
**Report of the UPRAC Auditors on
Undergraduate Program Reviews at the
University of Toronto**

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Glossary of Acronyms and Terms

Related to Audit:

COU	Council of Ontario Universities
MET	Ministry of Education and Training
MTCU	Ministry of Training, Colleges and Universities
OCAV	Ontario Council of Academic Vice-Presidents
OCGS	Ontario Council on Graduate Studies
UPRAC	Undergraduate Program Review Audit Committee
<i>UPRAC Guidelines</i> . .	Refers to <i>UPRAC Review and Audit Guidelines</i> established by OCAV
UPA Process	Refers to “Approval Process for New Undergraduate Programs” found in <i>UPRAC Guidelines</i> , Section 2
UPR Process	Refers to “Undergraduate Program Review Process” and its “Objective, Structure and Elements” found in <i>UPRAC Guidelines</i> , Section 3

Related to the University of Toronto

AP&P	Committee on Academic Policy and Programs
CTEP	Concurrent Teacher Education Program
UTM	University of Toronto Mississauga
UTSC	University of Toronto Scarborough
VPA	Provost and Vice-President, Academic

1 Introduction

In October 1996, the Council of Ontario Universities (COU) approved the establishment of a procedure for the systematic auditing of the policies and processes in place at all Ontario universities for the conduct of periodic quality reviews of undergraduate programs. The procedure and guidelines specify that auditing of processes includes the examination of a representative sample of the quality reviews. Subsequently, in February 1997, the guidelines were amended to include the auditing of the mechanisms used by the universities for the implementation of new undergraduate programs. Authority for the organization and management of the audits is vested in the Ontario Council of Academic Vice-Presidents (OCAV). The detailed oversight of the audit procedure is devolved to a committee of OCAV, the Undergraduate Program Review Audit Committee (UPRAC), whose responsibilities are set out in Bylaw 1 of the OCAV Constitution. One of UPRAC's duties is to recommend to OCAV the seven-year schedule of audits. The first cycle of audits started in 1997 and continued until 2003. The schedule for the current, second cycle is set out in Appendix 1.

The audits themselves are conducted at arm's length by at least three Auditors who are appointed by UPRAC according to the criteria in the bylaw: "Auditors shall be chosen for their recognized strength in the development and operation of undergraduate programs. They shall not hold an administrative appointment in an Ontario university during their terms as Auditors." (See Appendix 2 for the names and affiliations of the Auditors for this audit.) The procedures to be followed by the Auditors are spelled out in *UPRAC Audit Guidelines: Methodology for the Audit of Undergraduate Program Reviews*, hereafter called *UPRAC Guidelines*. It describes in some detail "the objective, structure and elements" that "any credible periodic undergraduate program review procedure undertaken by an institution must include." For convenience, these key review components of *UPRAC Guidelines* will be referred to as the UPR Process.

UPRAC Guidelines applies two tests: the conformity of institutional policy, procedures, and practices, i.e., the review process as a whole, to the UPR Process, and the conformity of institutional practice, as evidenced by the conduct of its actual reviews and implementation of new programs, to institutional policy. Even though these two tests were applied in the first audit round, they continue to be important and provide the primary focus for this second cycle. Additionally however, the Auditors now also undertake a verification of the institution's implementation of the UPRAC Recommendations which emerged from the first audit.

In organizing their report and presenting their findings, the Auditors find it helpful, as in the first cycle, to distinguish between Recommendations and Suggestions. Instances where the Auditors consider the policies and procedures not to be in conformity with the UPR Process are cast as Recommendations. Suggestions are offered in cases where, although the institution's measures are in general conformity with the Process, they could, in the opinion of the Auditors, be usefully improved.

2 Methodology and Verification Steps

UPRAC Guidelines calls for the institution undergoing an audit to provide “general documents that present the [undergraduate program] review policies, procedures and practices adopted and implemented by the institution” and any “additional documents they deem appropriate.” The institution is asked to supply a complete list of programs showing which reviews have been completed, which are underway, and which scheduled. When the Auditors have selected the reviews to be audited, they request relevant documentation, including the following:

- the internal review policies in place at the time of the review of each program where they differed from those currently in force;
- the complete record of the reviews chosen for audit, including but not limited to:
 - the programs' self-appraisal documents;
 - the evaluations of external experts;
 - the appraisals by peers internal to the university but outside the program under review;
 - the responses at all levels, if any, to the evaluations;
 - evidence that mechanisms are in place to act on the recommendations arising from the process;
 - the minutes of any discussion of program reviews at Senate (or one of its standing committees) and the Board of Governors.

Similar documentation is solicited for the approval of the new program that is chosen for the audit.

In accordance with this requirement, the University of Toronto provided the Auditors with copies of the policies and guidelines adopted to govern the conduct of undergraduate program reviews and the approval process for the implementation of new programs, as well as the schedule of new programs that had been approved and existing programs that had been reviewed and those slated for future review. Once the Auditors had selected the programs they intended to consider, Toronto was asked to forward documents relevant to the review of those existing programs and to the implementation of the new program chosen for consideration.

Given the size and complexity of the University of Toronto the Auditors asked for a preliminary meeting with senior administrators in order to better prepare for the audit and site visit. The Auditors were very grateful that this request was granted and most appreciative of the information provided to them during this meeting on November 9, 2007.

The University of Toronto, the largest university in Ontario, is composed of three campuses: the St. George campus in downtown Toronto, and two suburban campuses, the University of Toronto Mississauga (UTM) and the University of Toronto Scarborough (UTSC). Several colleges (Innis,

New, University, and Woodsworth) as well as three federated universities (St. Michael's, Trinity, and Victoria) each with own Arts and Science college, are on the St. George campus. All undergraduate students in the Faculty of Arts and Science enroll in one of the colleges.

Worth noting here is the unique, unicameral governing structure of the University of Toronto. Unlike other Ontario universities that have bicameral systems, typically called Senate and Board of Governors, Toronto operates with a Governing Council, which has an Executive Committee and a number of Boards. Relevant for this report is the Academic Board, which has responsibility for new program proposals and undergraduate programs reviews, among its other academic functions. In turn, the Academic Board has a number of committees, most germane of which is the Committee on Academic Policy and Programs (AP&P), which considers all program proposals and reviews.

Another feature of the structure of the University of Toronto that affects day-to-day life in the institution is that, while undergraduate programs are offered on all three campuses and faculty members are appointed to one of the campuses, graduate programs are offered mainly on the St. George campus. Many graduate students (and therefore, a considerable number of teaching assistants) are located there, most graduate courses and talks occur there, and consequently many faculty members regard the St. George campus as their intellectual home. In practice this means that numerous faculty members from the two suburban campuses spend considerable time on the St. George campus, and at least for one department, faculty members are reported to spend only two days a week during the academic term at the suburban campus.

When selecting the existing program reviews for the audit, the Auditors are directed to “take into account the diversity of educational programs offered by the university, whenever possible.” They also try to choose reviews that were completed fairly recently, and under the current version of the institution’s review protocol. As the new review policy did not come into effect until the 2005-2006 academic year, the Auditors were somewhat restricted in the number and variety of programs that had undergone the complete review process by the time of the audit.

In order to sample across programs, departments, colleges, and divisions as broadly as possible, four, rather than the usual three, programs were chosen: Life Sciences, a department at the University of Toronto Scarborough, Near and Middle Eastern Civilizations on the St. George campus, and two Political Science programs, one on the St. George campus and one at the University of Toronto Mississauga, these last two programs thus permitting the Auditors to compare and contrast the reviews of similar programs at different sites. The new program chosen was the Concurrent Teacher Education Program, which involved seven units: Victoria College, the University of St. Michael’s College, the University of Toronto Mississauga, the University of Toronto Scarborough, the Faculty of Music, the Faculty of Physical Health and Education, and the Ontario Institute for Studies in Education, thus providing the Auditors with a view of the co-operation and collaboration among many partners in the development of a new program.

Having met and reviewed the documentary record, the Auditors visited the University of Toronto on February 7-8, 2008. The Auditors would like to record their appreciation for the provision of all of the necessary documentation and the assistance and co-operation they received from all those involved with their visit.

3 Response of the University of Toronto to the Previous Auditors' Report

Part of the mandate of the Auditors is to review and comment on the report submitted by the institution in response to the recommendations of the previous audit. The policies for approval of new programs and reviews of established programs, and the procedures for implementing these policies were previously audited at the University of Toronto in November 2001. The UPRAC Audit Report, submitted in January 2004, made ten Recommendations and ten Suggestions; the full set of Recommendations is found in Appendix 5. The ten Recommendations addressed, for the most part, deficiencies in the policies existing at the time of the audit. The present comments on the implementation of the recommendations are based upon the response from the university, and a comparison of the previous policy with the new one.

