength of the Economics Department and with the success that it has had in dealing with recent challenges. The demographic structure of the Department is changing, and they suggested that, as the now significant new influx of junior faculty increasingly plays a

greater role, there may be a need to develop “a new vision for the Department as a whole.” As part of that new vision, they suggested, more immediately, that consideration be given to whether the Department should try to provide breadth of coverage or concentrate on areas of strength. They believe that greater participation and transparency in governance is needed. The coordination of programs with the Rotman School could be improved.

They recommended that the Department:

- a. Faculty and graduate students raise their participation in competitions for external grants, including those other than SSHRC standard research grants and doctoral fellowships.
- b. Re-evaluate its tradition of hiring junior faculty by field.
- c. Take steps to reduce its student-instructor ratio in undergraduate teaching.
- d. Reduce its nominal teaching load from 5 to 4 half-courses.
- e. Assess the quality of its undergraduate program through a formal survey of graduating students.
- f. Increase internal transparency in recruiting, in workload assignments, and in tenure procedures.
- g. Find ways of decentralizing its lines of responsibility to place less burden on the Chair for day-to-day responsibilities for fund-raising and for building project management.

#### **ADMINISTRATIVE RESPONSE:**

The Dean is pleased with the quality of this review and the breadth of insight that it brought to its appraisal of the Department of Economics. Much has already been done to respond to many of these recommendations. Though not stated as a recommendation, the reviewers, whose visit took place before the Department moved out of its building at 150 St. George to allow for its renovation, noted that space is currently a major problem for the Department. The University is currently engaged in renovating and refurbishing the Economics building. This renovation will address the space problem and will provide more space for graduate students. A donor for the Phase 2 of the renovation has also been found.

The Dean has recognized the challenges that the Department faces in the recruitment and retention of faculty. The decision to reduce the teaching load in the Department from 5 to 4 courses should help to address this problem, along with some of the concerns relating to Departmental workload. He supports the recommendation for greater transparency in the appointments to committees. In an effort to address the loss over the past decade of a significant number of productive middle-aged faculty and to provide greater demographic balance to the Department, the Dean has also been proactive in supporting the hiring of more faculty at the Associate Professor rank.

The Dean welcomes the recommendation that both the faculty and graduate students of the Department be encouraged to be more active in applying for research grants.

The Dean remains committed to improving student experience at both the undergraduate and graduate levels, so he values those recommendations relating to increasing the quality of undergraduate instruction. A survey of undergraduates is now being planned. Also an external review of the Commerce Program is currently underway, which will provide more guidance about how to improve the joint Economics/Commerce program. The Department is encouraged to do all it can to increase student/faculty contact.

The Dean supports the idea that hiring vacancies be defined in reasonably broad terms to not unreasonably constrain the possibility of hiring the best possible economists. By the same token, he recognizes that the Department often has legitimate (and often pressing) teaching and research needs in specific subfields that cannot be ignored in setting hiring priorities. This should be treated as a healthy tension, with as much flexibility being given to make the very best hires in a context where overall teaching and research priorities in the longer term are recognized.

Good governance is based upon transparency and extensive consultation, so the Dean strongly supports all efforts to make Departmental procedures transparent to all faculty members. The current Chair, in response to the recommendations of the External review, is planning yearly meetings with new faculty to discuss tenure standards and procedures, among other initiatives.

Decentralization of Departmental activities is challenging, as the Chair remains the central figure in many of its activities. In particular, the Dean would not support the Chair being absent in important ways in fund-raising and building activities, particularly at a time when the Department is engaged in a major renovation, itself made possible by fundraising. However, efforts will be made to identify opportunities for appropriate delegation of effort so as to ensure that the Chair has the appropriate time resources to attend to those affairs that only his/her office can respond to.

Faculty of Arts and Science  
March 2006

## REVIEW SUMMARY

|   |   |
|---|---|
| <b>DIVISION/UNIT:</b>   | <b>Finnish Studies Program</b><br>Faculty of Arts and Science   |
| <b>DATE:</b>  | November 2004   |
| <b>COMMISSIONING OFFICER:</b>   | Dean of the Faculty of Arts and Science   |
| <b>PROGRAMS OFFERED:<br/>Undergrad &amp; First<br/>Professional Degrees</b> | B.A.: Finnish Studies – Major, Minor  |
| <b>EXTERNAL REVIEWERS</b>   |   |
| <b>International</b>  | Professor Thomas A. DuBois, University of Wisconsin-Madison<br>Professor Aili Flint, Columbia University  |
| <b>Canadian</b>   | n/a   |
| <b>DATE OF PREVIOUS<br/>REVIEW:</b>   | N/A   |
| <b>DOCUMENTATION<br/>PROVIDED TO<br/>REVIEWERS:</b>                         | Terms of Reference; Director's "Finnish Studies at the University of Toronto: A 15-Year Report"; Director's CV; "Memorandum of Understanding for the Exchange of Students between University of Helsinki and the Faculty of Arts and Science"; and a Finnish Studies Program brochure.  |
| <b>CONSULTATION<br/>PROCESS:</b>  | The reviewers began their visit by meeting with the Chair of the Department of Slavic Languages and Literatures and the Director of Finnish Studies. After a tour of the Library collections, they attended two classes taught by the Director. They met with a stipendiary instructor in the program and a Finnish scholar. Undergraduate students' views were presented at a meeting with four students in the program and through letters provided by two others. The reviewers also met with the Director of European Studies, a representative of the International Student Exchange Office, the Vice Dean Academic, the Chair of Slavic Studies, and representatives of the Canadian Friends of Finland Education Foundation (CFFEF). They participated in Finnish Symposium "The World of the <u>Kalevala</u> ." |

### FINDINGS AND RECOMMENDATIONS:

#### Overall assessment:

The Finnish Studies Program is a part of Finno-Ugric Studies, which also includes Estonian Studies and Hungarian Studies. The reviewers viewed it as "a rich and valuable asset for the University of Toronto, a unique program in Canada, a builder of goodwill between the University and the local Finnish-heritage community, and a major contributor to the study of Finland in North American and beyond." They were impressed by the strong leadership role that the Director has played in developing and sustaining the Finnish Studies Program here at the University of Toronto and in promoting this field of studies throughout North America. His upcoming retirement in less than five years requires that planning be done to assure the smooth and successful transitioning of the program to his successor. There was clear concern about the language training component of the program. It was recommended that a five-year fundraising plan be developed to assure the financial strength of the program in the future.

#### Specific issues:

1. **Faculty:** The reviewers had no major concerns about the quality of the faculty. Their primary concern related to the upcoming retirement of the director of Finnish Studies and

sole full-time faculty member in the Program, a person whom they feel has been the main driving force of the program.

2. **Undergraduate Education:** The reviewers were generally happy with the quality of undergraduate instruction. They expressed some concern about the emphasis upon grammar instruction in the teaching that they observed. They recommended that the Program adopt proficiency goals for each of the various levels of the undergraduate language program and that it follow the recommendations and trends in language instruction put forward by the University of Toronto's Language Task Force. They further recommended that first- and second-year language courses should be offered every year. Furthermore, to increase the effectiveness of classroom instruction, they recommended that language classes be scheduled with multiple weekly meetings, rather than a single weekly meeting. Although their report tended to place emphasis upon language course instruction at the expense of the literary and cultural dimensions of the Program, the reviewers were supportive of the overall breadth and the rich range of cultural courses offered by the Program and recommended that these be continued.
3. **Graduate Education:** There is currently no graduate instruction in the Program. The Chair of Slavic Languages and Literatures was nevertheless encouraged to identify ways in which graduate students can pursue a primary and/or ancillary interest in Finnish Studies as graduate students at the University.
4. **Facilities and Support Staff:** The reviewers felt that the Program was well housed in the Department of Slavic Languages and Literatures and that good collegial relationships prevailed. They felt that more cross-fertilization between Finnish and Estonian Studies should be encouraged. They suggested that Finnish language and literature library resources need to be strengthened.
5. **Future Directions:**
  - a. **Language instruction:** Proficiency goals be established for each of the various levels of the undergraduate language program and that they should conform to the recommendations coming out of the University's Language Task Force; the Program offer both first and second year language courses every year; language instruction would be improved by the scheduling of more meetings of language courses rather than single extended meetings.
  - b. Continuance of cultural courses.
  - c. The goal of establishing a chair of Finnish Studies was laudable and timely.
  - d. A five-year plan for fundraising be established.
  - e. Ways of providing graduate students with greater opportunities to engage in Finnish studies should be explored.
  - f. Ways of further encouraging students to attend the excellent annual Finnish Studies symposium should be explored.
  - g. The Library's Finnish collections need to be enhanced.
  - h. The reviewers were very impressed with the Helsinki student exchange program and believed that opportunities for study abroad and student exchange should be encouraged.
  - i. More cross-fertilization between Finnish and Estonian Studies would be a positive development.

#### **ADMINISTRATIVE RESPONSE:**

The Faculty of Arts and Science is pleased with the thoroughness of this external review and the effort that the reviewers made to be comprehensive in their assessment of the Finnish Studies Program.

The upcoming retirement of the Director is of significant concern, and the Dean has taken a strong role in consultation with the CFFE to set in place a fundraising effort that aims to



establish a fully funded endowment for a Finnish Chair by 2009. A first step towards establishing an endowment has been taken with a pledge from the CFFEF, and priority has been given to seeking other external support.

Although it is currently not possible, for budgetary reasons, to offer first- and second-year Finnish every year, the remaining recommendations are useful and will be implemented. Strengthening Finnish literature and language library resources is a priority and will be pursued in collaboration with other external fundraising efforts.

The Faculty continues to develop opportunities for student exchange abroad. In particular, the Faculty has recently developed an exchange program with Jyvaskyla University, and seeks other means of strengthening this activity.

Faculty of Arts and Science  
March 2006

## REVIEW SUMMARY

|   |   |
|---|---|
| <b>DIVISION/UNIT:</b>   | <b>Department of Geography, Program in Planning, Urban Studies Program</b><br>Faculty of Arts and Science   |
| <b>DATE:</b>  | March 2005  |
| <b>COMMISSIONING OFFICER:</b>   | Dean of the Faculty of Arts and Science   |
| <b>PROGRAMS OFFERED:<br/>Undergrad &amp; First<br/>Professional Degrees</b> | B.A.: Geography Specialist, Major and Minor programs<br>Environment and Resource Management Specialist and Major programs<br>Geographic Information Systems Minor program<br>Historical and Cultural Geography Specialist and Major programs<br>Urban, Economic and Social Geography Specialist and Major programs<br>Urban Studies Specialist and Major programs<br>B.Sc. Biogeography Specialist program<br>Physical and Environmental Geography Specialist, Major and Minor programs   |
| <b>Graduate:</b>  | M.A./M.Sc. and Ph.D. Geography<br>Master of Science in Planning (M.Sc. PI)<br>Master of Urban Design Studies (MUDS)<br>Master of Spatial Analysis (MSA; offered jointly with Ryerson Polytechnic University)<br>Collaborative M.A. /M.Sc. programs in Asia-Pacific Studies, Community Development, Environment and Health, Environmental Studies, Ethnic and Pluralism Studies, International Relations, South Asian Studies, Women's Studies<br>Collaborative Ph.D. programs in Environmental Studies, Ethnic & Pluralism Studies, South Asian Studies |
| <b>EXTERNAL REVIEWERS</b>   |   |
| <b>International</b>  | Professor Susan Christopherson, Cornell University<br>Professor John Adams, University of Minnesota   |
| <b>Canadian</b>   | Professor Philip Howarth, University of Waterloo  |
| <b>DATE OF RECENT OCGS REVIEW(s):</b>                                       | 2001  |
| <b>DATE OF PREVIOUS EXTERNAL REVIEW:</b>                                    | 1998 and 1999 (cluster review)  |
| <b>SUMMARY FINDINGS AND RECOMMENDATIONS OF PREVIOUS REVIEW:</b>             | The Department was of the highest quality, but there was a need for "a collegial shaping of the future directions of the Department" and its long-term goals. These issues were subsequently addressed in the 2004 Planning exercise. More specifically the Department needed to assess the future of Historical-Cultural Geography. Soon after the review, the Department appointed a new faculty member in this area. The reviewers were also concerned with the burden and distribution of teaching loads.   |
| <b>DOCUMENTATION PROVIDED TO REVIEWERS:</b>                                 | Self-studies of the Department of Geography and Program in Planning and of the Urban Studies Program, previous external and OCGS reviews; Department and Program in Planning Stepping UP plan and FAS decanal response; Stepping UP plan for the UTM Department of Geography; full information on the Department, its programs and its courses, including CVs of faculty members in the Department of Geography and the UTM Department of Geography and geographers in the UTSC Departments of Social Sciences and Physical and Environmental Sciences. |
| <b>CONSULTATION PROCESS:</b>  | The reviewers met with the Dean and Acting Vice Dean Academic of the Faculty, the Associate Dean for Division II of the School of Graduate Studies,   |

the chairs of the Department of Geography, the UTM Department of Geography and the UTSC Department of Social Sciences, the Principal of Innis College and the Director of the Urban Studies Program, faculty from the five OCGS fields of the Department of Geography and from the Planning group, administrative staff, graduate students from Geography and Planning and undergraduate students from Geography and the Urban Studies Program.

## **FINDINGS AND RECOMMENDATIONS:**

### **Overall assessment:**

“By almost any recognized standard of scholarly activity, achievement and impact, faculty research trends are commendable.” The reviewers note that in the last six years the geographers at the U of T have published well over 400 sole- or co-authored peer-reviewed articles and over 100 peer-reviewed books, monographs, and chapters. The group is highly visible at conferences and its members receive invitations to lecture all over the world. Its members are also very successful in attracting external funding for their research.

### **Specific issues:**

1. **Faculty:** The reviewers found particularly notable the fact that while half a dozen faculty members from the three campuses are exceptionally productive scholars, virtually all faculty members contribute to the scholarly output and international reputation of geography at the University of Toronto, and that the assistant professors are almost as productive as the more senior faculty.

As the reviewers put it, the history of geography at U of T has been “a history of successful recruiting of international faculty talent from top doctoral departments” from the 1960s onwards and continuing in the 31 successful searches since 1998. This success has been achieved in spite of “certain obstacles to recruiting and retention of top talent”: the split of geography faculty at UTSC between two departments, several recent departures from UTM increasing the burden on remaining faculty members, and, especially, the recent or impending retirements of the most productive and internationally eminent geographers on the St George campus (page 4). On the reviewers’ list of issues for the future (pp 15-16) the first is: “The next 15 faculty retirements (2004-2012) must be planned and accommodated in ways that support research and teaching programs at all three campuses, that address expected geography enrolment increases at UTSC and UTM, and that enhance geography’s traditional commitment to research and teaching on the world’s principal regions, with special attention to North America and Europe, Africa and Central Asia.”

The reviewers singled out the need for faculty replacements in the critically important subfield of historical geography.

2. **Undergraduate Education:** The reviewers noted that the teaching faculty is very decentralized with teaching programs on three campuses. Challenges include large class sizes, multiple geography teaching programs, and the impact of hiring many new junior faculty.

Although the reviewers mentioned the problem of large class sizes for third- and fourth-year students in human geography - a problem not experienced to the same extent by those in physical geography - their main concern was the teaching burden on faculty. As they conclude their report, “it appears that maintaining a high ranking in instructional output per faculty members, although it may facilitate justifying retiring or resigning faculty members, carries some cost in terms of faculty productivity on other fronts. At a time when many young faculty are establishing their reputations, and others are about to be hired due to upcoming retirements, some thought needs to be given to adjusting the teaching loads by various available means to respond to university enrolment pressures

while not undermining research and scholarship” (page 16). The reviewers note that special attention should be given to limiting the numbers of students in the advanced courses.

The reviewers recommended that the department undertake a curriculum review as the current list of courses contains ones offered only occasionally and some offered only in the summer term and that this is confusing and frustrating for students.

The reviewers recommended that the small Urban Studies Program at Innis College remain “at arms length” from the undergraduate Geography programs because of the priority need to strengthen the core of the geography department’s undergraduate programs.