The University responded in a very thorough and comprehensive one-year follow-up report dated January 2005, which included the new *Policy for Assessment and Review of Academic Programs and Units* (approved by Governing Council on February 10, 2005) for both the internal assessment of new programs and the review of established programs. The *Policy* makes reference to two procedural documents: *Guidelines for the Assessment of Divisional Submissions* (undated) for the approval of new programs, and *Guidelines for Review of Academic Programs and Units* (undated) for the review of established programs. Worth noting is that these administrative guidelines are set by the Office of the Provost and reported for information to Governing Council. The *Policy* and its two related *Guidelines* are reproduced in full in Appendices 6, 7 and 8 respectively. In this report the *Policy* together with the two *Guidelines* will be referred to as the institution's "policy."

The response of the University of Toronto was examined by an original auditor and believed to "fully address the 10 recommendations of the Auditors." The Auditors for this second audit were equally impressed with the seriousness with which the University had taken the Recommendations and found the policy which had resulted from the deliberations of the committee chaired by the Vice-Provost, Academic to be, in large part, exemplary. The current Auditors, however, had some concerns about the extent to which the *Guidelines* ensure appropriate internal peer review. This issue will be addressed more fully in Section 7.2, part 3.2.4(c).

4 New Program Approvals at the University of Toronto

Until the 2005-2006 academic year new program proposals were assessed at the University of Toronto following procedures set out in *Guidelines for Divisional Submissions* that had been approved in 1999 as a part of the terms of reference of the Committee on Academic Policy and Programs (AP&P), and subsequently amended in 2002. The adoption of the *Policy for Assessment and Review of Academic Programs and Units* in 2005 led to new guidelines for the approval of new programs (*Guidelines for the Assessment of Divisional Submissions*), which incorporated much of the material from the original *Guidelines*. In addition to providing general information on the purpose and application of the procedures, the new guidelines provide a checklist specifying the areas to be addressed in a proposal, the necessary steps in the approval process, and the governance cycle for the current year.

Programs are initiated at the division or unit level following instructions in the new program *Guidelines*. Divisions are advised to hold preliminary discussions with the Provost's Office regarding academic planning and budget, space, and student matters. Following approval by Faculty and Divisional Council as appropriate, the proposal is submitted to the Provost's Office, which recommends various items to the Committee on Academic Policy and Programs and the Planning and Budget Committee. Subsequently, the proposal is submitted to the Academic Board and then to Governing Council for approval. A total of 88 new programs, most of which were relatively minor changes to existing programs, have been approved since September 2001.

5 Program Reviews at the University of Toronto

The *Guidelines for Review of Academic Programs and Units*, approved in 1999, regulated reviews of established programs until the adoption of the *Policy for Assessment and Review of Academic Programs and Units* and its related *Guidelines for Review of Academic Programs and Units* in 2005. Reviews are typically conducted not of undergraduate programs but of units, and are often timed to coincide with the commencement of a search for a new unit head or reappointment of the current one. The new *Guidelines* provides detailed information on the preparation of the self-study, the terms of reference for external reviewers, and the steps to be taken following the report.

Reviews are normally expected to take place every five years, but the time interval may not exceed ten years. A total of 62 undergraduate unit reviews were conducted between November 2001 and January 2008; a summary of the status of reviews since the last audit is presented in the table below. The full schedule appears in Appendix 9.

**Status of Undergraduate Reviews in the Faculties of
the University of Toronto**

Faculty/School/Program	Completed	In-Progress/ Planned
Applied Science & Engineering	5	1
Arts and Science – St. George	29	20
Architecture	2	-
Dentistry	-	1
Education (OISE)	2	3
Forestry	2	-
Law	1	-
Medicine	11	9
Music	1	-
Nursing	-	1
Pharmacy	1	-
Physical and Health Education	1	-
University of Toronto Mississauga	2	12
University of Toronto Scarborough	5	4
Total	62	51

Despite the organizational complexity of the University of Toronto, all program reviews, regardless of campus, college, faculty, or division, are required to follow the procedures described in the *Guidelines for Review of Academic Programs and Units*, though some latitude for flexibility as a function of divisional practices is permitted. Programs offered in partnership with other postsecondary institutions are reviewed as distinct entities on a permanent schedule whether on a stand-alone basis or in the context of a review conducted in one of the participating institutions.

Reviews are initiated by the Commissioning Officer, a senior administrator to whom the head of the unit responsible for the program reports, on a schedule maintained by the Officer. The

Commissioning Officer for multi-departmental divisions is the appropriate dean or principal, and for single-departmental divisions is the Provost. The *Guidelines* provide information on the selection of external reviewers and their terms of reference, the preparation of the self-study, and the conduct of the site visit. Following the submission of the external reviewers' report, the Commissioning Officer responds formally, indicating areas of agreement and disagreement, and indicating the action to be taken in response to the review. Review reports and administrative responses are submitted for information to AP&P, where they are examined to ensure that the reviews were conducted according to the *Guidelines* and that the actions taken were appropriate. A summary of all review reports commissioned in the previous year is prepared by the Provost's office and submitted to AP&P for discussion, and a report of the reviews is presented to the Agenda Committee of the Academic Board before being forwarded to the Executive Committee of Governing Council, and finally to Governing Council.

6 Conformity of the University of Toronto's Process for the Approval of New Undergraduate Programs to the UPA Process for New Programs

UPRAC Guidelines specifies that the report of the Auditors will include comments on two tests: first, on how well the institutional approval process as a whole conforms to the points described in the Approval Process for New Undergraduate Programs (UPA Process), and second on how well the approval procedures and practices conform to the university's own policy.

The approval policy for all new programs at the University of Toronto, regardless of campus, is governed by the *Policy for Assessment and Review of Academic Programs and Units* and its related procedural document, *Guidelines for the Assessment of Divisional Submissions*. This conformity review evaluates Toronto's approval policy for new programs against the items in the UPA Process contained in *UPRAC Guidelines*.

The test for conformity of institutional practice to institutional policy was examined with the approval process followed for the Concurrent Teacher Education Program (CTEP). The Auditors were especially interested in the procedure followed for this program approval as it involved several campuses, faculties, and affiliated universities. Consequently, it entailed extensive planning, which was well documented and made available to the Auditors.

UPRAC Guidelines requires that the components of the UPA Process, which appear in italics below, be included in the institutional policy.

The institutional policy for the approval of new programs should:

2.1 identify the authority responsible for the application of the policy;

The authority responsible for the policy is the Governing Council of the University.

2.2 *define the steps in the approval process and the criteria to be applied;*

The *Guidelines for the Assessment of Divisional Submissions* specifies the steps in the approval process, from its development in the division or unit through approval at the Faculty and Divisional Council, and then to the Provost's Office for submission to the relevant governance committees. Units are also advised to consult with the Provost's Office early in the process in order to facilitate proposal development and to ensure that all necessary materials are included in the proposal.

Units developing new programs are provided with a checklist of areas that must be addressed in proposals brought forward to the Committee on Academic Policy and Programs (AP&P). These areas include all of the criteria specified in *UPRAC Guidelines*, MTCU requirements, as well as resource implications, space requirements, and co-ordination of the program with quality of student life issues.

There were seven partners involved in the Concurrent Education proposal: five faculties (Ontario Institute for Studies in Education, Faculty of Music, Faculty of Physical Education and Health, University of Toronto Scarborough, and University of Toronto Mississauga); and two federated colleges (St. Michael's College and Victoria College). The planning for the new program commenced in 2004 with the establishment of the CTEP Planning Council, consisting of representation from all seven partners. A Program Design Committee developed a detailed proposal during 2005, which was approved by the CTEP Planning Council in October, 2005. The proposed program was then subjected to the approval process required by each of the seven partners, culminating in submission to the university-level governance process on February 3, 2006. The program was subsequently approved by the Academic Board on March 30, 2006 and the Governing Council on May 1, 2006.

It was clear to the Auditors from the extensive documentation provided and discussions with members of the CTEP Program Design Committee and CTEP Planning Council during the site visit, that the required criteria had been thoroughly assessed during the approval process for the new program.

2.3 *address the following points:*

- 2.3.1 *consistency of the program with the general objectives of the institution's mission and academic plans and with the standards, educational goals and learning objectives of the degree, which shall be designed, structured and delivered so that graduates may demonstrate achievement, in ways appropriate to the values and ambition of the institution, of its undergraduate degree level expectations;*

The policy examined here predates October 2006 revised *UPRAC Guidelines* and as a result, does not contain any reference to degree level expectations. Therefore the following recommendation is made:

Recommendation 1: Toronto's policy on the approval of new programs should be updated to include consideration of degree level expectations as set out in *UPRAC Guidelines*.

- 2.3.2 *appropriateness of the admission requirements, e.g., achievement and preparation, for the learning objectives of the institution and the program;*
- 2.3.3 *appropriateness of the program's structure and curriculum for its learning objectives;*
- 2.3.4 *appropriateness of the mode of delivery (including, where applicable, distance or on-line delivery) to meet the program's learning objectives;*
- 2.3.5 *appropriateness of the methods used for the evaluation of student progress;*
- 2.3.6 *appropriateness of the utilization of the existing human/physical/financial resources;*
- 2.3.7 *a sufficient number of faculty, including full-time appointments, with evidence of their quality and academic expertise in the area of the proposed program.*

These points are all stated in Appendix B, Checklist for New Program Development in the *Guidelines for the Assessment of Divisional Submissions*.