3. **Graduate Education**: Here the reviewers had four concerns. On admissions, they recommended that some mechanism be put in place to ensure that faculty on all three campuses have a comparable chance to review graduate applicant files. Furthermore, they recommended that recently appointed faculty should be given a chance to supervise master’s students. On the delivery of programs they recommended a review of course offerings to ensure the courses listed in the SGS Calendar are offered on a regular basis. They supported the Department’s desire to raise the enrolment target on the number of doctoral-stream students covered by the University’s funding guarantee.
4. **Relations with Other Units**: The reviewers reiterated their concern over the split of the geographers at UTSC between two departments, which they thought should be reconsidered.
5. **Administration**: The concern expressed here was that the Department’s faculty council should meet more regularly, mainly in order to increase the involvement of recently appointed faculty.
6. **Facilities and support staff**: The reviewers confirmed that the Department is supported by “an excellent and dedicated administrative staff,” who are “fully engaged in the department’s mission, and appear to enjoy their work.” On the matter of facilities, on the other hand, the Department at St George suffers from the dispersion of faculty offices in more than one building: “Department and college planning should aim toward bringing all the St George faculty and graduate students to a common location (e.g. on adjacent floors in Sidney Smith Hall) with more and better-equipped laboratory and other research spaces, which will aid in recruitment and retention of faculty members, and facilitate collaboration with graduate faculty housed at UTSC and UTM.”

#### **ADMINISTRATIVE RESPONSE:**

The Dean is pleased with the very positive review of the Department of Geography and Planning, which rightly emphasizes the strength of Geography at the University of Toronto in both research and teaching, and he appreciates the reviewers’ suggestions for maintaining it.

1. **Appointments**:  
With respect to potential recruitment problems, the Dean believes that the reviewers’ concern is real, but should not be overstated. Geography has been able to make very good hires on all three campuses in recent years. The current searches are attempting to build on and enhance the Department’s strategic areas of the Americas, Asia and Europe, and include a search for an historical geographer, which has attracted excellent candidates.
2. **Teaching**:  
The Department of Geography is in the process of planning the implementation of a reduced average teaching load to 2 full-course-equivalents per year along with a curriculum review and improvement of the undergraduate student experience with perhaps greater limitations placed on enrolment to specialist and major programs.

3. **Graduate Admissions and Enrolment:**  
The Dean and the Department agree that the number of graduate students should rise; the current plan is that the funded cohort of doctoral-stream students in geography increase from 55 in 2005-6 to 88 in 2011-12, with a further increase of 12 students in the new Ph.D. in Planning. The Department's faculty council has approved a new admissions protocol which should permit earlier review of graduate applications by all interested faculty. Many Masters students have been assigned to new faculty for supervision. The Department has been reviewing its course offerings and has already reduced the number from 75 to 64 and expects to reduce it further in the next 2-3 years.
  
4. **Administration:**  
The Department's faculty council is now meeting at least three times a term, in order to further objectives such as curriculum review, enhancing the student experience, and building stronger three-campus links.
  
5. **Facilities and Support Staff:**  
The impending moves of other departments out of Sidney Smith Hall should permit the faculty, staff, and students of the Department of Geography and the Program in Planning to be accommodated in one contiguous location in the next 2-3 years.

Faculty of Arts and Science  
March 2006

## REVIEW SUMMARY

|   |   |
|---|---|
| <b>DIVISION/UNIT:</b>   | <b>Department of Geology</b><br>Faculty of Arts and Science   |
| <b>DATE:</b>  | November 30 to December 1, 2004   |
| <b>COMMISSIONING OFFICER:</b>   | Dean of the Faculty of Arts and Science   |
| <b>PROGRAMS OFFERED:</b><br><b>Undergrad &amp; First Professional Degrees</b> | B.Sc., Geology - Specialist, Major, Minor<br>Geology and Chemistry - Specialist<br>Geology and Physics – Specialist<br>Environmental Geosciences – Specialist, Major  |
| <b>Graduate:</b>  | M.A., M.A.Sc., Ph.D.; collaborative programs in Environmental Studies and in Geology and Physics  |
| <b>EXTERNAL REVIEWERS</b>   |   |
| <b>International</b>  | Professor Gifford Miller, University of Colorado<br>Professor Leigh Royden, Massachusetts Institute of Technology   |
| <b>Canadian</b>   | Professor Christopher Barnes, University of Victoria  |
| <b>DATE OF RECENT OCGS REVIEW(s):</b>   | 2005  |
| <b>DATE OF PREVIOUS EXTERNAL REVIEW:</b>                                      | 1999  |
| <b>SUMMARY FINDINGS AND RECOMMENDATIONS OF PREVIOUS REVIEW:</b>               | The reviewers indicated that the Geology Department is currently too small to maintain its excellence over the long term. There was a serious concern regarding the undergraduate program. They recommended replacing retiring faculty and moving geologists currently at UTM and UTSC as well as geophysicists in the Physics Department into the St George Geology Department.  |
| <b>DOCUMENTATION PROVIDED TO REVIEWERS:</b>                                   | Chair's Report (June 2005), last external review (1999), Stepping UP planning document, departmental handbooks and CVs of all faculty members of the Geology Department, latest statistics and proposed draft curriculum revisions for the undergraduate and graduate programs and a report by the Chair of the Department of Chemical and Physical Sciences at UTM.  |
| <b>CONSULTATION PROCESS:</b>  | The reviewers met with the Dean of the Faculty of Arts and Science, Vice Dean for Graduate Education and Research, Chair, Undergraduate and Graduate Associate Chairs, Dean of the School of Graduate Studies and the Associate Dean for Division III, School of Graduate Studies; with small groups of faculty from the three campuses; with graduate students from the Association of Geology Graduate Students and the Society of Economic Geology and 7 other graduate students; with 2 undergraduates; with technical and administrative staff; 6 PDFs and Research Associates; 8 Emeritus Faculty; and with the Chair of Geography. |

### FINDINGS AND RECOMMENDATIONS:

#### Overall assessment:

The reviewers were impressed with the quality of the faculty and the research being done in the Geology Department, but felt that, as noted in the earlier review, the department is currently too small to be nationally and internationally competitive and to cover the range of programs and disciplines that now encompass the field. They recommended that the Dean establish a new external review that would assess and make recommendations relating to the establishment of a new Department of Earth and Planetary (or Earth, Atmosphere and Planetary) Science. Such a

change would require a thorough reorganization of the earth sciences units at the University, which the reviewers see as being fragmented. The reviewers recommended that an external committee be established to provide recommendations on the future of geochronology at the University. They had concerns about low enrolments in the undergraduate program and felt that the Graduate program curriculum should aim to provide fewer courses of broader appeal.

**Specific issues:**

1. **Faculty:** The reviewers were impressed by the quality of the faculty and their development of strong research programs. The faculty has been successful in obtaining internal and external research funding. They felt that the quality of new hires has been good and that the department has been successful in retaining its faculty.
2. **Undergraduate Education:** The reviewers felt that the undergraduate program requires review because it suffers “from low enrolment, conservative design, and poor promotion and marketing.” They recommended that the Department consider developing attractive new curricula, focusing on future directions in the earth sciences, while addressing the issue of faculty resources. They felt that greater attention needs to be given to first-year course offerings and to increasing program enrolments, notably through the introduction in the first year of .5 FCE flagship course.
3. **Graduate Education:** The reviewers were impressed with the strength of the graduate program, the financial resources and the facilities available to graduate students. They suggested that new students would benefit from an orientation program and the development of an introductory graduate handbook that would provide information about the program. They felt that the Department offers too many small classes, with 3 or fewer students registered, and not enough courses of broad appeal. They suggested that more funding should be directed to support graduate attendance at conferences.
4. **Relations with Other Units:** The reviewers felt that the current separation of geology from geophysics is a serious problem that causes fragmentation of the undergraduate and graduate programs and prevents integration of research across this boundary. Tri-campus relations are good, and faculty members from UTM and UTSC “utilize St George facilities with few structural impediments.”
5. **Facilities and Support Staff:** The reviewers were impressed by “the exceptional array of analytical facilities complemented by a strong, well-funded support staff” here at the University of Toronto. They noted that the presence of 11 support staff within the Departmental budget represents “a strong commitment by the institution to the Department and should enable the faculty to retain a position of national/international prominence.” Nevertheless, the University “sits at a crossroad regarding geochronology.” The current facilities, shared between Geology, Physics, and other units, “place the University in an internationally prominent position in the dating of important events and processes in Earth history.” However, currently there is no permanent faculty member at the University whose research depends on the use of accelerated mass spectrometry (AMS) or radiogenic isotope geochemistry.

The reviewers felt that the Administrative staff is competent and of the right size. They expressed the lack of the Department to “articulate a tangible intellectual vision for the future of the Department.” The reviewers noted that although the atmosphere in the Department is cordial, there is a “lack of real collegiality of the type that leads to common intellectual visions and sometimes to collaborative research.”

6. **Future Directions:**
  - a. The reviewers’ primary recommendation was that the Dean establish another external review to assess and make recommendations on the establishment of a new Department of Earth and Planetary (or Earth, Atmosphere and Planetary) Science.
  - b. They also recommended that “the Dean appoint an external committee of at least three individuals with specializations in quantitative geomorphology,

- paleoclimatology, and deep time, to provide advice and recommendations on the future of geochronology” at the University.
- c. Concerned about low enrolments in the undergraduate program, they recommended that the Department review its First Year course offerings with a view to mounting a new course aimed at attracting students into its specialist programs and that it examine “all its undergraduate programs and courses” in order to forge “new attractive curricula” that reflect current directions in the earth sciences.
  - d. It was recommended that the graduate curriculum be reviewed with the aim of offering fewer courses, each with broader appeal.
  - e. It was further recommended that the Department support graduate student attendance at appropriate meetings/symposia related to their research interests.

**ADMINISTRATIVE RESPONSE:**

The Dean welcomes the recommendations of the External Review and notes that the Department of Geology found the external review to be useful and in line with sentiments of many faculty members. It has already acted on most of the recommendations within its control and is looking forward to further discussions with cognate disciplines about future models for Earth Science education and research at the University.

The Dean will establish in the Fall 2006 a working group made up of faculty from Geology, Physics, and Physical Geography to explore possible models for Earth Science. It is felt that the deliberations and recommendations of this group will be more productive than commissioning a new external review at this time.

In response to the recommendations of the External Review to establish an external committee to make recommendations concerning the future of geochronology at the University, the Department of Geology, in conjunction with other departments, put forward an AIF proposal for the “University of Toronto Isotope Centre.” This proposal was not successful, so the Dean is now considering the question of creating a new faculty position in radiogenic isotope geochemistry. He does not feel that establishing an external committee to review geochronology at the University is necessary.

The Department of Geology has begun to address recommendations relating to the undergraduate curriculum, recognizing that the scope of these changes is ultimately dependent upon the advice of the Earth Sciences working group. It has already brought forward three new courses. GLG 102H Earth Science is intended as a “flagship” course, designed to increase the visibility of its programs to students. The other two courses, GLG 202H Geochemistry and GLG 204H Quantitative Methods in Geology, together with changes in GLG 216H Dynamic Earth, will address concerns raised about the lack of geochemistry, structural geology and Earth physics/dynamics in the core second-year courses.

The Department is also working on a major overhaul of its graduate course offerings, which will involve the development of 5 or 6 core graduate courses and the removal of many specialized courses from the graduate curriculum.

All graduate students in the Department of Geology are encouraged and provided with support to attend national and international meetings either by their supervisors or by ad-hoc funding. Graduate expansion funding will be earmarked for this purpose if it is warranted.

Faculty of Arts and Science  
March 2006



## REVIEW SUMMARY

|                                 |  |
|---------------------------------|--|
| <b>DIVISION/UNIT:</b>           | <b>Humanities Centre</b><br>Faculty of Arts and Science  |
| <b>DATE:</b>                    | April 2005   |
| <b>COMMISSIONING OFFICER:</b>   | Principal of University College and the Dean of the Faculty of Arts and Science  |
| <b>PROGRAMS OFFERED:</b>        | n/a  |
| <b>REVIEWERS</b>                |  |
| <b>International</b>            | Professor Brett de Bary, Cornell University  |
| <b>Canadian</b>                 | Professor Maggie Kilgour, McGill University<br>Professor Mark Kingwell, University of Toronto  |
| <b>DATE OF PREVIOUS REVIEW:</b> | This is the first review of the Centre.  |
| <b>CONSULTATION PROCESS:</b>    | The reviewers began their visit with a meeting with the Dean and the Vice Dean Academic of the Faculty of Arts and Science. They then met with the Director and Assistant to the Director of the Humanities Centre, the Principal of University College, four members of the organizing committee of the "Voicing Toronto" conference, two members of the organizing committee for "Marco Polo and the Encounter of East and West," 6 graduate student fellows of the Centre, professors on the Advisory Committee, other Directors of UC Programs, other professors actively involved in the Centre, two Chairs of Departments in the Humanities, the Director of Alumni Affairs at University College, and the Director of the University of Toronto Art Centre. |

### FINDINGS AND RECOMMENDATIONS:

#### Overall assessment:

The reviewers thought that the Centre had achieved success in a number of areas and that this was attributable to the hard work and creativity of those involved. Established to create new ways of increasing the visibility of Humanities education and research at the University of Toronto, the Centre has primarily achieved these goals through conferences, lectures, and seminars. For some, the focus of the Centre's programs has been too narrow, so the reviewers recommended that efforts should be made to expand its programming and governance, to broaden its relationships with other humanities constituencies on the three campuses, and to extend its outreach to the community. They felt that the Centre has been very successful in achieving a good deal with modest resources. Fundraising will be important to its future success. Concerns about the amount of space, its public visibility, and its accessibility were raised.

#### Specific issues:

1. **Fulfilment of Mandate:** There has been a good start, but the Centre needs to increase the involvement of Humanities departments, programs, and faculty across the three campuses. The Centre has been successful in attracting visiting international fellows, but has had less impact on other groups on campus and the general public.
2. **Space and Facilities:** In an attempt to address a perceived lack of adequate space, the Centre has attempted to develop a "virtual Centre." The reviewers believe that this should not be the primary means of fulfilling its mandate.
3. **Governance:** The Centre is currently too much an expression of the Director's own intellectual commitments. A stronger mechanism of collegial input involving from

Departments, interdisciplinary programs, and faculty across the three campuses is necessary to avoid narrowing of the Centre's intellectual scope.

4. **Graduate Fellowships:** The funding of Graduate Fellows has been successful, though increased funding would be helpful.
5. **Fundraising:** The fundraising efforts of the Centre have been reasonably successful.

**Future directions:**

1. Funding should be provided to bring distinguished humanist scholars to campus for a semester or year. A selected number of U of T professors should be given release time from teaching responsibilities for a semester or year to work in the Centre.
2. The activities of the Advisory Board should be expanded and redefined, meeting more frequently and with the inclusion of younger scholars.
3. The budget should be expanded for receptions and for a Fall term welcome party.
4. Graduate student stipends should be increased.
5. Faculty fellowships are needed for the Centre to increase faculty research involvement at the Centre.
6. The Centre needs control over some kind of public space in order for it to have visibility within the Humanities community.
7. The current 75% appointment of the Assistant to the Director should be fulltime.
8. The Directorship should be for a single term, and should not be renewed, to create increased opportunities for new ideas and directions.

**ADMINISTRATIVE RESPONSE:**

The Faculty of Arts and Science and University College welcome the recommendations of this review. In particular, support for the Assistant to the Director has been increased and engagement of the Centre across the three campuses is being encouraged.

Securing more appropriate space for the Centre in the light of a renewed mandate is a priority for the Faculty and UC, though an immediate solution has not yet been identified.

The graduate student fellowships have been valuable, but clearer ways of integrating graduate students into the mandate of the Centre are needed and of finding ways of using them to establish potential bridges across departments, programs, and campuses.

The Faculty accepts the recommendation that the directorship "rotate" after a five-year term to support intellectual renewal, and that the Director be chosen from any campus. However, since there were still a number of projects that the current Director had wished to bring to fruition, the Search Committee felt that it was appropriate to renew the Director's term for three years. The Director was encouraged to act on the recommendations made to expand the inclusiveness of the Advisory Board and to increase the engagement of faculty, graduate students, undergraduates, and the general public.

Unfortunately, the Director became seriously ill over this past year, and recently had to resign. A new search committee representing stakeholders from departments, interdisciplinary programs, and campuses has been struck to establish a new Director for this important initiative, and University College and the Faculty of Arts and Science will consider ways to implement the suggestions of the External Review.