The Auditors were confident that all of these points had been addressed in the development of the Concurrent Teacher Education Program.

- 2.4 *when the university has applied to the Ministry of Training, Colleges and Universities (MTCU) for authorization to count the students enrolled in a new non-core program toward its BIU entitlement, require evidence that the institution has evaluated and met the criteria established by MTCU for the approval and funding of new non-core programs. Specifically, the university should provide documentation related to each of the criteria identified in the program approvals certification form.*

The *Guidelines for the Assessment of Divisional Submissions* states that programs requiring submission to MTCU for funding approval must meet the criteria established by the Ministry. MTCU approval was not required for the Concurrent Teacher Education Program, though the MTCU criteria were assessed. Governing Council approval was conditional on the approval of

the Accreditation Committee of the Ontario College of Teachers. Notification of approval was conveyed to the university on November 21, 2006.

The Auditors concluded that, except for the inclusion of degree level expectations, Toronto's policy and procedures for the approval of new programs conform to *UPRAC Guidelines* and that the approval procedures and practices as evidenced by the Concurrent Teacher Education Program conform to the university's own policy. The Auditors were very impressed with the extensive documentation provided to them on CTEP, the level of collaboration among the many partners in the program, and the careful review apparent in all of the approval stages. The University is to be commended for both its policy for approval of new programs and the conformity of the practice to policy.

7 Conformity of the University of Toronto's Review Process for Undergraduate Programs to the UPR Process for Program Reviews

In a manner similar to that of the audit of the approval process for new programs, *UPRAC Guidelines* requires the Auditors to include comments on two tests of reviews of established programs: first, on how well "the institutional process as a whole conforms to the objectives, structure, and elements" described in the section titled Undergraduate Program Review Process (UPR Process), and second, on how well the review procedures and practices conform to the university's own policies.

The current review process at the University of Toronto is presented in the document *Policy for Assessment and Review of Academic Programs and Units* and its related procedural document *Guidelines for Review of Academic Programs and Units*. It is important to note that the *Policy* applies not only to reviews of established undergraduate and second entry programs but also to reviews of academic units (defined as University College and colleges, faculties, schools, institutes, departments or other academic divisions as designated by Governing Council). As a result, both the *Policy* and the *Guidelines* contain some items not pertaining to undergraduate reviews.

This conformity review evaluates Toronto's *Policy* and *Guidelines* against the objectives, structure, and elements of the UPR Process contained in *UPRAC Guidelines* and also examines how well the reviews in practice conform to the institutional policy. The reviews of the four programs (Near and Middle Eastern Civilizations and Political Science, both on the St. George campus, Political Science on the Mississauga campus, and Life Sciences on the Scarborough campus) assessed in this audit were undertaken in 2006-2007 during the first year after the new *Policy* and *Guidelines* were in place. Consequently, it was to be expected that there would be some initial problems as both units and administrators became familiar with the new procedures. What was surprising to the Auditors was how little conformity to the new *Policy* and *Guidelines* was evident in the four reviews examined.

In the review below the required components of the UPRAC undergraduate program review process appear in italics.

7.1 Objective of the Undergraduate Program Review Process

3.1 The objective of the institutional periodic undergraduate program review process is to assess the quality of the undergraduate programs that the university provides in all areas of study.

Toronto's *Policy* states that the objectives of the undergraduate program review process are to ensure the academic quality and merit of existing programs, to provide a sound basis of information to make recommendations for improvement, and in general to ensure and improve the quality of all the factors that contribute to collegial and scholarly life.

3.1.1 Scope

a) Institution – The institution granting a degree is responsible for ensuring the quality of all components of programs of study, including those offered: a) in full or in part by its federated and affiliated institutions, and b) in partnership with other higher education institutions (colleges and universities) through collaborative or other affiliation agreements.

b) Degree level – The undergraduate program review process should apply to all programs, including second entry degree programs that are not subject to OCGS appraisal.

c) Program – A program is defined as a sequence of courses or other units of study prescribed by an institution for the fulfilment of the requirements of a particular degree, and is considered to be the comprehensive body of studies required to graduate with a specialization in a particular discipline (i.e., the “major”).

Toronto's *Policy* and *Guidelines* are very clear in specifying the above three aspects of the scope of the review, and the reviews of the four programs audited here followed these requirements.

d) Unit of Review – Programs are not necessarily coterminous with academic organizational units, and institutions may decide to conduct reviews of their departments or other academic units. Nevertheless, for UPRAC audit purposes, the quality of each major academic program and the learning environment of the students in the program must be explicitly addressed. Provision should be made to include joint programs and multi- or interdisciplinary programs in a way that is appropriate for the institution.

Toronto's review practice is an instance of an undergraduate program review process where the unit of review was not the program but rather the whole department, typically on the occasion of the end of the Chair's term. *UPRAC Guidelines* acknowledges that institutions may choose to conduct reviews of units, but stresses that such reviews must ensure that the quality of each academic program is addressed, as embedding undergraduate program reviews in unit or department reviews runs the risk that too little attention will be devoted to undergraduate education. Generally speaking, the Auditors found in the Toronto reviews that rather less attention was paid to undergraduate education than would be found in reviews in those institutions where undergraduate program reviews are conducted separately from unit reviews and chair selections. In their communications with departments, the Commissioning Officers made only passing reference to undergraduate education, the self-studies were quite variable in the attention paid to undergraduate programs, and the external reviewers wrote as little as two paragraphs on these programs. Toronto may decide to continue to conduct co-temporaneous reviews of units and programs but must give more salience to undergraduate programs than is evident in the reviews examined here.

Recommendation 2: The various authorities responsible for reviews should ensure that the quality of undergraduate education and students is explicitly addressed in reviews of established programs.

7.2 Structure of the Undergraduate Program Review Process

3.2 *The institutional undergraduate program review policy statement should:*

3.2.1 *identify the statutory authority for the policy and the authority responsible for the application of the policy;*

The statutory authority for the University of Toronto review policy is Governing Council, while responsibility for implementation of the policy and the procedural *Guidelines* is delegated to the Office of the Provost. In addition, the institution has a very specific statement regarding the responsibilities of the various levels of governance for reviews of programs in Appendix A (*Accountability Framework for Reviews of Academic Programs and Units*) of its *Policy*.

3.2.2 *define the issues to be addressed in the undergraduate program review;*

The issues to be addressed in undergraduate program reviews are primarily specified in the Terms of Reference for external reviewers section of the *Guidelines*. Reviewers are asked to comment on the size, scope, quality and priorities of the education activities of the unit, with specific aspects to be covered drawn from *UPRAC Guidelines*. In addition, a number of other issues not required in an undergraduate program review, such as research activities, resource management, relations with other units, etc., are requested. In their self-studies, units are asked to address the same issues as the external reviewers (though specific mention of the issues is not

made), and to address the criteria outlined in the *Policy*; that is, evidence that the program is aligned with the objectives of the institution, consideration of what is done well and what is not done well, how the program compares to the best of its peers, and in general, to provide a reflection on all of the factors that bear on the quality of the program. Moreover, extensive data, such as a frequency distribution of OAC averages, retention rates in first and second entry programs, and gender and visible minority distribution of new faculty, all for the past five years, are listed in *Appendix A* of the *Guidelines* and are to form the basis of the self-study. The Auditors concluded that Toronto's policy clearly meets this requirement of the *UPRAC Guidelines*.

Examination of the materials provided by the four program reviews audited here, however, revealed that in practice none of them covered all of the issues specified in either the *Policy* or the *Guidelines*. Neither the unit self-studies nor the reviewers' reports addressed the issues in a systematic manner. There are several possible reasons to account for this failure to cover the issues: the fact that undergraduate program reviews are embedded in unit reviews, the lack of clarity in the instructions given by of the Commissioning Officers, or confusion about the requirements in the *Guidelines*, given that some of the issues to be addressed (of note, the ones required by *UPRAC Guidelines*) are spelled out only in the terms of reference for external reviewers.

Recommendation 3: Undergraduate programs reviews must address the issues as required by *UPRAC Guidelines*. Programs might be assisted in this task if a more explicit statement of the requirement were included in Toronto's *Guidelines for Review of Academic Programs and Units*.

3.2.3 *specify an appropriate role for faculty deans in the review process;*

There are many possible opportunities for deans as senior academic officers to have a close and significant involvement in the review process. Toronto's *Guidelines* assigns a specific role, that of Commissioning Officer, for deans and principals of multi-departmental divisions. In the case of non-departmentalized divisions this role is taken by the Provost. The Commissioning Officer is responsible for initiating the review, maintaining the schedule of reviews, selecting and communicating with the external reviewers, determining with whom the reviewers should meet, and preparing the administrative response to the reviewers' report.

According to the *Accountability Framework for Review of Academic Programs and Units* contained in the *Policy*, the deans and principals of both single- and multi-departmental divisions are responsible for "monitoring quality of all academic programs and units in the Faculty and taking necessary steps to address problems and achieve improvements." Such authority clearly indicates that the deans and principals are responsible for ensuring that action is taken on the recommendations emanating from the reviews of undergraduate programs.

In the four reviews examined in this audit the deans (or their representatives) as Commissioning Officers initiated the review, although the emphasis in all cases was on the end of the chair's term. For all four reviews they selected the external reviewers, typically from a list provided by the unit, and invited them to serve as reviewers. Administrative responses were submitted for all four programs. The Auditors concluded that the policy and practices regarding faculty deans were in conformity with *UPRAC Guidelines*.

3.2.4 *prescribe at least the following steps:*

a) *self-appraisal by professors and students participating in the program. This should lead to the drafting of a reflective, self-critical, analytical self-study report that is the outcome of active involvement of faculty and students. The self-study should address, at a minimum, the review Elements contained in section 3.3 (Section 7.3 of this report).*

Toronto's *Guidelines* states that the self-study process must involve faculty, students, and staff in a "reflective, analytical, self-critical and evaluative process that assesses the appropriateness of all areas of activity in the unit or program." The information to be collected and examined is specified in considerable detail and requires each program to be assessed against the criteria set forth in the Terms of Reference for external reviewers, though some discretion is given to units to consider other data especially relevant to the program. Such a self-study process is in agreement with *UPRAC Guidelines*.

In none of the reviews examined here was a self-appraisal as described by the institution's *Guidelines* conducted. All of the self-study materials were written by the outgoing chairs with little or no input acknowledged as coming from other faculty members or staff. Indeed, the documents were described as "Chair Reports" in the two reviews conducted on the St. George campus. The Auditors learned during the site visit that the reports were seen, and in some cases discussed, by faculty members in the unit. No students, however, were involved in any of the self-studies. There was little or no evidence that extensive institutional data were collected and examined, nor that the programs were assessed against the required criteria. Although the reports were the result of considerable reflection and analysis on the part of the chairs, there appeared to be only limited involvement of others in the unit.

While the policy is unambiguous that self-studies must be conducted by each unit it is possible that the instructions provided to the chairs by the Commissioning Officers were not clear on the details of the review. The two reviews of programs on the St. George campus (Political Science and Near and Middle Eastern Civilizations) were initiated by a letter from the dean requesting a Chair's Report with minimal information required concerning undergraduate programs; no mention was made of the new *Policy and Guidelines*. The materials supplied to the Auditors for Political Science on the Mississauga campus, however, indicated that the *Guidelines* was to provide the basis for the self-study conducted as part of the review. An email message from the

Assistant Principal at Scarborough to the Chair of Life Sciences also indicates that the new *Guidelines* was to be followed in that unit's review.

Worth noting as well is the fact that three of the four self-studies were requested in late spring for submission in late summer or early fall, giving units less opportunity to include faculty, staff, and especially students in the preparation of the reports. Other universities have timed reviews in such a way as to permit greater involvement of relevant individuals, and have also found it useful to provide workshops to programs that were preparing for a review.

Recommendation 4: Commissioning Officers should communicate clearly to units undergoing review that self-studies must be conducted in accordance with the *Guidelines for Review of Academic Programs and Units*, and must be the outcome of active involvement of faculty, staff, and students. Reviews should be timed to permit maximum participation of program members.

Suggestion 1: Consideration might given to offering a workshop or providing a manual to programs embarking on a review.

b) evaluation, including a site visit, by at least one expert from another university, including universities outside Ontario. The expert(s) must be at arm's length from the program under review. At a minimum, the evaluation should address the review Elements contained in section 3.3.

Toronto requires a site visit by at least two external scholars, one of whom should be from outside Canada. The external reviewers must be at arm's length from the program, and have no special interest in the outcome of the review. The reviewers are encouraged to visit the unit together, and to produce a team report. Quite detailed terms of reference for the reviewers are included in the *Guidelines*. Divisions may include an internal review committee, and are also permitted to seek the advice of representatives from industry, professions, or practical training programs. The report of the external scholarly panel, however, must remain separate from the reports others, either internal or external, may produce.

All of the programs appraised in this audit invited external scholars to conduct the reviews. The Commissioning Officers selected the referees, but it was not clear how these reviewers were selected as no curriculum vitae or other information upon which a choice of reviewer might be made was provided by the chairs. To the best of the Auditors' knowledge, the reviewers were all eminent in their fields, but their independence from the unit under review could not be determined. Notable is the fact one of the reviewers of Political Science at Mississauga was formerly a faculty member in the department, though judged to be at arm's length from the program by the Commissioning Officer. The basis for this decision was not provided.

Suggestion 2: Commissioning Officers might consider requesting more information about prospective external reviewers, including evidence about any connection they may have had with the University of Toronto.

c) appraisal by peers chosen among professors from the institution who do not participate in the program under review. Appraisal by peers could consist of either or both of: i) one or more internal-external reviewers, ii) a committee that receives and acts on the self-appraisal and reviewers reports.

The inclusion in *UPRAC Guidelines* of an independent “appraisal by peers” as part of the undergraduate review process is meant to contribute some university-wide uniformity and continuity to the reviews, and to ensure that institutional standards are achieved. Universities vary in how they meet this requirement, and thus Auditors are aware of the need to determine conformity to the purpose of this criterion, and not to a particular structure. Indeed, *UPRAC Guidelines* explicitly state that “Appraisal by peers could consist of either or both of: i) one or more internal-external reviewers, ii) a committee that receives and acts on the self-appraisal study and reviewers reports.” Given that Toronto permits internal-external reviewers only as an option (an option not chosen in any of the reviews examined), the Auditors looked to the work of the AP&P committee for evidence of “appraisal by peers.”

According to the Accountability section of the current Toronto *Guidelines*, AP&P is “responsible for annually undertaking a comprehensive appraisal of review results and administrative responses. ... The Committee receives annual review reports, commissioned in the previous academic year, including summaries of all reviews, identifying key issues and administrative responses commissioned in the previous academic year.” The Auditors noted that the *Guidelines* specify “appraisal of review results” not appraisal of the program as is intended by *UPRAC Guidelines*. In fact, the first audit report of the University of Toronto mentioned that “appraisal by peers” should be characterized by: i) “the responsibilities assigned must involve more than simply ‘receiving’ the documentation, and ii) the appraisal should enter into the process at least before there is a final determination on the part of all those affected about what is to be done in response to the consultants’ reports.” Toronto’s *Guidelines* seems to indicate that AP&P only receives reports after the decision about actions to be taken has been made. Worth noting as well is the fact that, according to the institution’s *Guidelines*, AP&P only receives summaries of the reviews and not the self-studies and full reviews.

Policy documents may not always represent the procedures that are actually followed by the institution, and therefore, the Auditors assessed carefully the reviews conducted by AP&P with respect to the four programs examined in the present audit. The reports on all four programs were prepared by the Office of the Vice-President and Provost and presented to AP&P at the May 2007 meeting. These reports were 2-3 page summaries following the template provided in the *Guidelines*, and included the main points of the external review report and the administrative

response. These summaries are examined for accuracy and discussed by AP&P before being forwarded to the Agenda Planning Committee of the Academic Board.

During the site visit the Auditors learned that teams of two or three members of AP&P now read the complete external reviewers' report before discussion takes place at AP&P. The purpose of this preliminary examination is threefold: i) to determine whether the summary accurately reflects the review report, ii) whether the administrative response addressed the issues identified, and iii) whether there were any questions, comments, or issues that should be brought to the attention of the Committee. Again, this examination seems to speak to the process of the review not to an appraisal of the program. The minutes of the May 2007 meeting indicated that these preliminary reviews were taken quite seriously, and that in the case of at least two of the reviews the lead readers raised concerns about significant deficiencies in either the summaries of the external review reports or the administrative responses to them. The Auditors noted that in fact most of the administrative responses were statements about the changes that had already taken place. Had the internal peer review by AP&P occurred at an earlier stage in the process it might have had a substantial effect.

The Auditors concluded that Toronto is not meeting the spirit of the *UPRAC Guidelines* with respect to appraisal by peers from within the institution, even if it could be argued that it is meeting the letter of the requirement. To be more specific, the review by members of AP&P is not an appraisal of the program, does not include all of the material examined by the external reviewers, and does not affect the recommendations or actions taken. Accordingly, the following recommendation is made:

Recommendation 5: The University of Toronto should reconsider how it complies with the requirement of “appraisal by peers,” and specify in its *Guidelines* a procedure that includes substantive institutional peer review at a stage in the review process that would have an impact on the recommendations for the program.