University College and the Faculty of Arts and Science  
March 2006

## REVIEW SUMMARY

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|---|---|
| <b>DIVISION/UNIT:</b>   | <b>International Relations Program</b><br>Faculty of Arts and Science   |
| <b>DATE:</b>  | March 2005  |
| <b>COMMISSIONING OFFICER:</b>   | Dean of the Faculty of Arts and Science   |
| <b>PROGRAMS OFFERED:<br/>Undergrad &amp; First<br/>Professional Degrees</b> | B.A.: International Relations – Specialist, Major<br>Peace and Conflict Studies Program, Joint Specialist   |
| <b>EXTERNAL REVIEWERS</b>   |   |
| <b>International<br/>Canadian</b>   | Professor Akira Iriye, Harvard University<br>Professor Doug Owram, University of Alberta  |
| <b>DATE OF PREVIOUS<br/>REVIEW:</b>   | May 1999  |
| <b>SUMMARY FINDINGS AND<br/>RECOMMENDATIONS OF<br/>PREVIOUS REVIEW:</b>     | The program was included as part of the Cluster 2 review. The University was recognized for its outstanding reputation in International Relations, broadly defined to encompass this program along with CIS and MAIR. This cluster of programs was praised for its enormous energy, enthusiasm, commitment, and intellectual strength. The reviewers encouraged the IR program to seek out opportunities for non-traditional approaches by exploring new hires in under-represented fields such as US foreign policy and the economic aspects of foreign relations. |
| <b>DOCUMENTATION<br/>PROVIDED TO REVIEWERS:</b>                             | Terms of reference; self-study; previous review report including administrative response; course descriptions; curricula vitae of faculty.  |
| <b>CONSULTATION PROCESS:</b>  | Reviewers met with the Dean and Vice-Dean Academic, Faculty of Arts and Science; Provost and Dean of Arts, Trinity College; Director, International Relations Program; Faculty; Administrative Staff; Students; and the Acting Chair, Department of Economics.  |

### FINDINGS AND RECOMMENDATIONS:

#### Overall assessment:

The reviewers judge the program to be “very strong.” Among its distinctive strengths, they particularly emphasize: the involvement of three departments – History, Political Science, and Economics – with the latter a distinguishing feature relative to most others in North America; the program’s ability to attract very strong students (including a disproportionately high number of future Rhodes Scholars); and the strong sense of community shared by faculty, staff, and students. The committee concluded that the program is “healthy” and should be “preserved and enhanced.”

#### Specific issues:

- 1. Faculty Resources and Appointments:** The reviewers recommend that “a small number of core faculty” hold formal 49% Trinity/51% department cross-appointments as a way to provide the program with greater stability in its teaching resources.
- 2. Governance and Management:** The committee encourages the Dean of Arts and Science to appoint a representative to the governing body for the program, in the form of a Vice-Dean.
- 3. Budgetary (non-faculty) Resources:** To enhance the student experience in the program, the reviewers recommend that the Faculty of Arts and Science make a “modest

contribution” to the program’s non-salary budget to support visiting speakers and ancillary student activities such as travel to conferences.

4. **Relations with Other Units:** The committee noted the connections between the University College Peace and Conflict Studies Program – students had noted that the ‘synergies between the two programs were positive”. Recognizing possible unrealized synergies, the committee recommends that the program explore opportunities for closer collaboration with the Master of Arts in International Relations (MAIR) program.

#### **ADMINISTRATIVE RESPONSE:**

The Dean is pleased with the strong positive review of the International Relations Program, which highlights its well-established reputation, its distinctive features, and the strong support it receives from faculty, students, and staff alike.

1. **Faculty Resources and Appointments:**  
Shared appointments (49% Trinity/51% department) have, in fact, been made in the past – with History, Political Science, and Economics – and another such appointment (in human rights) is currently under discussion with Political Science. While this has often proved an effective means for securing stable commitments of faculty resources, cross-appointed faculty have sometimes tended to view their ‘home’ department as their top priority. The future success of this approach will depend, therefore, on the maintenance of close, effective working relationships between the program and the partnering departments.
2. **Governance and Management:**  
The Dean of Arts and Science is currently represented on the International Relations council by the Vice-Dean, Undergraduate Education and Teaching. This role may be transferred to the soon-to-be appointed Vice-Dean for Interdisciplinary Affairs.
3. **Budgetary (non-faculty) Resources:**  
The Dean agrees that the ancillary activities associated with the International Relations Program play an important part in enriching the overall student experience. The program director is considering the various possible sources for further funding, including the AIF. The program will also be encouraged to pursue advancement opportunities for endowing speakers series, visitorships, and other enrichment initiatives.
4. **Relations with Other Units:**  
A modest level of collaboration with the MAIR program, facilitated by co-location in the Munk Centre for International Studies, has already been achieved. Future opportunities to expand the base of this collaboration will be pursued as resources and opportunities arise.

Faculty of Arts and Science  
March 2006

## REVIEW SUMMARY

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|---|--|
| <b>DIVISION/UNIT:</b>   | <b>Department of Mathematics</b><br>Faculty of Arts and Science  |
| <b>DATE:</b>  | December 2004  |
| <b>COMMISSIONING OFFICER:</b>   | Dean of the Faculty of Arts and Science  |
| <b>PROGRAMS OFFERED:<br/>Undergrad &amp; First<br/>Professional Degrees</b> | B.Sc.: Applied Mathematics – Specialist<br>Mathematics - Specialist, Major, Minor<br>Mathematics and Its Applications - Specialist<br>Mathematics and Philosophy - Specialist<br>Mathematics and Physics - Specialist  |
| <b>Graduate:</b>  | M.Sc.: Mathematics<br>Ph.D.: Mathematics   |
| <b>EXTERNAL REVIEWERS</b>   |  |
| <b>International</b>  | Professor Peter Constantin, University of Chicago<br>Professor Yum-Tong Siu, Harvard University  |
| <b>Canadian</b>   | Professor Niky Kamran, McGill University   |
| <b>DATE OF RECENT OCGS<br/>REVIEW(s):</b>                                   | 2002   |
| <b>DATE OF PREVIOUS<br/>EXTERNAL REVIEW:</b>                                | April 1999   |
| <b>SUMMARY FINDINGS AND<br/>RECOMMENDATIONS OF<br/>PREVIOUS REVIEW:</b>     | The reviewers judged the Department to rank amongst the best in North America in terms of quality of faculty, research, and students. Both the undergraduate and graduate programs were deemed to be strong and healthy, with the Fields Institute providing an important enrichment to the research environment for graduate students. The reviewers singled out space inadequacies as the most pressing problem confronting the Department, and also made helpful suggestions concerning the need to improve access to computer resources by students. |
| <b>DOCUMENTATION<br/>PROVIDED TO REVIEWERS:</b>                             | Terms of reference; self-study; previous review report including administrative response; full documentation on the Department and its programs and courses; CVs of all faculty members.   |
| <b>CONSULTATION PROCESS:</b>  | The reviewers met with the Dean and Acting Vice-Dean, Graduate Education and Research of the Faculty, the Associate Dean of the School of Graduate Studies, the Acting Chair of the Department, the graduate and undergraduate coordinators, faculty members from all three campuses, the director of the Fields Institute, undergraduate and graduate students, postdoctoral fellows, administrative staff, and chairs of the departments of Computer Science, Physics, and Statistics.   |

### FINDINGS AND RECOMMENDATIONS:

#### Overall assessment:

The reviewers identify the Department as “the leading mathematics department in Canada” and among the top five or six departments at publicly funded universities in North America. It receives lavish praise for its “spectacular” and “stellar” recent faculty appointments, its ability to attract postdoctoral fellows from “the best schools,” the “outstanding” quality of undergraduates in the specialist program, its “very successful” graduate program, and its ability to leverage proximity to the Fields Institute as a key tool for attracting and retaining talent.

### Specific issues:

1. **Space and Facilities:** The reviewers identified space and facilities as far and away the most pressing issue confronting the Department. They singled out for criticism the fact that faculty and graduate student offices were dispersed across multiple locations, that lounge space was inadequate, and that undergraduates lacked a common space for study and interaction. They also noted that the Department's library – especially its book collection - was "seriously depleted" and in need of restoration. As the reviewers' report put it, "The library and the seminar rooms play the role of the laboratory for a mathematician, and the full exchange of ideas between students, faculty and visitors is a key component of the research process."
2. **Faculty:** The principal challenge facing the Department in the next several years will be faculty retention "in a very competitive job market." The reviewers recommend "timely promotion of the younger faculty" as the key strategy for retention. They also regard the "full and active" integration of UTM and UTSC faculty members into the graduate program, centered at St. George, as critically important in retaining faculty on the east and west campuses. The reviewers identify CLTAs as "an important component" of the Department's faculty complement, in line with best practice at other leading departments (e.g. Harvard, MIT, Chicago). They recommend that the number of CLTAs be "significantly increased," and they endorse the Department's proposal to designate at best some of these appointments as named 'Coxeter assistant professorships'.
3. **Undergraduate Program:** The reviewers encourage the Faculty to revive the interdisciplinary 'MPC' (Mathematics – Physics – Chemistry) program, and to consider adding a fourth discipline (Biology) within the revived program.
4. **Graduate Program and Postdoctoral Fellows:** The committee strongly encourages the Department to maintain and systematize the practice of giving each Ph.D. student the opportunity to teach an undergraduate course prior to completion of his/her degree. They also support the introduction of three-year postdocs as opposed to the prevailing practice of two-year positions currently offered.
5. **Support Staff:** Retention of the Department's very capable – and very busy – staff should be a priority for the Department.

### ADMINISTRATIVE RESPONSE:

The Dean is pleased with the very strong review of the Department of Mathematics, which acknowledges the excellence of its faculty, its success in recent hiring, and the strength of its undergraduate and graduate programs.

1. **Space and Facilities:** The Faculty has worked with the Department to address the pressing space needs. Phase 1 of the Department's space plan was implemented in Fall 2005 with the movement of the Department to the sixth floor of the Bahen Centre. Phase 2, which entails the building of a bridge to 215 Huron, will complete the relocation of the Department to contiguous space. The Department has already committed itself to restoring past losses from its library.
2. **Current Faculty:** The Department and Faculty recognize that retention is a key priority, and fully supports the recommendations of the review committee concerning timely promotion of younger faculty and continued integration of UTM and UTSC faculty within the graduate program. The Department also endorses the proposal to name CLTA positions, and continues to accord additional CLTA positions as a priority in its most recent staffing plan.
3. **Undergraduate Program:** The Department has already been actively engaged in discussions to revive the MPC program.

4. **Graduate Program and Postdoctoral Fellows:** The Department is taking steps to regularize the practice of inviting Ph.D. students to teach an undergraduate course over the terms of their studies. While it is sympathetic to the desire to extend postdoctoral fellowships to three years, this can only be achieved if other sources of funding (besides NSERC) can be identified.
5. **Support Staff:** The Department recognizes the strong performance of current staff, who are working at capacity. Additional workload will require the addition of new staff.

Faculty of Arts and Science  
March 2006

## REVIEW SUMMARY

|   |   |
|---|---|
| <b>DIVISION/UNIT:</b>   | <b>Department of Physics</b><br>Faculty of Arts and Science   |
| <b>DATE:</b>  | September 2004  |
| <b>COMMISSIONING OFFICER:</b>   | Dean of the Faculty of Arts and Science   |
| <b>PROGRAMS OFFERED:<br/>Undergrad &amp; First<br/>Professional Degrees</b>                                       | B.Sc.: Applied Physics – Specialist<br>B.Sc.: Biophysics – Specialist<br>B.Sc.: Physics – Specialist, Major, Minor<br>B.Sc.: Physics and Philosophy – Specialist<br>B.Sc.: Applied Physics – Specialist<br>Collaborative Programs: Astrophysics, Biomedical Engineering, Geology and Physics  |
| <b>Graduate:</b>  | M.Sc.: Physics<br>Ph.D.: Physics  |
| <b>EXTERNAL REVIEWERS</b>   |   |
| <b>International</b>  | Professor Adam Dziewonski, Harvard University<br>Professor William Halpern, Northwestern University<br>Professor Marjorie Shapiro, University of California at Berkeley   |
| <b>DATE OF RECENT OCGS<br/>REVIEW(s):</b>   | 1999 to 2000  |
| <b>DATE OF PREVIOUS<br/>EXTERNAL REVIEW:<br/>SUMMARY FINDINGS AND<br/>RECOMMENDATIONS OF<br/>PREVIOUS REVIEW:</b> | April 1999<br><br>The Department was praised for the high quality of its staff and teaching programs and its strong commitment to undergraduate and graduate education. Research infrastructure needs were identified as a priority for applications to CFI, provincial agencies and other appropriate funding sources. The Department was encouraged to improve the internal organization of its subdisciplines – notably atmospheric physics and geophysics – and to strengthen its three-campus relationships. |
| <b>DOCUMENTATION<br/>PROVIDED TO REVIEWERS:</b>   | Terms of reference; self-study; previous review report including administrative response; full documentation on the Department and its programs and courses; CVs of all faculty members.  |
| <b>CONSULTATION PROCESS:</b>  | The reviewers met with the Dean and Acting Vice-Dean, Graduate Education and Research of the Faculty of Arts and Science, the department chair, associate chairs (undergraduate and graduate), Associate Dean, School of Graduate Studies, faculty members, undergraduate and graduate students, postdoctoral fellows, administrative, financial and technical support staff.   |

### FINDINGS AND RECOMMENDATIONS:

#### Overall assessment:

The reviewers describe Physics as “a first rate department with an outstanding faculty.” They were especially impressed by the 17 new faculty hired since 2000, the Department’s success in winning external awards (Sloan Fellowships, PREAs), the content of its undergraduate program, and the quality of its students. Many of its research groups are praised for their research excellence, and are described as having “strong international presence and ... a wide impact” and, in the case of one group (quantum optics), “comparable to that of the best institutions in the world.” Notwithstanding this high praise, the reviewers find that some areas of research and



teaching have been weakened by faculty departures or retirements, and that the structure of the graduate program needs rethinking.

**Specific issues:**

1. **Faculty Resources and Appointments:** The committee recommends that the Department adopt a longer-term (ten-year) time horizon for its complement planning, taking into account priorities for replacing retiring research – active and teaching-stream faculty, and identifying emerging new research areas in which the Department wishes to build capacity.
2. **Governance:** The reviewers recommend that the transparency of department governance and administration be enhanced through the formal codification of a department constitution and/or bylaws. This mechanism could be particularly helpful in engaging recently appointed junior faculty in the collective governance of the Department.
3. **Geophysics:** This research group was identified as having suffered disproportionately from retirements and departures, to the point where it may lack critical mass and cohesion. The committee recommends that the Faculty consider creating a stand-alone new department of Geological Sciences, incorporating Geophysics and faculty members from cognate disciplines as a means of better addressing the complement and curricular priorities of this group.
4. **Graduate Program:** The reviewers recommend that the graduate program be strengthened by introducing greater structure in the form of a set of core courses and/or a Ph.D. qualifying (comprehensive) exam. Such changes would introduce “a clear set of metrics for satisfactory progress” towards completion of the Ph.D. The committee further suggests that the Department’s success in attracting the best graduate students would be enhanced by offering more attractive financial packages and adopting a more proactive recruitment strategy (especially for the best students graduating from Toronto and other top sources).
5. **Undergraduate Program:** The reviewers express concern over the impending retirement of lecturers in the Department’s large introductory courses. They recommend that this issue be addressed through the long-range planning process discussed above.
6. **Department Reputation:** The committee expresses the view that the Department’s reputation may have suffered in the past several years as a result of retirements and departures. They recognize that the excellent quality of recently appointed junior faculty represents a key resource in reversing this perception, and they recommend that their talents and energy be more fully engaged to this end.
7. **Relations with other Units:** The Department has strong and productive ties with the Canadian Institute for Theoretical Astrophysics and the Fields Institute. The reviewers recognize emerging research strengths on the UTM and UTSC campuses, focused in well-defined areas that complement current strengths at St. George. This development should be further encouraged, with faculty members at East and West campuses welcomed in all aspects of the graduate program, including admissions, recruitment, and curriculum reform.

**ADMINISTRATIVE RESPONSE:**

The Dean appreciates the reviewers’ detailed and thoughtful assessment – one that succeeds in highlighting the Department’s many considerable strengths as well as its most pressing needs.

1. **Faculty Resources and Appointments:** The Department and Faculty agree that a longer term planning horizon will help Physics better identify its faculty complement needs and priorities. With the search for a new chair recently completed, the Department will soon embark on a long-term planning exercise, initiated by a departmental retreat.