The Auditors noted a considerable delay between the external review and the deliberations by AP&P, which is well demonstrated by considering the timelines of the four programs examined here. The site visit by external reviewers of the Political Science program on the St. George campus took place March 6-7, 2006, their report was submitted on April 28, 2006, the Chair submitted departmental comments on March 30, 2007, there was no date on the dean's comments, and the AP&P review was on May 25, 2007. The site visit of the Political Science program at UTM took place November 3-4, 2005, the external report was submitted on November 29, 2005, the Chair submitted departmental comments in January, 2006, the dean's comments were made on September 6, 2006, and the AP&P review was on May 25, 2007. The site visit of the Life Sciences program at UTSC took place March 9-10, 2006, the external report was submitted in March 2006, there was no date on the interim Chair's comments but it is evident that they were made after February 2007, there was no date on the dean's comments, and

the AP&P review was on May 25, 2007. The site visit of the Near and Middle Eastern Civilizations program on the St. George campus took place November 10-11, 2005, the external report was submitted on December 6, 2005, the Chair submitted departmental comments on April 3, 2007, there was no date on the dean's comments, and the AP&P review was on May 25, 2007. Such lengthy delays between the external reviewers' report and the consideration of the review by AP&P militate against any significant influence of the internal peer reviewers on the recommendations for the program. Thus the following suggestion is made:

Suggestion 3: The University of Toronto should ensure that program reviews are completed in a more timely fashion, with special attention paid to the period between the external reviewers' report and the AP&P review.

d) the university may also, where appropriate, seek the advice of others such as representatives of industry, professions and practical training programs.

Units are given the opportunity by the *Guidelines* to invite representatives of such outside organizations to provide advice to the program.

None of the programs examined in this audit chose to include such individuals.

3.2.5 specify the mechanism for action on the recommendations arising from the undergraduate program review. This mechanism should bring closure to the undergraduate program review by specifying the actions to be taken (and not taken) as a result of the external expert(s), and other aspects of the review process. The mechanism should also describe the monitoring steps that will be followed to ensure that the actions have been taken.

With respect to the requirement of a “mechanism for action” on the recommendations arising from the review, Toronto's policy requires the Commissioning Officer to respond formally to the review report, indicating areas of agreement or disagreement; the Commissioning Officer is further responsible for describing the action to be taken by the unit in response to the recommendations of the review panel. According to the policy, deans, principals, and the Provost are responsible for ensuring that the necessary steps are taken to address problems and achieve improvements in the units under their jurisdiction. The Committee on Academic Policy and Programs is responsible for undertaking a comprehensive examination of review results and administrative responses.

On the basis of the material provided to the Auditors on the four reviews examined here it is apparent that the action to be taken was determined by the Commissioning Officer (usually the dean) though there appears to be no formal statement by that officer regarding what changes are to be made. In all of the reviews examined the chairs prepared departmental responses to the

review reports. The only administrative responses seen by the Auditors were excerpted from the report of the Office of Vice President and Provost to the AP&P Committee. These administrative responses were, for the most part, commentaries on the review reports and brief reports of the actions taken to date. As was noted earlier the administrative responses in the four reviews examined here were, as far as could be determined, long after the reports of the external reviewers were submitted. While the departments undoubtedly took the recommendations of the external reviewers seriously, there was no evidence provided to indicate an institutional mandate to make specific changes. Given that the policy seems to include a “mechanism for action” but the implementation fails to confirm that it is carried out, the following recommendation is made:

Recommendation 6: Toronto should ensure that the Commissioning Officers more clearly specify at an earlier stage the action that will be taken on the final set of recommendations emanating from reviews, and establish a reasonable timeline for implementation.

With regard to the requirement that monitoring steps be described to ensure that actions have been taken, Toronto’s policy is silent. The *Accountability Framework for Review of Academic Programs and Units* contained in the policy clearly indicates the roles played by administrators and Governing Council and its committees in ensuring that action is taken following each undergraduate program review. It does not, however, require any reports of actions taken to be submitted to AP&P or Governing Council. Furthermore, in the programs assessed in this audit there was no indication that any information on the changes that had been made was submitted to administrators or to AP&P.

Recommendation 7: The Committee on Academic Policy and Programs should develop a procedure for monitoring the actions taken following an undergraduate program review.

3.2.6 *determine the maximum period for the cycle of reviews; this should not exceed 10 years for a university’s full set of programs.*

Toronto’s *Guidelines* states that program reviews should be conducted on a regular basis, usually coinciding with the end of the term of the unit head. Reviews would therefore occur every five years, but the interval between reviews must not exceed ten years.

The Auditors’ examination of the cycle of reviews indicated that reviews at the University of Toronto complied with the *Policy*.

3.2.7 *require the publication of a report (excluding all personal information) that summarizes the findings and conclusions of the institutional undergraduate quality review for each program. The report should include a statement of the strengths and weaknesses of the program, and the action to be taken on the*

recommendations arising from the undergraduate review. This report shall be presented to Senate, and a report that summarizes the outcomes of the review shall be presented to the governing body of the university.

The external reviewers' report at Toronto is circulated within the unit and made available to members of various committees of the Academic Board. Any recommendations on personnel issues, however, are made to the Commissioning Officer on a confidential basis. Summaries of the review reports and the administrative responses that are submitted for discussion to AP&P are available on the website of Governing Council. This policy and its practice conform to *UPRAC Guidelines*.

7.3 Elements of the Undergraduate Program Review Process

UPRAC Guidelines stipulates that the institutional policy for program reviews should address the following elements:

- 3.3.1 *consistency of the program with the general objectives of the institution's mission and academic plans, and with the standards, educational goals and learning objectives of the degree, which shall be designed, structured and delivered so that graduates may demonstrate achievement, in ways appropriate to the values and ambitions of the institution, of its undergraduate degree level expectations;*

Similar to what was noted in the section dealing with new program approval, Toronto's *Guidelines* does not include any reference to degree level expectations, as it was last amended prior to the most recent version of *UPRAC Guidelines*. The following recommendation is therefore made:

Recommendation 8: Toronto's *Guidelines for Review of Academic Programs and Units* should be amended to include evaluation of the achievement of its undergraduate degree level expectations.

- 3.3.2 *appropriateness and effectiveness of the admission requirements, e.g., preparation and achievement, for the learning objectives of the institution and the program;*
- 3.3.3 *appropriateness of the program's structure and curriculum to meet its learning objectives;*
- 3.3.4 *appropriateness and effectiveness of the mode of delivery (including, where applicable, distance or on-line delivery) to meet the program's learning objectives;*

- 3.3.5 *appropriateness of the methods used for the evaluation of student progress and, where possible, consideration of the effectiveness of the methods used;*
- 3.3.6 *the level of achievement of students, consistent with the educational goals for the program and the degree, and institutional standards;*
- 3.3.7 *appropriateness and effectiveness of the utilization of the existing human/physical/financial resources;*
- 3.3.8 *definition of indicators that provide evidence of quality of faculty, student clientele (applications and registrations), student quality, and the outcomes of the program (graduation rate, length of studies, etc.) and achievement of its learning objectives.*

These Elements are all included in the Terms of Reference for External Reviews, and therefore, the Auditors concluded that Toronto's undergraduate program review policy conforms in most respects to *UPRAC Guidelines*. The earlier discussion in Section 7.2, part 3.2.2 and Recommendation 3, however, pointed to the fact that the Elements were not clearly specified as necessary aspects of the self-appraisal, and thus might be overlooked by units conducting reviews.

The four selected reviews were checked to determine how well the elements had been examined in the self-study reports. The Chair's Report for Political Science on the St. George campus provided a thorough examination of the problems resulting from a dramatic increase in enrolment over the past several years, and some of the innovations the department had made to enrich student experience. Other aspects of undergraduate education, as stipulated in the Elements, were not examined. Similarly, the Self-Study Report prepared by Political Science at Mississauga discussed primarily enrolment pressures and curriculum changes, but also noted the "bifurcated lives" of faculty members involved in undergraduate teaching at UTM and the graduate program on the St. George campus. No other Elements were discussed. The Chair's Report on the Near and Middle Eastern Civilizations program on the St. George campus contained only three paragraphs on undergraduate teaching and dealt only with enrolment growth, not any other Element. By way of contrast, the Department Report by Life Sciences at Scarborough was much more extensive, in part because it covered two major programs, Biology and Psychology. Not only was there discussion of enrolment growth as was found in the other three reviews, but there was also full descriptions of all of the programs offered, information on admissions averages, and consideration of the students' learning environment. Nevertheless, not all of the Elements were covered (e.g., methods of evaluation), nor were all aspects of the Elements addressed in a systematic way.

On the basis of the reviews sampled in the audit, program reviews at Toronto are not following the institution's own *Guidelines*. One possible explanation for this oversight is that units had not

yet become aware of the new *Policy* and *Guidelines*, or alternatively, that Commissioning Officers did not require units to follow them. Another possibility is that units were not aware of the importance of the Elements as they appear only in the Terms of Reference for External Reviewers. This point has already been addressed by Recommendation 3..

8 Relationship of Undergraduate Program Reviews to Professional Accreditation Reviews

UPRAC Guidelines permits institutions to use accreditation reviews to satisfy the undergraduate program review process provided that the reviews meet the requirements of the UPR process. Toronto's policy, however, states that reviews by external bodies may serve different purposes than those commissioned by the university, and thus, implicitly, cannot replace the university review. Reports of these external reviews, on the other hand, should be included in the materials provided to the external reviewers. Moreover, units are encouraged to align externally and internally commissioned reviews. The Auditors found no evidence of reviews in conflict with the statement in the *Policy* that reviews separate from professional reviews must be carried out.