2. **Governance:** The Department is now in the process of establishing a constitution and bylaws. Once in place, they will set forth more clearly the roles of officers in the department, the nature and roles of committees, and mechanisms and practices for decision-making within the department.
3. **Geophysics:** The Department acknowledges the challenges that have faced this group in recent years, but respectfully rejects the reviewers' proposal to create a new department of Geological Sciences. It is convinced that a strong critical mass of earth scientists within Physics will remain a key attractor for excellent graduate students. Furthermore, one of the principal benefits that Geophysics faculty gain from being in a Physics department is the high level of mathematical training amongst the student body. Moreover, since the reviewers' site visit, the Department has moved swiftly to recruit a replacement for the most recently departed faculty member. A second Geophysics position was ranked among the Department's highest complement priorities in its Stepping UP plan. Once this appointment is made, the Department believes it will have re-established its critical mass in this field, while at the same time strengthening the ties between this group and the rest of the department. Finally, as a way of building stronger cross-disciplinary links within the geological sciences, the Department favours consideration of the possible establishment of a new institute at some point in the future.
5. **Graduate Program:** The Department acknowledges the need for clearer metrics of progress and a better defined structure for the graduate curriculum. Beginning in 2005-06, it has introduced four new "General" courses in key topics, as the first step in a wider reorganization of a graduate instruction. The Department and Faculty have recently increased the top-up awards linked to NSERC and OGS scholarship holders. The Department has also moved up the annual admissions cycle to enable it to make 'early bird' admissions offers to top prospects, adopted the practice of direct entry into the Ph.D. program from the B.Sc., instituted a 'recruitment weekend' for accepted students in the spring, and expanded its summer research program for prospective graduate students from its own undergraduate program.
6. **Undergraduate Program:** The Department has assigned a high priority in its Stepping Up plan to the replacement of teaching stream faculty. One new lecturer was hired in 2004-05, with another planned for later in the cycle. Furthermore, it has taken steps to increase the presence of research-active faculty teaching in 100- and 200-level courses in the department.
7. **Department Reputation:** The Department agrees with the assertion that junior faculty will play an integral role in shaping its reputation. While it plans to engage them fully in the planning and governance processes described above, it is also mindful of the need to avoid overloading pre-tenure faculty with administrative responsibilities.
8. **UTM and UTSC:** The Department's executive looks forward to developing further the complementary nature of UTM, UTSC and St. George graduate activity and research.

Faculty of Arts and Science  
March 2006

## REVIEW SUMMARY

|   |  |
|---|--|
| <b>DIVISION/UNIT:</b>   | <b>Department of Zoology</b><br>Faculty of Arts and Science  |
| <b>DATE:</b>  | November 2004  |
| <b>COMMISSIONING OFFICER:</b>   | Dean of the Faculty of Arts and Science  |
| <b>PROGRAMS OFFERED:<br/>Undergrad &amp; First<br/>Professional Degrees</b> | B.Sc.: Zoology – Specialist, Major, Minor; Behaviour – Specialist;<br>Comparative Animal Physiology – Specialist<br><br>The Department delivers the following programs in collaboration with the<br>Department of Botany<br><br>B.Sc.: Biology – Specialist, Major, Minor<br>Developmental Biology – Specialist<br>Ecology – Specialist<br>Evolutionary Biology -- Specialist  |
| <b>Graduate:</b>  | MSc: Zoology<br>Ph.D: Zoology  |
| <b>EXTERNAL REVIEWERS</b>   |  |
| <b>International</b>  | Professor Albert F. Bennett, University of California, Irvine<br>Professor John Jaenike, University of Rochester   |
| <b>Canadian</b>   | Professor David J. Currie, University of Ottawa<br>Professor Paul Lasko, McGill University   |
| <b>DATE OF RECENT OCGS<br/>REVIEW(s):</b>                                   | 2003   |
| <b>DATE OF PREVIOUS<br/>EXTERNAL REVIEW:</b>                                | April 1999   |
| <b>SUMMARY FINDINGS AND<br/>RECOMMENDATIONS OF<br/>PREVIOUS REVIEW:</b>     | The external review found the Department to be an “exceptionally strong” unit,<br>with strong undergraduate and graduate programs and an “outstanding”<br>faculty.   |
| <b>DOCUMENTATION<br/>PROVIDED TO REVIEWERS:</b>                             | Terms of reference; self-study; previous review report including administrative<br>response; full documentation on the department and its programs and courses;<br>CVs of all faculty members.   |
| <b>CONSULTATION PROCESS:</b>  | The reviewers met with the Dean and Acting Vice-Dean, Graduate Education<br>and Research of the Faculty, the Associate Dean of the School of Graduate<br>Studies, the Chair and three Associate Chairs of the department, faculty<br>members from all four subdisciplinary groups, from all three campuses, and<br>from the Royal Ontario Museum, undergraduate and graduate students,<br>administrative staff, manager of the Animal Care Facilities, and the Chair of the<br>Department of Botany. |

## FINDINGS AND RECOMMENDATIONS:

### Overall assessment:

The reviewers judge the research activities of the Department to be “generally strong” although “somewhat variable” both within and between the four subdisciplinary groups (Ecology; Evolution; Physiology; Cell, Molecular, and Developmental Biology). The committee was favourably impressed with the quality of the Department’s undergraduate programs. On the other hand, the Department was found to be “polarized,” internally divided, and experiencing some difficulty in attracting and retaining strong researchers and graduate students (at least in some areas).

Moreover, the physical space in Ramsay Wright was singled out for its many “substantial problems” and was found to be in dire need of “large-scale” renovation. The committee expresses the opinion that a fundamental reorganization of the department, along with the Department of Botany, is the most effective way to deal with the pressing challenges in research, faculty attraction and retention, graduate programs, space, cohesion, and governance.

**Specific issues:**

1. **Faculty:** While the Ecology and Evolutionary groups were judged to be “strong and cohesive,” the research performance of the other two groups was found to be somewhat uneven. The Physiology and CMD groups were described as lacking focus, cohesion, and a shared vision of future priorities. The committee noted that the Department has had difficulty filling a CRC position in evolutionary biology, and the quality of new hires was described as “somewhat variable.” Faculty retention has also been a problem, with the loss of at least one promising assistant professor and the departure of two assistant professors in Botany who had very close links to the Ecology and Evolutionary groups in Zoology.
2. **Undergraduate Program:** The reviewers found the undergraduate programs offered by the Department to be of high quality, praising its “demonstrated ability to handle extremely large numbers of students in a personal and creative way.” They were impressed that large courses like BIO 150 and BIO 250 retain a writing component (“This compares very favourably to similar courses taught in competing institutions”). Their primary recommendation was that the Department provide more opportunities for individual contact with professors, particularly by involving undergraduates in professors’ research laboratories.
3. **Graduate Program:** The program succeeds in attracting a large number of applicants, and a high proportion of those offered admission accept these offers. However, the committee encouraged the Department to recruit more aggressively and successfully from non-local (i.e. national and international) sources. The reviewers noted a general scarcity of available courses for students to take in the first year of their graduate programs, and suggested that one response would be to strengthen the incentives for ROM-based faculty to teach graduate courses. With respect to three-campus issues, the committee made two recommendations: first, that the graduate admissions process go on-line so that faculty on all three campuses could have ready access to admissions files, and second, that the Department consider offering more graduate courses at UTM and/or UTSC to lighten the travel requirements for students based at east or west campuses. The reviewers noted that the system for funding graduate students needs some adjustment to enhance its effectiveness. Current levels of financial support were considered too low to offset the cost of living in Toronto (or to compete with ‘wealthier’ faculties such as Medicine). The committee recommends that the Department put more of its scholarship funds into ‘top-up’ awards for holders of external scholarships (e.g. NSERC) in lieu of supporting students in the second year of the MSc program. Finally, the committee felt that the target on the number of graduate students (a result of the graduate funding guarantee) was accentuating the competition between research groups in the Department and acting as a divisive force. This problem was seen as serious enough to act as a potential drawback for faculty retention, if research-active faculty are not able to attract high-quality graduate students in sufficient numbers to further research in their labs.
4. **Relations with Other Units:** The current collaborative relationships with other units in the Faculty of Medicine as well as the Department of Psychology were found to be harmonious. The relationship with the Department of Botany was also recognized as being especially important as faculty in the two departments discover “common cause with like-minded researchers.”
5. **Administration and Governance:** The committee’s conclusion can be summed up in a single sentence: “As an administrative entity, the Department of Zoology is neither harmonious nor effective.” The subdisciplinary divisions within the Department seem to

have become entrenched, preventing the achievement of a common vision and articulation of department-wide priorities. The reviewers noted widespread “suspicion,” “infighting,” “collective malaise,” and “a general culture of complaint.” Governance was found to lack transparency, as many faculty members felt divorced from decision-making. The committee recommends that governance mechanisms become more explicit, transparent, and participatory, with a clearer definition of more formal procedures for decision-making.

6. **Space and Facilities:** The current state of Ramsay Wright was deemed to be “dated,” “defunct or poorly operative,” and “badly out-of-date,” with space “ineffectively utilized or organized.” Ventilation and air conditioning were also found to be poor, raising serious concerns about health and safety. Despite these major problems, the building was seen to have tremendous potential for renovation, thanks to its high ceilings, generous floorplates, and internal space that could be reconfigured without major structural work. The reviewers recommend a “thoroughgoing and complete remodelling” of the building to improve the quality and functionality of the space, while also creating capacity for future expansion of faculty complement and laboratories. This comprehensive renovation would become an integral component of the strategy to reorganize the biological science departments with the Faculty of Arts and Science (see below).
7. **Future Directions:** The majority opinion on the committee was that the challenges confronting the Department could only be met effectively through a fundamental reorganization of the biological science departments (Zoology and Botany) in Arts and Science. They advocated the creation of two new departments realigned around (1) ecology and evolutionary biology and (2) cell, molecular and developmental biology. The committee felt that such a profound reorganization would bring many benefits, including: reducing the level of discord and divisiveness by creating more coherent and cohesive research groups; strengthening graduate studies by allowing each group to tailor program characteristics, admissions and funding approaches to their own needs; greatly reducing challenges to effective department administration and governance as discord declines, cohesiveness improves, and faculty, staff and student engagement in decision-making increases; meeting the space requirements of the new realigned departments by providing the impetus and rationale for the wholesale renovation of Ramsay Wright; enhancing the Department’s ability to attract and retain the best faculty by the creation of more coherent research groups, the dramatic improvement in the quality of research space, and the resulting improvement in morale.

#### **ADMINISTRATIVE RESPONSE:**

The Dean is grateful to the review committee for pinpointing so clearly the considerable challenges facing Zoology, while recognizing the excellence of many programs, faculty and administrative/technical staff. The clear agenda for change presented by the reviewers serves as an invaluable guide for the Faculty as it has responded to this review with a strategy for reorganizing its biological science departments. This reorganization has recently been approved by Governing Council, and the Faculty and University have made significant base funding and capital commitments in support of the new units.

1. **Departmental Realignment:** The Department and Faculty (along with the Department of Botany) have accepted the central recommendation of the review committee to realign research and teaching in the biological sciences around two new departments. The existing departments of Zoology and Botany will be disestablished as units within the Faculty of Arts and Science and the School of Graduate Studies as of 30 June 2006. In their place, effective 1 July 2006, will be two new departments: Ecology and Evolutionary Biology (EEB), and Cell and Systems Biology (CSB). This process of restructuring has been directed by a Biological Sciences Planning Committee, whose composition includes all major constituencies in the two affected departments: faculty, staff, and students. Under the auspices of the BSPC, vision statements for the teaching and research missions of the new departments have been prepared and adopted. A

staffing plan for the new departments (covering administrative and technical support staff) has already been developed and approved. A new Centre for the Analysis of Genome Evolution and Function was recently proposed under Round Three of the Academic Initiatives Fund competition, and this application was successful. Once established, this new Centre will function as a focal point for faculty and students in the two new departments who share an interest in genomics and related topics.

2. **Undergraduate Program:** The existing successful Biology programs, which are jointly offered by Zoology and Botany, will continue to be offered in their current form. Other undergraduate programs offered by Zoology will be offered jointly by the two new departments. The development of new programs better aligned with the two new departments will arise from subsequent academic planning.
3. **Graduate Program:** The reorganization described above will allow the new departments to tailor new graduate programs to better suit their needs. This will be especially important for CSB, which must compete for graduate students with departments in the Faculty of Medicine. The reorganization will also allow the CSB group to increase its size and internal coherence, enabling it to develop a distinctive focus that differentiates its research and graduate program more clearly from those in Medicine. This should greatly enhance its ability to attract top graduate students (and faculty). Detailed proposals for new graduate programs and curriculum required to support this realignment are currently being developed by faculty associated with the two new departments. In the interim, existing graduate students will have the option of being 'grandfathered' under current graduate program requirements or switching to the new programs once these have been established.
4. **Space and Facilities:** A space committee is now in the process of drawing up detailed plans for the redeployment of space in Ramsay Wright and the Earth Sciences Centre, and a comprehensive renovation program for Ramsay Wright is being developed. The ultimate goal is to accommodate all members of EEB in the Earth Sciences Centre and all members of CSB in Ramsay Wright Zoological Laboratories.
5. **Administration and Governance:** Search committees were struck to select Chairs for EEB and CSB, and both committees have recently concluded their searches successfully. These Chairs will be expected to lead the process of establishing effective, transparent, and participatory systems of governance in the new departments.

Faculty of Arts and Science  
March 2006

## **School of Graduate Studies**

## REVIEW SUMMARY

|   |   |
|---|---|
| <b>DIVISION/UNIT:</b>   | <b>Institute for Environmental Studies</b><br>School of Graduate Studies  |
| <b>DATE:</b>  | January 13 – 14, 2005   |
| <b>COMMISSIONING OFFICER:</b>                                   | Acting Dean, SGS  |
| <b>PROGRAMS OFFERED:</b>  |   |
| <b>Graduate:</b>  | M.Env.Sc., Ph.D.  |
| <b>EXTERNAL REVIEWERS</b>                                       |   |
| <b>International</b>  | Dr. David Campbell, Michigan State University   |
| <b>Canadian</b>   | Dr. Philippe Crabbé, University of Ottawa   |
| <b>DATE OF RECENT OCGS REVIEW(s):</b>                           | January 26 – 27, 2005   |
| <b>DATE OF PREVIOUS EXTERNAL REVIEW:</b>                        | February 16 – 17, 1999  |
| <b>SUMMARY FINDINGS AND RECOMMENDATIONS OF PREVIOUS REVIEW:</b> | <ul style="list-style-type: none"><li>• Continuation of the Institute for an further 5 years;</li><li>• More faculty members, from different disciplines, should be involved in the cycle of core course;</li><li>• Collaborative program requirements should be review with participating home departments so programs are more appealing to research degree students;</li><li>• Develop a student support package;</li><li>• Continue to pursue creative ways to increase student participation in Institute activities;</li><li>• Ensure the seminar series is inclusive;</li><li>• Develop closer ties with undergraduate environmental programs;</li><li>• Establish mentorship opportunities for newly hired faculty;</li><li>• Programs, scholarships and endowed chairs should be high priority of the fundraising campaign;</li><li>• An Associate Director, Research should be appointed;</li><li>• Institute should sponsor an International Distinguished Speaker Series.</li></ul> |
| <b>DOCUMENTATION PROVIDED TO REVIEWERS:</b>                     | Director's report, October 2004, and written comments from faculty and students unable to meet with reviewers.  |
| <b>CONSULTATION PROCESS:</b>                                    | A full itinerary over a two day period, consultation with academic members, administrative staff and student.   |

### FINDINGS AND RECOMMENDATIONS - OVERALL ASSESSMENT AND SPECIFIC ISSUES:

- IES has maintained “a remarkable record of research and graduate education with a base budget that has been declining and is barely sustainable”.
- SGS Council accept the proposal for the formation of Centre for the Environment, consisting of the integration of IES, Innis College Program, and Division of the Environment as it “affords an opportunity to consider the role of CFE not only in terms of consolidation of resources but also in terms of the need for the university to identify a focal unit to represent the range of environmental research and teaching in the University of Toronto system.”
- The reviewers note that the IES has collaborated effectively with over 20 departments and that this should be increased under CFE.
- Additional resources (financial and dedicated space) be allocated to the Centre;
- An advisory committee be struck to report to the Dean of the School of Graduate Studies to recommend an appropriate organizational structure for the Centre for the Environment to



enhance graduate environmental education at the University of Toronto, and to strengthen graduate research and education in environmental science.

## **ADMINISTRATIVE RESPONSE**

The Deans express their appreciation for the leadership of Professor Rodney White during his two terms as Director of the Institute. In spite of tight budgets, during his term as Director, the number of collaborating students has more than doubled, and several new exciting initiatives, including the Adaptation and Impact Research Group funded by Environment Canada, have been initiated during his term. His efforts are appreciated.

The Deans support the consolidation of the environmental studies programs on campus into a single Centre for Environment. This will reduce the number of units with overlapping mandates and will provide the opportunity to coordinate, strengthen and promote the wealth of environmental teaching and research at the University of Toronto. The Joint School of Graduate Studies/ Faculty of Arts and Science Centre for Environment was created effective July 1, 2005. The IES has been disestablished and its functions are now continued within the Centre for Environment. Special attention should be given to the delivery of graduate education in environmental studies and environmental science. A special committee should review this in detail.

The vision of the external reviewers that the University of Toronto is in a position “to assume leadership in environmental science and studies in Canada” is one that must be realized. To achieve this, the Centre for Environment requires consolidated and expanded space, and new financial resources. The Deans support an application to the Academic Initiatives Fund for new resources that will support expanded academic programs with Environment Canada, the Ministry of the Environment of Ontario and to develop new research initiatives through the Canadian Foundation for Innovative and Ontario Innovation.

In order to promote interdisciplinarity that is critical to environmental studies, resources for new faculty should be assigned to the Centre for Environment in order that shared appointments can be made with cognate departments across campus. Renewal of aging faculty will be critical to the success of Centre of Environment.

The Director of the CFE should report first to the Dean of the School of Graduate Studies to ensure that the interdisciplinarity of environmental studies is not encumbered by traditional faculty boundaries. Many other faculty deans will have an interest and input into the programs of the Centre.

## REVIEW SUMMARY

|   |   |
|---|---|
| <b>DIVISION/UNIT:</b>                       | <b>Mathematical Finance Program</b><br>School of Graduate Studies   |
| <b>DATE:</b>                                | November 16, 2004   |
| <b>COMMISSIONING OFFICER:</b>               | Acting Dean, SGS  |
| <b>PROGRAMS OFFERED:</b>                    |   |
| <b>Graduate:</b>                            | M.M.F.  |
| <b>EXTERNAL REVIEWERS</b>                   |   |
| <b>International</b>                        | Professor Niels O. Nygaard, University of Chicago<br>Dr. Stavros Siokos, Managing Director, Citigroup   |
| <b>Canadian</b>                             |   |
| <b>DATE OF RECENT OCGS REVIEW(s):</b>       | n/a   |
| <b>DATE OF PREVIOUS REVIEW:</b>             | This is the first review conducted by SGS.  |
| <b>DOCUMENTATION PROVIDED TO REVIEWERS:</b> | Director's report October, 2004.  |
| <b>CONSULTATION PROCESS:</b>                | The external reviewers met with faculty and staff affiliated with the Program, as well as various current and former students of the program. |

### FINDINGS AND RECOMMENDATIONS - OVERALL ASSESSMENT AND SPECIFIC ISSUES:

The reviewers note that the program is doing "exceptionally well," and it has been "recognized as competitive with well-known programs in the United States at Columbia and Stanford". The workload of the first term was noted by both students as being "extremely heavy" and the reviewers suggested that the workload be reviewed, perhaps moving some of the material into the summer semester.

The reviewers recommended:

1. The Director is to be congratulated for the academic leadership that he has shown in enhancing the quality of the Master of Mathematical Finance Program and the manner in which he has been able to maintain a high quality student experience in this very intense program.
2. The program should continue for another five-year term.
3. The Director should assess the benefits and costs of moving to space on campus. If deemed desirable, suitable space should then be sought.
4. The enrolment numbers should be maintained at the current level and that efforts should be devoted to ensuring that the graduates of the program are of the highest quality by international standards so that the reputation of the program will be maintained and subsequently improved.
5. Before expansion to China is initiated, the benefits and costs of such expansion should be carefully assessed.
6. The Director should aggressively engage an industrial advisory board on an on-going basis to be certain that changes in the employment environment are anticipated and adjusted for in the curriculum of the program.

7. The Director should pursue creative incentives to ensure the symbiotic relationships with departments that have prevailed to date continue into the future.

### **ADMINISTRATIVE RESPONSE**

The Deans wish to congratulate Professor Robert Almgren for the academic leadership that he has shown in directing this program for the past three years. He has overseen curriculum change and enrolment growth, and has made effective use of diverse teaching resources inside and outside the University.

The Program should be continued for another five-year term. A search should be undertaken for a Director.

The Deans appreciate the important but delicate relationship that the Program has with other academic units on campus. The recommendation for the Director to pursue creative mechanisms to nurture these relationships, so as to ensure the delivery of essential teaching services, is endorsed.

The Director is encouraged to consider carefully, and to implement where feasible, the other recommendations contained in the Review Committee Report.

## REVIEW SUMMARY

**DIVISION/UNIT:** Centre for Russian and East European Studies  
School of Graduate Studies

**DATE:** January 13 – 14, 2005

**COMMISSIONING OFFICER:** Acting Dean, SGS

**PROGRAMS OFFERED:**  
**Graduate:** M.A., J.D./M.A., M.B.A.

### EXTERNAL REVIEWERS

**International** Professor Mark von Hagen, Columbia University  
Professor D. Kennedy, University of Michigan

**Canadian**

**DATE OF RECENT OCGS REVIEW(s):** 2005-2006

**DATE OF PREVIOUS REVIEW:** March, 1999

### SUMMARY FINDINGS AND RECOMMENDATIONS OF PREVIOUS REVIEW:

- The Centre's request for support for an internship director be granted on a trial basis, in order to guarantee that this unique program attains its full development;
- Efforts be made to replace cognate faculty who leave or retire with new hires whose focus continues to be CREES related;
- Two additional faculty positions be created which would be given to departments whose disciplines are currently under or unrepresented in the CREES program, with the understanding that the departments would hire CREES-related faculty.

**DOCUMENTATION PROVIDED TO REVIEWERS:** Director's report, December 2004.

**CONSULTATION PROCESS:** A full itinerary over a two day period, consultation with academic members, administrative staff and students.

### FINDINGS AND RECOMMENDATIONS - OVERALL ASSESSMENT AND SPECIFIC ISSUES:

Major recommendations of the Review Committee include:

1. The Committee commends the Director for his leadership and recommends a) that the Centre's mandate be continued for another five years and b) that a search be undertaken to recommend a new director.
2. The proposal for merger be approved, and that the name of the Centre shall become the Centre for European, Russian and Eurasian Studies (CERES). CERES will report jointly to the Dean of the School of Graduate Studies and the Dean of the Faculty of Arts and Science.
3. The expanded mandate of CERES shall be:
  - i) To provide education to graduate and undergraduate students in the languages, literatures, cultures, history, politics, economics and societies of Europe, Russia and Eurasia, and to prepare students for careers dealing with these regions;
  - ii) To provide a platform for research on these regions, including joint interdisciplinary and applied research;
  - iii) To offer comprehensive, accessible and authoritative information and analysis to the world outside the University.
4. CERES, through its new director, should seek the participation and collaboration of colleagues from a full spectrum of Humanities and Social Science disciplines.

5. The Review Committee supports the recommendation that a faculty member be appointed Associate Director, with appropriate stipend or release-time compensation.
6. The Committee supports the recommendation of the Solomon-Kopstein memorandum that the Centre's governance include an Executive Committee, an Advisory Committee, and a range of committees to deal with specific aspects of the Centre's programs (e.g., admissions, graduate curriculum, awards). The Executive Committee should include, in addition to the Chairs of Slavic Languages and Literatures and German Studies, faculty members from the fields of History, Political Science, and other Humanities and Social Science disciplines.
7. The Director should establish a special committee to develop an expanded Master's program with two distinct streams, one covering the region of CREES's historic mandate and the other covering the region currently defined as European Studies, taking care to ensure that the strengths and uniqueness of the CREES program are preserved.
8. The Committee recommends that the Director appoint a committee that should include among its membership the Chairs of Slavic Languages and Literatures and Germanic Languages and Literatures, to review ways to enhance the linguistic competence of students in the MA program and to ensure that difficulties are identified and addressed in the early stages of a student's program.
9. The European Studies BA should be continued under the auspices of CERES, and the Deans of SGS and FAS should support the Director in seeking the resources necessary to mount additional core courses, comparable to the existing EUR 200, dealing with countries of the former CREES mandate.

#### **ADMINISTRATIVE RESPONSE**

The Deans wish to congratulate the outgoing Director, Professor Peter Solomon for the able and creative leadership that he has displayed throughout his term. We are indeed grateful for his dedicated service.

The Deans appreciate the thorough review and recommendations that have arisen from the deliberations of the Review Committee. The Deans accept the recommendation that the Centre should be continued for another five-year term and that a search be undertaken to identify a new Director.

The Deans support the recommendation that the mandate of the Centre be expanded to encompass the broader geographical region and to encompass a balance of graduate and undergraduate activity. It is agreed that the name of the Centre be changed to CERES, the Centre for European, Russian and Eurasian Studies. Furthermore, the dual reporting structure to both SGS and FAS is supported. CREES was disestablished effective July 1, 2005. Its activities and functions now occur from within CERES, a joint SGS-Arts and Science unit that was established July 1, 2005.

Many of the Committee's recommendations are advisory to the next Director. All should be given serious consideration by the next Director. Available resources will be adequate to maintain the *status quo* of existing programs. However, if the expanded Centre is to achieve its anticipated potential, as envisaged by the Review Committee, new resources will be required. The Dean of SGS will work with the Director to find the necessary resources.

## REVIEW SUMMARY

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|---|--|
| <b>DIVISION/UNIT:</b>   | <b>Centre for Urban and Community Studies</b><br>School of Graduate Studies  |
| <b>DATE:</b>  | March 10 – 11, 2005  |
| <b>COMMISSIONING OFFICER:</b>   | Acting Dean, SGS   |
| <b>PROGRAMS OFFERED:</b><br><b>Graduate:</b>                            | No formal degrees offered through the Centre<br>Collaborative Masters program in the Community Development with the<br>Faculty of Social Work and the Departments of Geography, Public<br>Health Sciences, and Adult Education and Counseling Psychology   |
| <b>EXTERNAL REVIEWERS</b><br><b>International</b><br><b>Canadian</b>    | Professor William Rohe, University of North Carolina<br>Professor Mario Polese, University of Quebec   |
| <b>DATE OF PREVIOUS REVIEW:</b>   | April, 1999  |
| <b>SUMMARY FINDINGS AND<br/>RECOMMENDATIONS OF<br/>PREVIOUS REVIEW:</b> | <ul style="list-style-type: none"><li>• CUCS may be allowed to continue its operations, and develop them further;</li><li>• Adequate financial support be re-established;</li><li>• The possibility of significant inter-university collaborations with other pertinent centres or units be explored;</li><li>• The next director establish priority orientations for the Centre's programming</li></ul> |
| <b>DOCUMENTATION PROVIDED TO<br/>REVIEWERS:</b>                         | Director's report, November 2004.  |
| <b>CONSULTATION PROCESS:</b>  | A full itinerary over a two day period, consultation with academic members, administrative staff and 3 students.   |

### **FINDINGS AND RECOMMENDATIONS - OVERALL ASSESSMENT AND SPECIFIC ISSUES:**

The reviewers expressed that the level of funding with CUCS "is very impressive for this number of researchers doing urban and community research". Included among the strengths of the Centre is its excellent reputation and high level of 'name recognition' both in Canada and the USA. The Centre has retained its admirable tradition of mentoring and training of graduate students. In addition, the faculty within the Centre have a strong relationship with external community agencies and programs. The reviewers noted that the Centre's weaknesses were related to base budget support, lack of incentive structure to submit grant applications through the Centre (rather than through home departments), the governance of the Centre, and the space available.

- The Centre be continued for another five year term to June 30, 2010;
- The Director should work with Centre Colleagues to develop a submission to the Provost's Academic Initiatives Fund
- The Director should undertake to have regular meetings of Centre members and to sponsor activities to promote common intellectual life;
- The Director should strengthen the linkages with other units on campus where urban studies are being carried out;
- The Director should convene a retreat for members of the Centre to review the Director's report, the External Reviewers report and the Review Committee report, and to collectively develop a strategy to address the issues raised;

- The Director and colleagues at the Centre should explore the opportunities for a grander vision for the Centre that will include CUCS as the central player in the University's urban agenda.

### **ADMINISTRATIVE RESPONSE**

Although it has been handicapped by serious base budget reductions, the Centre continues to provide opportunities for faculty and students to interact and to pursue interdisciplinary research on urban and community issues. The summary of funded research projects is evidence of the substantial activity at the Centre. The Deans applaud the initiation of the Collaborative Masters Program in Community Development. The leadership of Professor David Hulchanski as Director of the Centre for the past five years is much appreciated.

The Deans recommend that the Centre be continued until June 30, 2010, and that a search be undertaken for a new director.

The main issues raised in the Review Report are related to the very modest base budget of the Centre (quite out of proportion to the magnitude of the University's expectations for its urban agenda) and the absence of a common mission among members of the Centre. The Report makes several recommendations to address both of these issues. It is expected that the Director will respond positively to all recommendations of the Committee. The Deans are particularly eager to see the Centre develop the grander vision of urban and community studies that will feature the Centre as a central player in the University's urban agenda.

The Centre for Urban Studies is actively involved in plans for the Cities Centre, an initiative that was funded in the most recent AIF round.

## **Faculty of Medicine**



## REVIEW SUMMARY

|   |  |
|---|--|
| <b>DIVISION/UNIT:</b>   | Department of Paediatrics, Faculty of Medicine   |
| <b>DATE:</b>  | March 8 and 9, 2005  |
| <b>COMMISSIONING OFFICER:</b>                                   | Dean, Faculty of Medicine  |
| <b>PROGRAMS OFFERED:</b>  |  |
| Undergrad & First Professional Degrees                          | Undergraduate Medical Education  |
| Graduate:   | N/A  |
| Postgraduate Medical Education:                                 | Postgraduate Medical Education Program   |
| Continuing Education  | Continuing Education (CE)  |
| <b>EXTERNAL REVIEWERS</b>                                       |  |
| <b>International</b>  | Dr. Harvey Cohen, Chair, Department of Paediatrics, Stanford University School of Medicine   |
| <b>Canadian</b>   | Dr. Terry Klassen, Chair, Department of Pediatrics, University of Alberta  |
| <b>DATE OF PREVIOUS REVIEW:</b>                                 | October 31 to November 1, 2000   |
| <b>SUMMARY FINDINGS AND RECOMMENDATIONS OF PREVIOUS REVIEW:</b> | <ul style="list-style-type: none"><li>• The annual and tri-annual peer-review process and dual Departmental and Research Institute evaluations could be simplified.</li><li>• The Department will be able to address not only further programmatic needs but to recruit and retain faculty through salary enhancements.</li><li>• The UME programs are effective and continue to be strength of the Department.</li><li>• Future development of programs and expansion of current programs will require creative and aggressive space solutions and it will be important for the Department of Paediatrics to work closely and effectively with the Hospital and the Foundation to address this challenge. The inability of the Chair to assign research space remains a potential obstacle, and could surface as a problem in the future.</li><li>• There has been much effort from the Chair and his Pediatric Executive over the last five years to improve recognition of clinical care within HSC and its affiliated institutions, but there is still room to improve acknowledgment of the immense commitment of the clinician specialists.</li><li>• HSC and the Department of Paediatrics will remain a strong contributor to academic paediatrics if a balance is maintained among patient care, educational and research activities.</li><li>• Steps will needed to integrate the regional department network and additional steps will be needed to integrate these faculty into a truly extended Department of Paediatrics, to document their contributions and to ensure that they perceive their contributions to be of value.</li></ul> |
| <b>DOCUMENTATION PROVIDED TO REVIEWERS:</b>                     | <ul style="list-style-type: none"><li>• Dean's Review Guidelines</li><li>• External Review Schedule</li><li>• Chair's Report/Executive Summary</li><li>• Overview of the Department</li><li>• Faculty Members Report</li><li>• Administrative Developments/Achievements report</li><li>• Undergraduate Medical Education report</li><li>• Undergraduate Medical Students' report</li><li>• Postgraduate Medical Education report</li></ul>   |

- Postgraduate Medical Trainee Report
- Research within the Department report
- Medical Care Provided by the Department report
- Annual Reports
- Departmental Communications and annual reports
- Eight Appendices
- Curriculum Vitae of departmental faculty

**CONSULTATION PROCESS:** 2-day site visit: reviewers met with the Dean, department Chair, and representatives of the faculty and students.

## **FINDINGS AND RECOMMENDATIONS - OVERALL ASSESSMENT AND SPECIFIC ISSUES:**

### *Undergraduate Medical Education*

- The major teaching responsibilities for core paediatric training occur in the second year of medical school in the Foundations of Medical Practice and the Art and Science of Clinical Medicine II (ASCM). For the past two years, the paediatric portion of ASCM II has received the highest rating of satisfaction from the second year medical students.
- The paediatric clerkship occurs in third year and is a six week rotation. The students we interviewed were very positive about their clerkship experience in Paediatrics.
- Feedback from the medical students did identify concerns about the current system of seminars. The centralized delivery of these seminars to large groups meant that students were missing out on their clerkship experience at the local site. It was also felt that the seminars should include more relevant and general topics, accompanied by handouts made available prior to the sessions. It would probably be helpful to develop a more consistent curriculum with teaching materials, some of which could be web-based and self-learning in concept, with an attempt to have increased smaller group teaching at the community hospitals.
- One identified concern was the performance of the medical students on the paediatric component of the Medical College of Canada Qualifying Exam Part 1, where the University of Toronto currently ranks 14th of 16 Canadian medical schools. The students also voiced concern about when the review sessions for LMCC exams were held, perhaps leading to insufficient time for review of the paediatric material. Dr. O'Brodovich has been working with the Paediatric Chairs of Canada to gather performance data from other Departments of Paediatrics to attempt to elucidate variables that may account for this discrepancy.
- Much of the undergraduate teaching is done by community paediatricians who are largely volunteers, but are quite motivated to be involved. It was suggested that these paediatricians be compensated through opportunities for cost-free professional development.