9 Review of Multidisciplinary and Interdisciplinary Programs

UPRAC Guidelines state that “the review of undergraduate interdisciplinary and multidisciplinary programs, however managed, must be clearly shown to have effectively considered such programs as entities distinct from the larger academic units within which they may be included.” Three different categories of multi- or interdisciplinary programs are described in Appendix 1 of the *Guidelines*: independent, freestanding entities; double majors or double honours programs; and combinations from two or more disciplines. The *Guidelines* further provide details of how reviews of these three categories of programs should be conducted.

Toronto's *Policy* and *Guidelines* for undergraduate program reviews apply to all programs to which resources are dedicated. Programs that do not have dedicated resources and are composed entirely of courses offered by other programs need not have full reviews, though the unit head should periodically assess the program enrolment and curriculum. Programs that draw upon the resources of more than one department may be reviewed on a stand-alone basis or in the context of one of the participating departments. All interdisciplinary and multidisciplinary programs must have a commissioning division for review purposes.

Inter-institutional programs offered in partnership with other higher education institutions are reviewed on a stand-alone basis or in the context of reviews of one or more of the participating institutions, but must be assessed as entities distinct from the institutions involved in the program.

Although no interdisciplinary programs under the authority of a “parent” program were included in this audit, the Auditors did have access to the reviews of the interdisciplinary programs in Peace and Conflict Studies and Ethics, Society, and Law as they were included in the review of Political Science on the St. George campus. Both of these interdisciplinary programs provided self-reports, though like their parent program, they were prepared by the Director, in the case of the former, and the Dean of Arts, Trinity College, in the case of the latter. While they were fairly comprehensive reports, there was no input from students or staff, and little evidence of any real analysis or reflection. It was noted that these smaller programs did receive appropriate consideration in the external reviewers report.

Toronto’s policy and procedures for multidisciplinary and interdisciplinary reviews as well as their implementation are in conformity with *UPRAC Guidelines*.

10 Conclusion

Since the occasion of the first audit the University of Toronto has made major progress in developing its policy and procedures more in line with *UPRAC Guidelines*, and has addressed, for the most part, the Recommendations and Suggestions drawn from that audit. The Auditors compliment the university for the changes made to the *Policy* and its accompanying two *Guidelines*, though the Auditors did find implementation of undergraduate program reviews was lacking in several respects. A number of recommendations and suggestions for further improving the conduct of reviews have been made. The new program approval process, however, was seen to be commendable.

The commitment of the University of Toronto to its undergraduate programs is well known, and the Auditors are confident that the institution will use this second audit Report to further its goals of improvement and renewal in the area of undergraduate education.

11 Summary of Recommendations and Suggestions

Recommendation 1: Toronto’s policy on the approval of new programs should be updated to include consideration of degree level expectations as set out in *UPRAC Guidelines*. (p. 9)

Recommendation 2: The various authorities responsible for reviews should ensure that to the quality of undergraduate education and students is explicitly addressed in reviews of established programs. (p. 12)

Recommendation 3: Undergraduate programs reviews must address the issues as required by *UPRAC Guidelines*. Programs might be assisted in this task if a more explicit statement of the requirement were included in Toronto’s *Guidelines for Review of Academic Programs and Units*. (p. 13)

Recommendation 4: Commissioning Officers should communicate clearly to units undergoing review that self-studies must be conducted in accordance with the *Guidelines for Review of Academic Programs and Units*, and must be the outcome of active involvement of faculty, staff, and students. Reviews should be timed to permit maximum participation of program members. (p. 15)

Recommendation 5: The University of Toronto should reconsider how it complies with the requirement of “appraisal by peers,” and specify in its *Guidelines* a procedure that includes substantive institutional peer review at a stage in the review process that would have an impact on the recommendations for the program. (p. 17)

Recommendation 6: Toronto should ensure that the Commissioning Officers more clearly specify at an earlier stage the action that will be taken on the final set of recommendations emanating from reviews, and establish a reasonable timeline for implementation. (p. 19)

Recommendation 7: The Committee on Academic Policy and Programs should develop a procedure for monitoring the actions taken following an undergraduate program review. (p. 19)

Recommendation 8: Toronto’s *Guidelines for Review of Academic Programs and Units* should be amended to include evaluation of the achievement of its undergraduate degree level expectations. (p. 20)

Suggestion 1: Consideration might given to offering a workshop or providing a manual to programs embarking on a review. (p. 15)

Suggestion 2: Commissioning Officers might consider requesting more information about prospective external reviewers, including evidence about any connection they may have had with the University of Toronto. (p. 16)

Suggestion 3: The University of Toronto should ensure that program reviews are completed in a more timely fashion, with special attention paid to the period between the external reviewers’ report and the AP&P review. (p. 18)

Appendix 1 — Schedule for Program of Audits in Second Cycle: 2003-2010

Year in Cycle	Academic Year	Universities	
		Fall	Winter/Spring
1	2003-04	<i>Brock</i>	<i>Redeemer Ottawa</i>
2	2004-05	<i>Western</i>	<i>Carleton</i>
3	2005-06	<i>Queen's</i>	<i>Windsor Nipissing</i>
4	2006-07	<i>York</i>	<i>Ryerson Lakehead</i>
5	2007-08	<i>Trent</i>	<i>Toronto</i>
6	2008-09	Laurentian	Waterloo Guelph
7	2009-10	McMaster	Wilfrid Laurier OCAD

Notes:

1. The Fall and Winter/Spring terms indicate the time periods during which the site visits will be held. Institutions will be asked to submit the necessary documents in the preceding term.
2. The use of italics for the name of the university indicates the audit has been completed.

Appendix 2 — List of the Names of the Auditors

Dr. George Fallis:

Professor of Economics; Chair, Department of Economics, York University, 1987-1990 and 1991-94; Dean, Faculty of Arts, 1994-2001; Academic Colleague, COU, 2004-2008.

Dr. Mary Jane Miller

Professor Emerita, Department of Dramatic Arts, Brock University. Chair of Department, 2002-04 and other terms.

Dr. Bernard Philogène:

Professor Emeritus, Department of Biology, University of Ottawa; Dean, Faculty of Science, 1985-90; Vice-Rector (Academic and Research), 1990-97.

Dr. Patricia Rowe:

Professor Emerita, Department of Psychology, University of Waterloo; Dean of Graduate Studies, 1991-1999

Appendix 3 — List of the Principal Documents Provided by the University of Toronto

GENERAL

- Academic Board. Extract from Report Number 152. October 2, 2007.
.... Report Number 139 of the Agenda Committee. September 17, 2007.
.... Terms of Reference. February 9, 2006.
Committee on Academic Policy and Programs. *Guidelines for Divisional Submissions*. October 10, 2002.
.... Instructions to AP&P readers of reviews and list of readers. May 11, 2007.
.... Report Number 130. May 25, 2007.
.... Terms of reference. May 1, 2006.
Governing Council. *A Brief History and Description of the Governing Council of the University of Toronto*. August 11, 2005.
.... Extract from Minutes of meeting. October 30, 2007.
.... Outline of the Organization of the University of Toronto. June 9, 2007.
.... *Policy for Assessment and Review of Academic Programs and Units*. February 10, 2005.
.... *University of Toronto Statement of Institutional Purpose*. October 25, 1992.
Office of the Vice-President and Provost.
.... *Guidelines for the Assessment of Divisional Submissions*. n.d.
.... *Guidelines for the Review of Academic Programs and Units*. February 1, 1999.
.... *Guidelines for Review of Academic Programs and Units*. n.d.
.... Reviews of Academic Units and Programs – Annual Report. May 6, 2007.
.... Undergraduate Program Approvals – New programs approved since September 2001. n.d.
.... “Undergraduate Program Assessment and Review at the University of Toronto: Recent History and Current Practice.” n.d.
.... Undergraduate Reviews – Schedule.

LIFE SCIENCES, UNIVERSITY OF TORONTO SCARBOROUGH – Existing Program

- Academic Committee UTSC. Minutes of meeting. May 8, 2007.
Department Report (self-study). March 2006.
Documentation for the nomination and selection of the external reviewers.
Letters of instruction to and guidelines for external reviewers. February 24, 2006.
Planning Document for Department. April 2004.
Report of the External Reviewers. November 1999.
Report of the External Reviewers. March 2006.
Response to the external reviewers' report by the interim chair. n.d.
Response to the external reviewers' report by the Dean. Excerpt from minutes of Academic Policy and Programs Committee. May 2007.
Site visit schedule. March 9 and 10, 2006.

NEAR AND MIDDLE EASTERN CIVILIZATIONS, FACULTY OF ARTS AND SCIENCE, ST. GEORGE – Existing Program

- Department of Near and Middle Eastern Civilizations. Chair's end-of-Term Report. July 4, 2005.
.... “Stepping Up” Academic Plan. April 2004.
Faculty of Arts and Science. Terms of Reference for Departmental Reviews. September 9, 2002.
Letters of instruction to and guidelines for external reviewers. October 20, 2005.
Report of the External Reviewers. n.d.
Response to the external reviewers' report by the chair. April 3, 2007.
Response to the external reviewers' report by the Dean. Excerpt from minutes of Academic Policy and Programs Committee. May 2007.