### *Postgraduate Medical Education*

- The individuals involved in postgraduate education to be highly committed to their work and well-thought of by the residents and Fellows.
- The residents were very pleased with the quality of education. Although it was stated that most of the residents went into Fellowship programs, the majority of the residents we spoke with were following careers in general paediatrics.
- While the residency program was quite cohesive, there did not appear to be much contact between Fellows in the various programs. Nonetheless, the Fellows appear to be receiving excellent training.
- Fellows should be encouraged to consider doing their some of their research training in other settings at the University of Toronto, both in the Medical School and the rest of the University.

### *Continuing Education*

- The CE is led by a very enthusiastic group and does a stellar job given the level of resources allocated to its area.
- CE could be further developed by building on existing strengths and would assist in helping the Department of Paediatrics enhance its role externally. It would be good to see more

innovation in Medical Education, along with scholarly publications to disseminate this knowledge.

### **Research**

- With the large number of patients seen at Sick Kids, the environment is excellent for performing clinical studies. Some of the faculty are leaders in clinical investigations, nationally and internationally. However, there is real concern about the perceptions of the value placed on clinical research in the Department. Although there have been efforts to recognize clinical research excellence, the faculty who are seen primarily as clinicians and clinical investigators do not feel that they are given the support, time, and resources to succeed in the same way as laboratory research investigators.
- The need was seen by some faculty for greater mentoring for clinical investigators at all levels. There also appears to be a need for greater clarity for the clinician specialist's role within the Department.
- Grant funding is good to excellent for many investigators. However, given the reliance on the Foundation for support of research and the need for funding to be spent on structure, there are concerns that there might not be sufficient infrastructure support for the investigators.

### *Programs from a Clinical Perspective*

- The Department provides inpatient and ambulatory paediatric specialty and subspecialty care to children from the greater Toronto area as well as patients from Ontario and other provinces in Canada.
- The challenge, as has been experienced by all Paediatric AFPs, is to document this increase in physician workload. Traditional measures, such as shadow billing, are inadequate markers for this type of increase in activity. HSC currently has a serious budgetary shortfall, and at times cutbacks to deal with this have shifted the work back to the physicians, putting academic activities of research and teaching at risk.
- There has been a significant increase in the category of Clinician Specialist, and this has been seen as a positive change, allowing those with greater responsibilities in research and education to perform these responsibilities. However, further work needs to be done to mentor and assist the Clinician Specialists so that they feel valued in the system and receive due recognition for their important efforts.

### *Relationships with Cognate Departments*

- All of the Chairs of the cognate departments were very enthusiastic and positive in their evaluations of Dr. O'Brodovich and relationships with members of the Department of Paediatrics.
- The Chair of Family and Community Medicine felt that the Department of Paediatrics were supportive of Family Medicine, but did feel that there were limited resources available in Paediatrics to teach primary paediatrics to Family Medicine practitioners, and that there were times when they could not get their patients seen in the Hospital for Sick Children. The issue of educating Family Medicine practitioners needs to be addressed by both the next Chair and the Faculty of Medicine.

### *Relationships across Clinical Divisions/Programs*

- An area of tension was identified within the Cardiac Program and how it relates to the broader hospital environment. The Division of Cardiology resides within the Department of Paediatrics; however other members of the Program are in the Departments of Critical Care and Surgery. Some attention needs to be given to this in order to dissipate tensions and to create more synergistic relationships.

### **Relationship between the Department and the Research Institute**

- The relationship between the Department and the Research Institute has been strengthened.
- It is important that the next leader of the Department be able to work effectively with the Institute leadership.

### *Organizational Structure and Resource Allocation*

- It appears that Paediatrics has a strong voice within HSC, with the Chair of the Department of Paediatrics also serving as the Paediatrician-in-Chief. This individual sits on the Executive Committee of HSC, along with the CEO of HSC, Surgeon-in-Chief, and the Director of the Research Institute. We feel that the next Chair of the Department also be the Paediatrician-in-Chief.
- The Paediatric Executive was viewed as effective in administering the Department and ensuring these important mandates of clinical care, education and research were delivered in a high quality and comprehensive manner.
- Some in the Department felt that the Divisional Leaders had not been given sufficient authority and control of resources to deliver their mandate. It would be a worthwhile discussion to consider the role of the Assembly of Divisional Heads as a decision making body rather than an information sharing forum.
- The overall sentiment was that the Chair had done a stellar job taking the Department from financial insecurity and low morale to a well organized entity; one that has undergone significant growth and is in strong financial shape.

### *Morale*

- The overall morale of the Faculty appeared to be very good and has improved significantly, however, there were some pockets of discontent regarding consistent delivery of fairness, transparency and collegiality among peers. Numerically the negative comments comprise a very small minority within the Department. Nonetheless, it is important to transmit them so that those in senior leadership within the Faculty of Medicine and Hospital for Sick Children can more closely examine the merits of these concerns
- A potentially important issue was whether the special needs of women in academic medicine were being addressed through flexibility of job sharing and part-time roles within the Department of Paediatrics. This would appear to be a straightforward issue to address and resolve.

### *Vision and Future Challenges*

- The biggest challenge now is to recruit a Chair who can continue to lead the Department through changes that are occurring in the Hospital, Research Institute, Medical School, province and country.
- The Department, Hospital and Faculty must develop a strategic plan to deal with both the opportunities and risks that are facing them. External risks to the Department are the financial status of the Hospital and its potential impact on the clinical and academic paediatric programs.
- Internally, the issues are the need to change are the nature of leadership style, the importance of addressing the needs of clinician scientists and clinicians, and the greater engagement of the division chiefs, together with some morale issues among the faculty and its leadership.

### *Stature of the Department*

- Nationally, the Chair has played a key leadership role transforming the Assembly of Canadian University Paediatric Department Heads (ACUPDH) into the Paediatric Chairs of Canada (PCC). Under his leadership as the inaugural President, PCC has made substantial progress in becoming a key and important voice for paediatrics in Canada.
- Internationally, the Department continues to play a key and important role in training paediatric specialists and subspecialists from around the world.
- The Department is, by any standard, the leading department in Canada based on the breadth and quality of clinical services, the research excellence produced, and its key role in training paediatric subspecialists.

## ADMINISTRATIVE RESPONSE -

### *Undergraduate Medical Education*

- **Student Feedback:** I am grateful that students were very positive about their clerkship Paediatrics experience. Students expressed concerns about some aspects of the delivery of their curriculum relative to seminar topics and structure. The Department Chair has noted in his response that the department will explore ways to address these concerns.
- **MCCQE Performance:** The issue of the performance of UofT students in the MCCQE Exam Part 1 is an issue that has been, and will continue to be, explored at multiple levels, with a view to determining and solving the problem. I think we are making progress and I know the new Associate Dean of UME (who is from Paediatrics) is committed to raising these scores.
- **Appreciation for Community Teaching:** The Faculty is very aware of the work done by community physicians, including paediatricians, who are involved in teaching our undergraduate medical students on a volunteer basis. The Faculty continues to explore ways of acknowledging the work done by these colleagues and welcomes department-specific initiatives such as the decision by the Department of Paediatrics to waive the registration fee for the annual Paediatric Update.

### *Postgraduate Medical Education*

- **Overall:** It is very satisfying to see that the reviewers found the faculty to be highly committed to their work and well-thought of by residents and fellows. Residents also expressed their satisfaction with the quality of their education programs.
- **Fellows:** The reviewers suggest that Fellows be encouraged to do some of their research training in other UofT settings. The Department Chair supports this recommendation in principle. The Associate Chairs are somewhat concerned that the recommendation does not reflect the choices made by the Fellows themselves as regards specific advantages in the scientific environment at the HSC. I leave it to the Department to find the right balance between HSC and other institutions as regards Fellowship training.

### *Continuing Education*

- **Overall:** I agree with the reviewers that enhancement of current departmental CE activities would build on the Department's external reputation and role.

### **Research**

- **Research Productivity and Publication Records:** It is gratifying to see that the Department's research mission continues to flourish with good to excellent levels of grant funding for so many investigators. The steady and significant increase in peer-review research support is most impressive.
- **Clinical Research:** Although the department is recognized for having recruited national and international leaders in clinical research, the reviewers note that there is a perception – particularly amongst younger departmental faculty - that clinical research is not given the support, time, and resources that lab research receives. The reviewers note that this is a problem facing many other institutions as well. The authors of the faculty response to the reviewers' report note that most of the Department's clinician investigators are involved in clinical research, and already have access to considerable clinical and basic research infrastructure through the Research Institute. I wonder if this is not more an issue of perceptions than practice, and I commend the Department Chair for his commitment to work with his Executive and Division Heads to make sure that colleagues understand the clinical research opportunities and supports available to them.

### *Programs from a Clinical Perspective*

- **Patient Care Load:** The reviewers note that the Department provides physician resources for 70% of the patient care load at the HSC – with this major increase due to the increase in complexity and acuity of cases. I agree that the challenges are to document the increases, to obtain supports as appropriate, and to ensure that research and teaching activities are not put at risk. The Department Chair notes that his Department is leading other academic health science departments in the development and implementation of clinical and educational

workload measures. I agree with him. We are drawing on the Paediatrics experience substantially as we think about AFP possibilities for other departments.

- **Clinician Specialists:** I agree that the Clinician Specialists are essential to the functioning of the Department and need to feel valued in their endeavours. The development of two awards for scholarly clinical care and promotion based on scholarly clinical care are both good examples of recognition of the importance of this role.

#### *Relationships with Cognate Departments*

- **Overall:** *It is gratifying to see that the cognate chairs were enthusiastic and positive about their relationships with the Department and Department chair.*
- **Family and Community Medicine:** *I agree with the reviewers that further discussion should take place between the Department of Paediatrics and the Department of Family and Community Medicine on the issue of teaching primary paediatrics to Family Medicine practitioners. In his response to the report, the Department Chair notes and appreciates the tabled need.*

#### *Relationships across Clinical Divisions/Programs*

- **Overall:** *There has apparently been some tension with the Cardiac Program. From information that has come before me through the years, it appears that the Cardiology Division continues to flourish academically. I am not in a position to comment on the issue of clinical supports. I agree that this specific issue is best resolved by interaction with the senior hospital administrative leadership team.*

#### *Relationship between the Department and the Research Institute*

- **Leadership:** It is essential that the extremely positive and effective relationship between the leadership of the Department and the Research Institute continue with the new leaders of both of these constituencies, in order to build on the achievements of the last several years.

#### *Organizational Structure and Resource Allocation*

- **Chair and Paediatrician-in-Chief:** The Department Chair and I agree with the reviewers that it is important that the next Chair of the UofT Department also be the HSC Paediatrician-in-Chief.
- **Department Executive:** I am pleased to note that the Department's Executive Committee is viewed as being effective in administering the Department and meeting its various mandates in a high quality and comprehensive manner. I will leave it to the Department to assess the reviewers' suggestion that the Executive redefine its role relative to the division chiefs.
- **Divisional Heads Group:** Citing complaints by some divisional leaders about their relative lack of authority and control of resources, the reviewers suggest that this body have more decision-making power in the future leadership plan. Not all division heads share this view, and the Department Chair argues that the roles and responsibilities of the Division Heads have been enhanced during his term as Chair. I have to observe that these issues of balance of authority/responsibility recur in any Department with a divisional structure, are seldom resolved definitively, and are best addressed by ongoing dialogue between the Chief/Chair and Division Heads.

#### *Morale*

- **Overall:** *I am pleased to see that the reviewers found morale amongst faculty to be very good and having improved significantly in the last ten years. I agree that renegotiation of the AFP provided significant assistance in improving morale relative to workload.*
- **Faculty Statement:** The Faculty Statement prepared prior to the reviewers' visit drew on responses from 17 colleagues, a very small percentage of the total departmental membership. Presumably there was some self-selection bias as regards those who contributed to it. The statement suggests variation within the Department on issues of morale and leadership. On one end of the spectrum, the reviewers cite significant and widespread endorsement of Dr. O'Brodovich's leadership, and on the other end, a minority of department

members expressed opposite views on the same issues. The Department Chair's suggestion that the Dean's Office adopt a more formal and rigorous process for obtaining fair and informative faculty opinions – such as an anonymous survey method requiring a minimum response rate - is a very reasonable one that will be explored for future reviews of large clinical departments. The Departmental Associate Chairs are highly supportive of Dr. O'Brodovich in their response to the reviewers' report – noting that he has created an environment of enthusiasm and innovation within academic paediatrics, has mentored them to strive for excellence, has delegated to them efficiently and has empowered them to lead in their respective areas of responsibility.

- **Leadership:** The overall assessment of the reviewers, which I endorse, is that Hugh O'Brodovich has provided transformative leadership for the Department. I understand fully that the last ten years have been challenging ones for the Department on multiple levels. Difficult situations, resource constraints, and tough decisions by those in authority can lead to lasting unhappiness on the part of some colleagues. That may also explain why I have not seen many reviews of large and complex clinical departments where colleagues were unanimously positive about the incumbent Chair/Chief. This observation in turn lends credence to Hugh O'Brodovich's suggestion that we need to undertake rigorous and inclusive surveys to canvass faculty opinions and provide some comparability in future reviews.

#### *Vision and Future Challenges*

- **Strategic Plan:** The Department Chair and I agree with the reviewers that it will be important for the Department and next chair to be key players in a strategic planning process that involves the Department, the Faculty, the HSC, and the HSC Research Institute.

#### *Stature of the Department*

- **Canada:** Dr. O'Brodovich is to be commended for his key leadership role in the Paediatric Chairs of Canada, a body that he helped to organize and served as inaugural president.
- **International:** The Department is to be congratulated for its key and important role in training paediatric specialists and sub-specialists from around the world.

#### *Conclusion*

The Department of Paediatrics is a large, complex, and highly successful enterprise. Its legacy of achievement is the result of the commitment and talents of a vast number of individuals, including all the current Departmental members, those in myriad leadership roles, and, not least, an outstanding Chair – Dr. Hugh O'Brodovich - who will be retiring in 2006 after a decade of service. It is gratifying to note that the reviewers consider that Dr. O'Brodovich has taken the Department from financial insecurity and low morale to a well organized entity that has undergone significant growth and is in excellent financial shape. In closing, I would like to extend my personal thanks and congratulations to scores of colleagues in the Department for their ongoing contributions to the academic mission of the Department, the Faculty and the University.

## REVIEW SUMMARY

|   |   |
|---|---|
| <b>DIVISION/UNIT:</b>   | Department of Psychiatry, Faculty of Medicine   |
| <b>DATE:</b>  | September 28 and 29, 2004   |
| <b>COMMISSIONING OFFICER:</b>                                   | Dean, Faculty of Medicine   |
| <b>PROGRAMS OFFERED:</b>  |   |
| Undergrad & First Professional Degrees                          | Undergraduate medical education program   |
| Graduate:   | N/A   |
| Postgraduate Medical Education:<br>Continuing Education         | Clinician Scientist Program and Fellowship Program<br>Continuing Mental Health Education (CMHE)   |
| <b>EXTERNAL REVIEWERS:</b>                                      |   |
| International   | Dr. Russell Joffe, Dean, New Jersey Medical School  |
| Canadian  | Dr. Emmanuel Persad, Professor Emeritus, University of Western Ontario  |
| <b>DATE OF PREVIOUS REVIEW:</b>                                 | December, 1999  |
| <b>SUMMARY FINDINGS AND RECOMMENDATIONS OF PREVIOUS REVIEW:</b> | <ul style="list-style-type: none"><li>• The department Chair should continue to be sited at CAMH and that the Physician-in-Chief of CAMH and the Chair should be the same person.</li><li>• All academic psychiatry sites are flourishing and there are no sites with weaknesses that would lead one to consider eliminating them.</li><li>• Child psychiatry is comfortable in the present configuration and is not looking to create a separate department. The amalgamation of services at The Hospital for Sick Children and the Clarke site seems to have helped to avoid unnecessary competition.</li><li>• The task of the next Chair will be to build on the successes and bring the department more international recognition.</li></ul> |
| <b>DOCUMENTATION PROVIDED TO REVIEWERS:</b>                     | Dean's Review Guidelines<br>External Review Schedule<br>Chair's Report<br>Faculty Members Report<br>Undergraduate Medical Education report<br>Undergraduate Medical Students' report<br>Postgraduate Medical Education report<br>Postgraduate Medical Trainee Report<br>Fellowship Program Report<br>Clinical Scientist Program Report<br>Graduate Education Report<br>Continuing Mental Health Education Report<br>Research Executive Committee Report<br>Research in Education Investigator Report<br>Provincial Psychiatric Outreach Report<br>International Psychiatric Outreach Report<br>Previous Review Reports/responses<br>Departmental Communications<br>Curriculum Vitae of departmental faculty                                       |
| <b>CONSULTATION PROCESS:</b>                                    | The reviewers met with the Dean, department Chair, and representatives of the faculty and students.   |



## **FINDINGS AND RECOMMENDATIONS - OVERALL ASSESSMENT AND SPECIFIC ISSUES:**

### **Overview and Organization:**

- The Chair has established leadership of the department and both faculty and students were aware of his vision for the direction that the department will take over the next five years.
- A regular forum should be provided to enable the Psychiatrist-in-Chiefs from the fully affiliated hospitals to meet with the Chair to discuss hospital based issues. This formally institutionalized meeting may address the sense of disconnect that is being felt.
- A careful review of the programs may be necessary given that there are fourteen programs which is a large number to manage. To ensure success some programs could be merged or integrated. Particular attention needs to be paid to the Neuroscience Program to ensure that it meets the needs of the department.
- The Chair needs to dispel the notion that the Department of Psychiatry is not getting a fair deal from the faculty. After evaluation of faculty and department finances there is no evidence of this notion and it could undermine the spirit of optimism and collaboration within the department.

### **Education:**

#### **Undergraduate Medical Education –**

- Healthcare issues affecting individuals with developmental disabilities require specific inclusion in the curriculum. Psychiatry is well placed to take the lead to ensure that such educational and instructional experiences are available to medical students.
- While the teaching of medical students by Residents is an important component of the Undergraduate medical program the quality of the teaching varies from site to site and attention should be paid to some consistency across the sites.

#### **Postgraduate Medical Education –**

- The establishment of the Clinician Scientist Program for Psychiatry had been identified by the Chair as a priority in the departmental strategic plan and as a result provided departmental funds to support the program. Input was received from several groups indicating that the training of residents lacked an emphasis on 'the pursuit of scientific inquiry' and no clear expectation of the resident group as a whole on developing in the role of Scholar and the competencies associated with that role as defined by the CanMeds 2000 project. It is recommended that the training approach to residents emphasize the Scholar role by establishing concrete ways in which the competencies within this role are to be accomplished.
- The residents indicated that there are still ongoing issues with respect to the availability of some staff psychiatrists while on call at some sites. The Postgraduate Committee indicated that they will pursue this issue.

#### **Continuing Mental Health Education –**

- Continuing Mental Health Education is a major strength of the Department and in the future there needs to be more public and consumer educational activities over and above those already provided through CAMH.

### **Research:**

- The research effort over the last four years has been outstanding with the growth in research funding being impressive.
- In the next five years the Chair should pay particular attention to the development of Neuroscience. The importance of Neuroscience in the academic life of the department needs to be expressed to both faculty and students.
- The Chair should become actively engaged in the various initiatives underway in the Faculty of Medicine to develop a Brain Research Initiative. The Vice Dean Research indicated that he would welcome the involvement of the Department in this initiative. In addition, the Chair should work with the Vice Dean Research and the Psychiatrist-in-Chiefs at the affiliated hospitals to ensure better alignment and integration with hospital research institutions. This is particularly the case at CAMH where an effort needs to be

made to involve and integrate the research hierarchy overseeing the basic research at the CAMH into the broader academic life.

### **Summary:**

The external reviewers were very impressed with the accomplishments of the Chair noting that he has introduced a focus with a clear commitment of excellence in education and research as well as a new culture of transparency, collegiality and inclusiveness. The recommendations and suggestions made should be viewed as constructive advice and not as criticism of the Chair or the department.

## **Dean's Administrative Response**

### **Overview and Organization -**

- **Global View:** The reviewers note the substantial challenge to the Department's organization and governance that naturally comes from its being the largest department in Canada and one of the largest in North America. Despite the inherent challenges in this situation, it was felt that the Chair had successfully established his leadership in the Department – with students and faculty being aware of the vision and direction of the Department. It is gratifying to see that “people are enthusiastic and excited about the focus on educational excellence and the drive for greater research focus...”.
- **Forum for Psychiatrists-in-Chief:** Although the Psychiatrists-in-Chief attend the monthly Senior Advisory Committee meetings, the reviewers recommend that a forum be established to allow for Psychiatrists-in-Chief to meet on a formal basis with the departmental executive. I support the Department's commitment to explore establishing a separate regular meeting for Psychiatrists-in-Chief with the Chair and Executive Committee.
- **Program Review:** The reviewers consider that the fourteen programs in the department could be merged or integrated to produce a more manageable number. Rather than decreasing the number of programs, the Department is more in favour of developing mechanisms to facilitate inter-programmatic collaborations through joint research and/or educational projects. I leave it to the Department to explore this issue further.
- **Communication re Relationship with Faculty:** The reviewers received the impression from departmental faculty that the Department is not getting a “fair deal” from the Faculty. The reviewers could find no evidence of this on examination of departmental and Faculty finances. I agree with the reviewers that it is very important to dispel this perception. I am gratified to see that the Department leaders will work to effect this. This points out the need for the Department and the Faculty to develop increased resources and opportunities to support the academic mission of this growing and enthusiastic Department.

## **EDUCATION**

- **New Initiatives:** I concur with the reviewers' opinion that the Department should be commended for its new education initiatives as outlined in the reviewers' report.

### *Undergraduate Medical Education -*

- **Curriculum re Developmental Disabilities:** The reviewers encourage the Department to take a lead role in the integration into their curriculum healthcare issues affecting individuals with developmental disabilities in the curriculum. The Chair notes in his response that curriculum content devoted to developmental disabilities is already in place, as well as availability of elective and selective experiences.
- **Teaching by Residents:** Students noted that consistency of resident teaching was variable from site to site. I trust that the Department will continue to develop and implement

mechanisms (such as the Teaching to Teach Course and the Teaching Scholars Program) that will go a long way to address this issue.

#### *Postgraduate Medical Education -*

- **Scholarly Activity and the Clinician Scientist Program:** The reviewers applaud the Clinician Scientist Program as an “outstanding initiative”. They do recommend that resident training in research enquiry and critical appraisal not be limited to only those in the Clinician Scientist Program. The Departmental response to the reviewers’ report notes that initiatives are underway to engage postgraduate trainees in the role of Scholar consistent with the CanMEDS goals. These include the requirement for review of the literature and presentation to faculty and peers in organized education rounds as well as more formal didactic teaching sessions as part of core curriculum. I agree with the Chair that the Department’s innovative ‘pedagogical partners’ approach to teaching (in which basic scientists and clinicians are paired together as teaching units) should enhance the scholar role.
- **Availability of Staff Psychiatrists:** Although the reviewers note ongoing issues with respect to availability of some staff psychiatrists while on call, the Chair and Postgraduate Program Director identified only one problem site – and that issue has been resolved.
- **Continuing Education:** *It is satisfying to see that the Department of Psychiatry has been so extensively involved in offering CE events and I support the Department in its commitment to explore the reviewers’ recommendation that it increase its activity in public education.*

#### **RESEARCH**

- **Research Productivity and Publication Records:** I agree with the reviewers that the Department’s research effort over the last several years have been outstanding, with an impressive growth in research funding across all sites.
- **Neuroscience Program:** The reviewers note that particular attention needs to be paid to the Neuroscience Program to ensure that it meets the needs of the Department. The Chair correctly identifies that the neuroscience group within the Department is extremely talented and makes a significant contribution to the Department’s international profile. The Departmental response to the reviewers’ report contends that although neurosciences has grown both in funding and publications, research in neurosciences has not featured as prominently in the Department’s academic life over the last several years. The Department’s upcoming review of the Neuroscience Program and the Faculty of Medicine Brain Research Initiative will help to determine how to better integrate neuroscience into the Department’s activities.
- **CAMH Basic Science Research:** The reviewers recommend that the Chair ensure that there be further efforts to integrate the basic science faculty at the CAMH into the Department’s broader academic activities. I agree with members of the Department that greater integration would facilitate the development of neurosciences within the Department.

**Ontario Institute for Studies in Education  
of the University of Toronto**

## REVIEW SUMMARY

|  |   |
|--|---|
| <b>DIVISION/UNIT:</b>  | <b>Institute of Child Study(ICS)</b><br>OISE/UT   |
| <b>DATE:</b>   | January 2005  |
| <b>COMMISSIONING OFFICER:</b>  | Dean, OISE/UT   |
| <b>PROGRAMS OFFERED:</b><br><b>Undergrad &amp; First Professional /</b><br><b>Graduate Degrees</b> | M.A. in Child Study and Education (MA CSE) is both a graduate program (hence reviewed by OCGS) and a teacher education program leading to the Ontario Teachers' Certificate of Qualification (hence reviewed by the Ontario College of Teachers)  |
| <b>Continuing Education</b>  | ICS operates a laboratory school for children from preschool to Grade 8   |
| <b>EXTERNAL REVIEWERS</b><br><b>Canadian</b>   | Anne McKeough, University of Calgary<br>Cameron Mustard, Faculty of Medicine, University of Toronto   |
| <b>DATE OF RECENT OCGS REVIEW(s):</b>  | 2003  |
| <b>DATE OF PREVIOUS EXTERNAL REVIEW:</b>   | Organizational Review, 1998   |
| <b>SUMMARY FINDINGS AND RECOMMENDATIONS OF PREVIOUS REVIEW:</b>                                    | <ul style="list-style-type: none"><li>-Recruitment of a new Director essential</li><li>-Director's priorities should be : to raise visibility of ICS; to extend and strengthen links with the Department of Human Development and Applied Psychology (HDAP) and the University; involve the Laboratory School in the MA CSE program and ICS research; and to maintain the tripartite mission of ICS.</li><li>-ICS budget should be separate from HDAP budget</li><li>-ICS Director and HDAP Chair should be jointly involved in hiring, tenure, promotion and performance reviews</li><li>-ICS responsible for administrative staff, day to day budget and personnel administration, with HDAP consulted and informed</li></ul>               |
| <b>DOCUMENTATION PROVIDED TO REVIEWERS:</b>  | <ul style="list-style-type: none"><li>- Handbook of OISE/UT Advisory Board (provides overview of OISE/UT programs and structure)</li><li>- OISE/UT Initial Teacher Education calendar</li><li>- OISE/UT Graduate calendar</li><li>- 1998 consultant's review of ICS organizational structure</li><li>- Ontario College of Teachers review, 2000, including sections re ICS program</li><li>- 2003 ICS summary, prepared for an external review team reviewing OISE/UT as a whole</li><li>- OCGS Brief, 2003 for the periodic appraisal of the MA program</li><li>- 2003 report on the ICS Laidlaw Centre</li><li>- 2003 ICS academic plan, as part of the University-wide process</li><li>- Brochures regarding ICS and its program</li></ul> |
| <b>CONSULTATION PROCESS:</b>   | Reviewers met Dean, Chair of HDAP, Director of ICS, faculty members, Principal and staff of Laboratory School, administrative staff, students   |

### FINDINGS AND RECOMMENDATIONS - OVERALL ASSESSMENT AND SPECIFIC ISSUES:

The Institute of Child Study is high performing on its integrated mission – the Masters of Arts program, research, and the laboratory school. Achievements are well recognized by OISE/UT senior leadership. Administrative relations with OISE/UT are crucial to the success of the Institute. The reviewers are of the opinion that there is an absence of precision in the definition of the administrative responsibilities, roles of leaders, and lines of communication. Efforts to address these issues should be undertaken jointly by the Institute and the Human Development and

Applied Psychology Department. The unique mission of the Institute and its current success must be protected, however, and administrative efficiencies must not be put before the work of the Institute.

The strength of ICS lies, at a global level, in the effective manner in which it executes its tri-partite mission. More specifically, each of the three components (laboratory school, MA program, and research) is unique and outstanding in its own right. The MA CSE program is unmatched in Canada. Its students are confident and satisfied and its faculty is committed and effective. The laboratory school is also one of a kind in Canada and is recognized for its innovative program. Its faculty are highly committed to evidence based practice and, indeed, to shaping best practice through their research. The research programs of the faculty are impressively funded and have contributed significantly to the scholarly literature, policy, and practice. Moreover, these three components are masterfully integrated into a coherent whole, resulting in a flagship institute. ICS is a happy, energetic environment.

The largest challenge facing ICS stems largely from its geographic separateness from its administrative and academic home, OISE/UT. The distance between the two campuses makes it more difficult for faculty and students housed at ICS to interact with those housed at OISE/UT. Additionally, administrative work sometimes needs to be duplicated and information is not always shared in a timely fashion. Finally, the overlap in administrative responsibilities of the ICS Director and HDAP Chair can potentially result in confusion.

The external reviewers offer the following guidance:

1. That ICS be recognized as a unique and highly successful program, which requires administrative strategies that necessarily differ from other programs within OISE/UT.
2. That the ICS Directorship be protected, as it is seen as essential to the continued success of the Institute.
3. That communication channels be reviewed at all administrative levels and clear lines be established jointly by ICS, HDAP, and the Dean's office. In setting expectations for effective communication, the unique nature of the ICS program and the potential problems due to geographical location need to be considered.
4. That the capital campaign report quarterly to the OISE/UT Dean's Office.
5. That the Institute's efforts to include diverse populations be continued and expanded.
6. That graduate school faculty at ICS and HDAP identify how students and faculty at the two sites can more effectively come together around common scholarly interests.
7. That a memorandum of understanding be developed by ICS, HDAP and OISE/UT, which defines the respective roles and responsibilities of leadership and administration.

## **ADMINISTRATIVE RESPONSE**

Overall, the two reviewers were highly positive about the ICS and recognized

- its long, 80-year history
- its uniqueness in Canada (the only institution in Canada that integrates applied child development research, graduate-level teachers training, and primary child education)
- its quality of educational activities (e.g., innovative child primary education, evidence-based approach to teacher training and child education)
- its unique research activities in scope and quality (e.g., the broad scope of investigations of child outcomes and teaching methods, educational policy, and practice; high quality publications)
- its close partnership with other units within OISE/UT and beyond (e.g., involvements with a wide range of external organizations at an international, national, provincial, and local level).

At the same time, the reviewers also recognized issues that needed addressing and suggested several actions to be taken. The following summarizes their suggestions and actions that we have taken or will take:

- **The reviewers recommended that ICS be recognized as a unique and highly successful program, which requires administrative strategies that necessarily differ from other programs within OISE/UT; they recommended that the ICS Directorship be protected as it is seen as essential to the continued success of the institute.**

The Dean strongly agrees with the reviewers' view that ICS is a unique and highly successful program and is fully committed to providing administrative and financial support to ensure its continued success, including a commitment to a permanent director position for ICS. As one of the first steps to implement our strategy to strengthen ICS, in July, 2005, we recruited Dr. Kang Lee from University of California, San Diego as the director of ICS for a 5-year term.

- **The reviewers suggested that a clear administrative reporting structure be implemented.**

The Faculty have met to discuss the administrative strategies that both recognize ICS's unique needs and our desire to streamline operations at OISE/UT. The Faculty have agreed that:

- a. ICS will continue to operate with three integrated units: The Master of Arts Program in Child Study and Education (MA CSE), the ICS Laboratory School, and the Laidlaw Research Centre. The Director of ICS is appointed by the Dean of OISE/UT in consultation with the Department of Human Development and Applied Psychology (HDAP), and ICS faculty and laboratory school teachers. The Director of ICS is also concurrently appointed by the Dean as the director of the Laidlaw Centre. The Director is responsible for the daily operations of ICS in consultation with an executive committee that consists of the Director himself or herself, the MA CSE program coordinator, the principal of the ICS lab school.
- b. The Director of ICS will report directly to the Chair of HDAP regarding matters concerning the MA CSE program and the Laidlaw Centre; the Director of ICS will be a member of the HDAP executive committee.
- c. The Director of ICS will report directly to the Associate Dean whose portfolio includes the lab school regarding matters concerning the ICS Laboratory School. The Associate Dean works with the principal on operational, human resource, and professional issues related to the school.
- d. Currently, ICS has its own fund and cost centre on the OISE/UT financial system that deals with financial issues concerning ICS's three units. To recognize the reporting structure outlined in b and c, we will set up an independent, sub-fund centre within the HDAP fund and cost centre for the MA CSE program and the Laidlaw Centre to be administered by the Director of ICS and ICS business manager. Any major budgetary changes will be discussed and negotiated between the Dean of OISE/UT, the Chair of HDAP, and the Director of ICS. The existing fund and cost centre will continue to be used for managing the financial affairs of the ICS Laboratory School and the ICS's trust and campaign funds.
- e. The above administrative actions will be part of a memorandum of understanding that defines the respective roles and responsibilities of leadership and administration to be signed by the Dean of OISE/UT, the Chair of HDAP, and the Director of ICS in the spring of 2006.