Site visit schedule. November 10 and 11, 2005.

POLITICAL SCIENCE, FACULTY OF ARTS AND SCIENCE, ST. GEORGE – Existing Program

Department of Political Science. Chair's Report and Self-Study. Fall 2005.

. . . . Academic Plan 2004.2010.

Ethics, Society & Law Program. Report by the dean of Arts, Trinity College. March 2006.

. . . . Academic Plan.

Faculty of Arts and Science. Terms of Reference for Departmental Reviews. September 9, 2002.

Letters of instruction to and guidelines for external reviewers. February 8, 2006.

Peace and Conflict Studies. Report by the Director. August 19, 2005.

. . . . Academic Plan.

Report of the External Reviewers. April 28, 2006.

Response to the external reviewers' report. March 30, 2007.

Response to the external reviewers' report by the Dean. Excerpt from minutes of Academic Policy and Programs Committee. May 2007.

Site visit schedule. March 6 and 7, 2006.

POLITICAL SCIENCE, UNIVERSITY OF TORONTO MISSISSAUGA – Existing Program

Department of Political Science. Self-Study. September 2005.

Letters of instruction to and guidelines for external reviewers. October 4, 2005.

Report of the External Reviewers. November 29, 2005.

Response to the external reviewers' report. January 2006.

Response to the external reviewers' report by the Dean. Excerpt from minutes of Academic Policy and Programs Committee. May 2007.

Site visit schedule. November 3 and 4, 2005.

University of Toronto Mississauga. "UTM Steps Up" (Academic Plan). June 29, 2004.

CONCURRENT TEACHER EDUCATION PROGRAM (CTEP) – New Program

Academic Board. Extract from Report Number 142. March 30, 2006.

Academic Policy and Programs Committee. CTEP Proposal. February 20, 2006.

. . . . Extract from Report Number 121. March 1, 2006.

Budget and Planning Committee. CTEP Proposal. February 15, 2006.

. . . . Extract from Report Number 109. March 7, 2006.

CTEP

Overall timelines for the Planning and Approval Process

Program Design Committee

Program Planning Council Members and Alternates

Proposal. February 3, 2006.

Faculty of Music

Music Education Division. Minutes of meeting. January 17, 2006.

Undergraduate Curriculum Committee. Minutes of meeting. February 1, 2006

Faculty Council. Minutes of meeting. February 28, 2006.

Faculty of Physical Education and Health

Governing Council. Extract from Minutes of meeting. May 1, 2006.

Curriculum Committee. Minutes of meeting. January 25, 2006.

CTEP Proposal to FPEH Faculty council January 31, 2006.

Ontario Institute for Studies in Education

Admissions, Awards and Program Standing committee. Minutes of meeting. November 16, 2005.

Faculty Council. Minutes of meeting. December 7, 2005.

University of Toronto Mississauga

Academic Affairs Committee. Minutes of meeting. January 17, 2006.

Erindale College Council. Minutes of meeting. February 1, 2006.
University of Toronto Scarborough
Academic Committee. Minutes of meeting. February 14, 2006.
University of Toronto
Letters from participating units to Provost's office.
Ontario College of Teachers
Accreditation Decision. October 17, 2006.

Appendix 4 — Schedule for the Site Visit

Thursday, February 7, 2008

- 8:30 a.m. – 9:45 a.m. Prof. Vivek Goel, Vice-President and Provost
Prof. Edith Hillan, Vice-Provost, Academic
Ms. Helen Lasthiotakis, Director, Policy and Planning
- 10:00 a.m. – 11:00 a.m. **Near and Middle Eastern Civilizations, St. George, Faculty of Arts and Science**
Tim Harrison, Professor
Todd Lawson, Professor
Linda Northrup, current Chair
James Reilly, Professor, Chair at time of review
- 11:00 a.m. – 12:00 noon **Political Science, St. George, Faculty of Arts and Science**
Randall Hansen, Professor
Janice Stein, Professor
Rob Vipond, Professor, chair at time of review
Graham White, Professor
- Noon – 1:00 p.m. **Lunch meeting with Deans**
Gage Averill, Vice-Principal Academic and Dean, University of Toronto Mississauga
Ragnar-Olaf Buchweitz, Vice Principal (Academic) & Dean, University of Toronto Scarborough
David Klausner, Vice-Dean Interdisciplinary Affairs, Faculty of Arts and Science
David Mock, Dean, Faculty of Dentistry
Carol Rolheiser, Associate Dean, Teacher Education, Ontario Institute for Studies in Education
- 1:00 p.m. – 3:00 p.m. Audit Team
- 3:00 p.m. – 4:00 p.m. **Life Sciences, University of Toronto Scarborough**
Douglas Bors, Professor
Claire Hasenkampf, Professor
James Gurd, Professor, Interim Chair after review
John Kennedy, Professor
Gerald Cupchik, Professor

4:00 p.m. – 5:00 p.m. **Political Science, University of Toronto Mississauga**

Ronald Beiner, Professor, current Chair
Graham White, Professor, former Chair

Friday, February 8, 2008

9:00 a.m. – 10:00 a.m. **Concurrent Teacher Education Program – New program**

Nina Bascia, former chair, Department of Theory & Policy Studies
in Education, Ontario Institute for Studies in Education
Kathy Broad, Director, Elementary Initial Teacher Education
Program, Ontario Institute for Studies in Education
Charles Dyer, University of Toronto Scarborough
Antoinette Gagne, Ontario Institute for Studies in Education
Gretchen Kerr, Associate Dean, Undergraduate Education,
Physical Education and Health
Lynn Snowden, Assistant Dean, University of Toronto Mississauga
Cameron Walter, Associate Dean, Music

10:30 a.m. – 12:00 noon **Committee on Academic Policy and Programs**

Andrea Sass-Kortsak, Chair
Edith Hillan, Senior Assessor
Douglas McDougall, Vice-Chair
Ryan Matthew Campbell, Student member
Linda Gardner, Student member
Bonnie Goldberg, Administrative Staff member
Maureen Somerville, Alumna member

Noon – 1:00 a.m. **Lunch meeting with Students**

Adam Bettio, University of Toronto Scarborough
Patricia Greeve, Political Science, Faculty of Arts and Science
Walied Khogali, University of Toronto Mississauga
Hanna Moosa, University of Toronto Mississauga, alumna
Michael Wright, University of Toronto Mississauga alumnus

2:00 p.m. – 3:00 p.m.

Prof. Vivek Goel, Vice-President and Provost
Prof. Edith Hillan, Vice-Provost, Academic
Ms. Helen Lasthiotakis, Director, Policy and Planning

Appendix 5 — List of Recommendations from the Previous Audit

Recommendation 1: To establish firmly the status of *Guidelines* as the University's free-standing undergraduate program review protocol, it must be a comprehensive document that fully incorporates all expectations and requirements for program reviews, some of which are now found only in *Raising Our Sights*. In particular, the description of the self-study should stress the reflective and self-critical nature of this key ingredient in the review process. Other UPRAC-mandated features, for example, the participation of faculty and students, must also be added.

Recommendation 2: Though there is no evidence to question the impartiality of the external consultants who have been chosen by the University of Toronto, it is recommended that the University include within its policy the requirement that external consultants be at arm's length from the program under review, along with its interpretation of what is entailed by the principle (for example, not relatives, collaborators, supervisors/supervisees, and so on).

Recommendation 3: Toronto's *Guidelines* should be amended to make clear that the undergraduate review process includes, in some manner appropriate to the unique structure and culture of the University, the "appraisal by peers" step for every program undergoing review. To this end, *Guidelines* should specify the Committee's existing mandate vis-à-vis undergraduate reviews (i.e., to ensure that reviews have been performed; that they were conducted appropriately; and that issues identified by reviewers were dealt with by the administration). *Guidelines* should also mention that AP&P must satisfy itself that issues identified in the self-study have been addressed. In discharging its responsibility to fulfil the "appraisal by peers" UPRAC requirement, AP&P must give due attention to every program undergoing review.

Recommendation 4: Assignment of responsibility (perhaps to AP&P) for the monitoring of the action taken to implement the recommendations coming out of program reviews should be added to the Toronto review protocol.

Recommendation 5: At a minimum, *Guidelines* should state that the time interval between reviews must not exceed ten years. In the interests of continuity and clarity it would be preferable to prepare a schedule of reviews that includes all undergraduate programs offered by the University.

Recommendation 6: *Guidelines* should be amended to reflect the fact that program review summaries are presented to the Governing Council. The University might also consider adding the Accountability Framework to *Guidelines*.

Recommendation 7: The Toronto review protocol should be updated to include reference to the additional questions regarding admissions requirements now included in *UPRAC Guidelines*. Academic units and external reviewers should be asked to respond to these additional questions as well as the general point about the appropriateness of the admission requirements.

Recommendation 8: To reflect the clear importance Toronto intends to give to curricular matters, *Guidelines* should include explicit reference to the importance of addressing the appropriateness of a program's structure and curriculum for its educational objectives.