- **The reviewers also made several suggestions to strengthen communication between the Dean's Office, HDAP and ICS at all administrative levels, and to expand efforts to increase diversity at ICS.**

In addition to implementing the reporting structure outlined above, we have taken and continue to take steps to strengthen communications and diversity at all levels, which include:

- a. Reporting quarterly to the Dean's Office regarding the progress of the ICS capital campaign
- b. Reporting to the HDAP faculty regarding the major activities at ICS and reporting to the ICS faculty and teachers regarding the major activities at HDAP

- c. Establishing regular meeting schedules and communication strategies between the administrative staff at HDAP and those at ICS
- d. Expanding the existing ICS policies and practices to include recruiting, teaching and training programs that deal with not only ethnic diversity but also linguistic and ability diversity.

At this time, the Dean would like to express her very great admiration and thanks for the many developments at ICS under the leadership of Professor Carl Corter. The Dean very much looks forward to the next stage in ICS's long and distinguished history as Professor Lee assumes the Directorship.



## University of Toronto at Scarborough

## REVIEW SUMMARY

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|---|--|
| <b>DIVISION/UNIT:</b>   | Department of Humanities, University of Toronto, Scarborough   |
| <b>DATE:</b>  | March 10-11, 2005  |
| <b>COMMISSIONING OFFICER:</b>                                   | Vice-Principal (Academic) and Dean, UTSC   |
| <b>PROGRAMS OFFERED:</b>  | Cognitive Science (Specialist & Major)<br>Disapora & Transnational Studies (Major & Minor)<br>English (Specialist & Major); English Literature (Minor)<br>History (Specialist, Major & Minor); Religion (Minor)<br>Journalism (Joint w/Centennial)<br>Language & Linguistics: Education of Teachers in French (Specialist); French (Major & Minor); French as a 2 <sup>nd</sup> Language (Minor); French for Francophones (Minor); Linguistics (Major & Minor); Psycholinguistics (Specialist)<br>Philosophy (Specialist, Major & Minor)<br>Visual & Performing Arts: Art & Culture (Specialist); Art History (Major & Minor); Arts Management (Specialist); Drama (Major & Minor); Music & Culture (Major); Music History (Minor); Studio (Major & Minor)<br>Women's Studies (Major & Minor)<br>Co-operative Programmes: Arts Management (Specialist)   |
| <b>Undergrad &amp; First Professional Degrees</b>               | B.A.   |
| <b>EXTERNAL REVIEWERS</b>                                       |  |
| <b>International</b>  | Professor Ralph J. Hexter, Professor of Classics & Comparative Literature, Dean of Arts & Humanities, University of California, Berkeley   |
| <b>Canadian</b>   | Professor Rowland Smith, Dean, Faculty of Humanities, University of Calgary;<br>Professor Gage Averill, Dean, Faculty of Music, University of Toronto  |
| <b>DATE OF PREVIOUS REVIEW:</b>                                 | January 2000   |
| <b>SUMMARY FINDINGS AND RECOMMENDATIONS OF PREVIOUS REVIEW:</b> | <b>Undergraduate Student Experience:</b> Recommend greater access to student opinion in future reviews<br><b>Buildings</b> <ul style="list-style-type: none"><li>• Members of Department find current space hinders the sense of community. Offices are dispersed, hallways very noisy and congested, lighting "dangerously low",</li><li>• Suggest that the distribution of teaching staff throughout the building to foster communications across disciplines may need to be rethought.</li><li>• Current classrooms are operating at capacity. Recommend creation of some medium-size rooms as well as new space to accommodate enrolment pressures.</li></ul> <b>Tricampus structural concerns for budget and graduate studies</b><br><b>Curricula &amp; Programmes</b> <ul style="list-style-type: none"><li>• Strong interdisciplinary interests, not just within Humanities but also between Humanities and the Social Sciences</li></ul> <b>Administrative Issues</b> <ul style="list-style-type: none"><li>• Some staff stress and morale problems from increased workload and the perception of a lack of appreciation.</li><li>• Recommend creation of campus-wide employee recognition programme.</li><li>• Recommend:<ul style="list-style-type: none"><li>○ Divisional restructuring or regrouping to create formal links between Humanities and Social Sciences to preserve and improve the distinctive character of the students' learning experience.</li></ul></li></ul> |

- Study issue of duplication in course between divisions.
- Increased and timely Departmental involvement in immediate and long-term planning.
- Cross-appointments with the graduate departments ought not to hinder development and improvement at Scarborough.
- Uncompensated administrative appointments/secondments pose a burden on most smaller-sized disciplines.
- Noted inequities between disciplines at Scarborough and St. George: in travel and research support, in access to TA budgets, in administrative loads. Recommended that the administration engage in discussion with faculty and to pay close attention to issues of morale.

**DOCUMENTATION PROVIDED TO REVIEWERS:**

- Terms of Reference
- Schedule of Visit
- Guidelines for Review of Academic Programs and Units
- Department of Humanities Self-Study, *From Siege to Synergy: UTSC Humanities 1999-2005*
- CV's of members of faculty in the Department of Humanities
- University of Toronto at Scarborough Calendar, 2004-2005
- School of Graduate Studies Calendar, 2004-2005

**CONSULTATION PROCESS:**

The External Review Committee met separately with the Dean, the Chair, faculty from each of the disciplines in the Department, students and administrative staff.

**FINDINGS AND RECOMMENDATIONS - OVERALL ASSESSMENT AND SPECIFIC ISSUES:**

**Structure, Identity and Distinctiveness**

- The Department of Humanities is at a crucial point in its development because of the need to formulate a distinctive, academic identity.
- Extensive debate over departmentalization of some units within Humanities in recent years. Philosophy and English would welcome departmental status. Budgetary issues and the need for shared administrative support would need to be considered prior to taking this approach.
- Rationales presented for the departmentalization of Philosophy and English did not deal with the student experience, interdisciplinarity, outreach or globalism but rather focused primarily on faculty prestige and careers and the relationship with cognate units at St. George.
- Raised the concern that departmentalization of certain disciplines would undermine the multidisciplinary opportunities in programme development.
- Under the current situation reviewers noted the difficulty faced by the Chair in meeting the U of T requirements for faculty hiring and career advancement. Proposed that the University of Toronto consider giving the Discipline Representatives in multidisciplinary departments more autonomy on internal matters of the Department in recognition of complexities of the tri-campus structure.
- Noted that there are many advantages to preserving the Department in its current form.

**Curricula & Programmes**

- Co-op Programme is one of the distinctive features of UTSC.
- Co-op Programme in Arts Administration has continued to be successful in attracting good students.
- Programmes in Visual and Performing Arts (VPA) and Women's Studies have been particularly innovative in their development of unique interdisciplinary and multidisciplinary approaches to undergraduate education.
- Not clear to Reviewers that History, French and Linguistics (FLING) and Philosophy have thoroughly thought through their distinctive identity at UTSC.
- Suggest FLING consider taking French out of its name, changing it to "Language and Linguistics", and include a broader service offering of languages such as Mandarin, Urdu, Hindi and Japanese. Suggest possibility of utilize Quebec as a Co-op placement site for the French component.

- Notes the challenge posed by composition of student body with over 50% coming from homes where English is not the first language.

### **The Undergraduate Student Experience**

- Met with a small number of undergraduate students and noted some serious issues involving the student academic experience, including:
  - Brevity of faculty time spent on campus, which Reviewers urged should not go unchallenged
  - Insufficient academic advising resource. Reviewers suggest that the campus seek ways to improve peer advising, including organized training sessions.

### **The Graduate Student Experience**

- Graduate supervision in Humanities takes place at the St. George campus.
- Urged consideration of offering graduate work at UTSC, which would help to minimize the absence of the professor.
- Noted that graduate students find that traveling to UTSC difficult.
- Suggest that more attention be paid to enticing graduate students to participate more robustly in the intellectual life of UTSC.

### **Resources**

- The University of Toronto's base budget crisis has had a particularly damaging impact on the UTSC campus.
- Budgetary pressures have led to a shortage of teaching assistance support on campus, different TA ratios from those on the St. George campus, problems of insufficient space, unfavourable class sizes, a high student-to-teacher ratio and teaching provided non-appointed appointed faculty.
- Strongly urged the University to resolve discrepancies in resource allocation among the three campuses. The current situation has contributed to poor faculty morale and exacerbated the sense of lesser status.

### **Conclusion:**

- The Reviewers note that real opportunities exist for the Department to foster distinctive and leading programmes that take into account its catchment, the interdisciplinary possibilities in its programmes and UTSC's relationship to the downtown campus.
- Urge the new Chair to continue to build a climate of commitment to the campus and to undergraduate teaching at UTSC, while finding creative opportunities for faculty members to participate in graduate affairs at St. George.
- Recommend exploration of creative ways of drawing graduate students to the campus for teaching and other contributions.
- Recommend exploration of additional Co-op programme opportunities and allowing students to structure specializations, majors and minors across and between departments.
- Recommend development of a mission statement that could provide more guidance to programmes and faculty and a greater sense of pride and identity for faculty, staff, and students alike.
- Noted that there seems to be a general lack of knowledge within each of the units of Humanities about the other units within the Department and a lack of clarity about how and why resource allocation decisions have been made. Advise the new Chair to meet regularly with Discipline Representatives.
- Given the size and complexity of the Department, the Reviewers suggest that long-term discussions could be initiated to determine what criteria might have to be met to argue for departmental status, while simultaneously safeguarding the overall enterprise.

## **ADMINISTRATIVE RESPONSE**

### **Response from the Chair**

Although the external reviewers had little time to explore such a complex academic unit as the Department of Humanities, their observations point to many issues of great importance to the future of humanities at UTSC. Accordingly, their efforts are applauded and their report is truly welcomed.

### Structure, Identity and Distinctiveness

The report notes an important tension between administration and identity, a tension that is being tested on a larger scale throughout the University of Toronto in the discussion of discipline-based interdisciplinarity and the appearance of truly interdisciplinary fields of study. Within UTSC, there is considerable promise of finding unique solutions that cater less to outright independence of traditional disciplines and more to encouraging multi- and interdisciplinary research and teaching. Accordingly, we are now in a process of discovering areas of common interest including, for example, ancient civilizations, the Americas, Asia/Buddhism, visual culture and new media, in addition to revising the existing program in Women's Studies. In all of these areas, faculty members from across Humanities are engaged in identifying current strengths and opportunities for developing programs that draw on disciplines within Humanities and, where appropriate, from other departments. Thus, for example, the group looking at visual culture is envisioning a program that would be quite different from film studies in so far as it would look at the breadth of visual images using the intellectual tools associated with history, literary studies, visual and performing arts, and sociology. The program might well build on another trait of UTSC programs, that is, instituting a connection to practice, by including studio work. Given the enthusiasm for these initiatives and the clear evidence that many of the new hires at UTSC think outside the confines of disciplines traditionally defined, it would be inappropriate to encourage the departmentalization of certain disciplines. Ultimately, such a step would tip the balance in favour of past, perhaps even antiquated notions of disciplinarity. The challenge at UTSC is to find the balance between traditional and new so that faculty and students are not disadvantaged in any way in the pursuit of their careers, a concern raised indirectly in the report.

Revitalizing the academic direction of the Department of Humanities along the lines suggested above does not preclude revising the administrative structure. The external reviewers make suggestions that are pertinent and, indeed, reflect a need to redistribute authority and improve communication. At this point, a strong central presence is needed to facilitate the realization of a newly energized academic unit. Preliminary investigation suggests that the Department would be better served by fewer levels of academic administration and, above all else, clearer guidelines as to roles, responsibilities, and relief for service. A model under consideration would eliminate Discipline Representatives. An "executive" group would be comprised of associate chairs who each take responsibility for a departmental file (e.g., curriculum) and one of the clusters of disciplines (e.g., visual and performing arts). Following the recommendation of the external reviewers, it would be worthwhile pursuing the amount of authority that could be given to Associate Chairs in such matters as Tenure Committees. In the proposed model, Supervisors of Studies, with a much clearer statement of their responsibilities and appropriate compensation, would supervise programs. This rough sketch has certain clear benefits in so far as it supports the evolution of a distinctive identity for the Department but distributes the administrative workload in such a way as to encourage better communication, another point raised by the reviewers.

### Curricula & Programmes

In enumerating distinctive features, the reviewers highlight the co-op opportunities at UTSC and the multi/interdisciplinary approaches enabled through Visual and Performing Arts and Women's Studies. The latter is beginning to receive the support it requires to update its programs and consolidate its presence at UTSC. The program in Diaspora and Transnational Studies might well be a success story in the future, though it is presently lacks coherent intellectual support at UTSC.

The reviewers' observation that other disciplines have yet to find their distinctive identity is being addressed by encouraging faculty to review their programs now that they have survived the rapid growth of the past five years. For example, with the new hire in linguistics and the opportunity for another next year, Languages and Linguistics is exploring opportunities for working together with considerable vigour. This is especially evident in the preliminary proposals to share courses between linguistics and French linguistics which, to this point, have been quite separate. But also, by gradually building language courses in Arabic and Chinese, in addition to French and Spanish, the group is beginning to see a future that reflects a globalization of humanities that is especially pertinent to the student population at UTSC. This same sense of finding a voice that fits the reality of 21<sup>st</sup> century Canada is also evident in the

deliberations of History where recent hires especially are driving a new vision of how history should be presented. This vision is global in its perspective and distinctive in its insistence on looking beyond traditional disciplinary boundaries. In sum, there is clear evidence that the emerging framework for Humanities within the special environment of UTSC is providing fertile ground for the disciplines to discover their distinctive identities. There is perhaps less enthusiasm for breadth in Philosophy which is largely interested in structuring its program around analytic philosophy and ethics. Nonetheless, there has been a positive response by one of the new hires to the announcement of support in Buddhist studies. It is noteworthy that members of Philosophy and English, the disciplines named in the report for their interest in becoming independent departments, are engaged in and even lead some of the initiatives mentioned above.

#### The Undergraduate Student Experience

There is much work to be done here. Though I would argue that the impression and reality of faculty presence at UTSC are more complex than sometimes suggested, there is no doubt that the Department needs to instill a more uniform sense of commitment and engagement with UTSC students, notwithstanding the compelling arguments about the manner in which humanities' faculty pursue their research. To a certain extent, the academic and administrative initiatives noted above will be part of the solution. But this may need to be supplemented by direct action of the Chair once the issues have been aired. It should be noted that the students themselves are contributing to a solution through the creation of SHADO, the departmental student association. This new organization, formed during the Fall of 2005, has created a mechanism for student participation in the academic life of the Department. Thus far, for example, they made a remarkable contribution to the hiring process by interviewing each of the candidates brought to UTSC. In recent weeks, they held workshops on post-program opportunities for each of the disciplines, a program that speaks to the reviewers' comment on advising. Through such events, the students initiate engagement with the faculty.

Graduate Student Experience: Preliminary discussion of improving the graduate presence at UTSC has given rise to a number of promising ideas. In the short term, in addition to providing more opportunities for graduate students to work at UTSC as teaching assistants and course instructors, a proposal is being developed to create a central space for graduate students in order to encourage a sense of community. This space would be contiguous with research and meeting facilities. More specific programs include fellowships at UTSC: one is already in place supported by our CRC in History and should be expanded in 2006-07 to four ABD graduate students who will receive financial support for their research beyond what they might receive for TA work. Such fellows would be expected to maintain a presence at UTSC and to do public lectures.

For the longer term, certain faculty members are looking at ways of positioning themselves as distinctive research units that could attract graduate students to the UTSC campus. More formally, if there was additional space, we could host more students in the MVS program. Finally, there may be streams in existing graduate programs or new graduate programs (e.g., arts management) that might be considered for UTSC.

Resources: The reviewers note the base budget crisis and its impact on the delivery of programs at UTSC. Their support for a more equitable allocation of resources is greatly appreciated.

Conclusion: Progress is being made on a number of fronts mentioned in the report. The matter of a mission statement should be a natural outgrowth of the discussion at various levels regarding the evolution of the Department and its programs.

#### **Response from the Dean**

The Dean has read the Report of the Review Committee and the response of the Chair. He is grateful to the reviewers for their many thoughtful comments and suggestions and is pleased to see that the Department has made so much progress over the past year. He will work closely with the Chair as the Department continues to develop an inspiring and cohesive vision. The Dean notes that UTSC academic plan identifies enhancing the undergraduate student experience as one of the campus' highest priorities and initiatives are currently underway to assist all departments in meeting this goal.