Recommendation 9: Toronto's review *Guidelines* should direct divisions that offer multidisciplinary or interdisciplinary programs that come under category 2 of *UPRAC Guidelines* to adequately include them in their review processes.

Recommendation 10: Toronto's *Guidelines for Divisional Submissions* should be reviewed against *UPRAC Audit Guidelines* and, to bring it fully into conformity, should be amended in ways specified above.

Suggestion 1: In order more readily to be seen to be in conformity with *UPRAC Guidelines*, the University of Toronto should consider rendering more visible the over-all framework for undergraduate program reviews. Specifically, for the benefit of those within and outside the institution, the University might review its documentation regarding undergraduate program reviews with the aim of achieving greater coherence and clarity in one free-standing statement. Toronto might also consider the advantages of explicitly assigning the formal authority for reviews to an appropriate statutory body.

Suggestion 2: Since Toronto's *Guidelines* allow for some degree of divisional variation and flexibility in the conduct of program reviews, it should make clear which review criteria form the core that must be addressed in order for reviews to be conducted in conformity with *UPRAC Guidelines*.

Suggestion 3: The University might consider making available to programs undergoing review the option of seeking "the advice of others such as representatives of industry, professions and practical training programs."

Suggestion 4: The University might consider providing additional written guidance for all parties involved with reviews on the roles and responsibilities of the various players and further details on the steps in the review process.

Suggestion 5: Toronto might identify where faculty and student involvement in self studies was strongest and weakest, and publicize those factors that seem to promote fuller participation of faculty and students, and the consequent benefits.

Suggestion 6: The importance of the analytical use of data in self-studies might be emphasized in *Guidelines* by adding the paragraph, or similar wording, from *Raising Our Sights* that introduces "Elements of the Self-Study."

Suggestion 7: Since many programs that are essentially the same, or nearly so, are offered at more than one campus of the University, Toronto might profitably design its review process to facilitate a tri-campus perspective on the quality of similar programs is obtained.

Suggestion 8: Though Toronto's innovative clustering of programs and departments for review purposes had many advantages, it also had some limitations. If clusters continue to be used, the FAS Dean and the Provost's Office should ensure that the review design allows for each program included in a cluster to receive the necessary attention as mandated by the UPR Process.

Suggestion 9: To ensure that external reviewers always have access to course descriptions, *Guidelines* might remind units that they should be provided.

Suggestion 10: For the clear guidance of all concerned, either in *Guidelines for Divisional Submissions* or in a companion piece, the University might consider producing a comprehensive outline of the processes that are followed for the approval of new undergraduate programs. Divisions might be encouraged to do likewise where such documentation does not exist.

Appendix 6 — Toronto's *Policy for Assessment and Review of Academic Programs and Units*

See following pages for:

Policy for Assessment and Review of Academic Programs and Units.



Policy for Assessment and Review of Academic Programs and Units

1. Preamble

- 1) This policy formalizes university-wide principles for the assessment and review of academic programs and units within a standard framework.
- 2) The purpose of the policy is to establish consistency at the University so that:
 - New program and unit proposals undergo internal assessment before submission to governance for approval in order to ensure their academic quality and merit are fully developed and documented.
 - Existing programs and units are reviewed on a regular basis in order to ensure their academic quality and merit.
 - Whether for proposed or existing programs and units, internal assessments and reviews ensure that the programs and units are aligned with the objectives of the University as specified within the *Statement of Institutional Purpose* and thereby advance the mission of the University.
 - Through the processes of internal assessment and review, a sound basis of information is provided in order for approval decisions or recommendations for improvement to be made. Both processes must address the questions of what is being done well, what is not being done well, and how the program or unit will compare or compares to the best in its field among international peer institutions. For the University of Toronto as a whole, those peer institutions comprise the first rank of public research universities in the world. For any given program or unit, the relevant peers may be drawn from a top tier that includes private as well as public institutions. The assessment or review of an academic program and/or unit entails a review of the academic unit(s), and *vice versa*. The quality of the scholarship of the professoriate and students, and the degree to which that scholarship is brought to bear in teaching, are the foundations of academic excellence. More generally, all of the factors that contribute to collegial and scholarly life -academic and administrative complement, research and scholarly activity, infrastructure, governance, etc.-bear on the quality of academic programs and units and the broad educational experience of students. Reviews are intended to help ensure and improve quality in all of these aspects.
- 3) This policy incorporates (within Appendix A) and replaces the existing University Policy *Accountability Framework for Reviews of Academic Programs and Units*.

2. Scope

- 1) This Policy applies to submissions of internal assessments of proposed new academic programs and units and reviews of existing programs and units.
- 2) For the purpose of this Policy, a "program" is defined as an identified set and sequence of courses within an area of study, which is completed in full or partial fulfillment of the requirements for the granting of an undergraduate, second-entry or graduate degree. This Policy applies to all such programs to which resources are dedicated.
- 3) For the purposes of this Policy, academic unit is defined by Section 1(1)(a) of the University of Toronto Act 1971, amended in 1978: an "academic unit" means University College and a college, faculty, school, institute, department or other academic division of the University so designated by the Governing Council.
- 4) This Policy applies to reviews of existing programs and units commissioned by academic administrators at the University of Toronto to aid them in discharging their responsibilities of academic leadership.

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. In conducting a review of a program or unit, external reviewers should be presented, where appropriate, with any non-University commissioned reviews (for example, professional accreditation or Ontario Council on Graduate Studies) completed since the last review of the program or unit.

Where possible, the University process should aim to streamline the review process by assessing the alignment of mandates of externally and internally commissioned reviews and supplementing documentation as necessary.

3. Procedures

- 1) Administrative procedures for the application and process of the internal assessment of proposed new academic programs and units will be set by the Office of the Provost, within the document *Guidelines for Assessment of Divisional Submissions* (<http://www.provost.utoronto.ca/Assets/provost/policy/review/guidelineassessment.pdf>) and reported for information to Governing Council. The Provostial Guidelines incorporate and replace Section I11 of the *Guidelines for Divisional Submissions* (approved by the Committee on Academic Policy and Programs on October 23,2002).
- 2) Administrative procedures for the application and process of reviews of existing academic programs and units will be set by the Office of the Provost, within the document *Guidelines for Review of Academic Programs and Units* (<http://www.provost.utoronto.ca/Assets/provost/policy/review/guidelinesreviews.pdf>) reported for information to Governing Council. The *Guidelines for Review* will include procedures for the application of the reviews, the process by which reviews will be conducted, the content of the reviews and administrative response, as well as the circulation of any reports and submission to governance.

3. Procedures (cont'd)

- 3) Authority for periodically revising and ensuring implementation of both the procedural *Guidelines* is delegated to the Office of the Provost. Any changes to the *Guidelines* will be presented to Governing Council for information.

4. Accountability

1) New Programs

Internal assessment of proposed new programs and units is part of the procedure of submission to governance. Proposal assessment is a critical process that ensures the quality and merit of the proposal is fully developed before entering governance so that appropriate decisions can be made by Governing Council as to whether the program or unit should be established.

2) Existing Programs and Units

Reviews are important mechanisms of accountability. Academic administrators are accountable for the discharge of their responsibilities through a line of accountability that reaches from chairs and directors to deans and principals to the Provost to the President and ultimately to University governance. As part of this structure of accountability, governors have a responsibility to ensure that appropriate mechanisms for reviewing academic programs and units with a view to ensuring and improving their quality are in place. The *Accountability Framework for Review of Academic Programs and Units* was approved by the Executive Committee of the Governing Council in 1999 and is incorporated into the current document as Appendix A.

APPENDIX A

Accountability Framework for Reviews of Academic Programs and Units

Responsible Agent	Responsible for	Mechanism
Governing Council:	Ensuring that University administration is monitoring the quality of academic programs and units and is taking the necessary steps to address problems and achieve improvements	Receive annual program review report (including summaries of all reviews) and record of AP&P and Executive Committee discussion
a) Executive Committee	Monitoring overall review audit process; identification of any changes required in process; discussion of any major unresolved issues with President and Provost	Receive annual program review report (including summaries of all reviews) and record of AP&P discussion
b) Agenda Committee of Academic Board	Identifying any general academic issues raised by the overview of reviews that warrant discussion by the Academic Board	Receive annual program review report (including summaries of all reviews) and record of AP&P discussion
c) Committee on Academic Policy and Programs	Undertaking a comprehensive overview of review results and administrative responses	Receive annual program review report including summaries of all reviews, identifying key issues and administrative responses. Discuss annual report at dedicated program review meeting with relevant academic leadership; forward to Executive Committee
Provost	Monitoring quality of all academic programs and units in the University and taking necessary steps to address problems and achieve improvements	Commission and respond to reviews of faculties and colleges Prepare summaries of reviews of faculties and colleges, including administrative response Receive reviews of units within multi-departmental faculties Prepare overall summary of all reviews, for forwarding to Governing Council
Dean/Principal of multi-departmental faculty	Monitoring quality of all academic programs and units in the Faculty and taking necessary steps to address problems and achieve improvements	Commission and respond to reviews of academic programs and units within the Faculty Prepare summaries of all reviews within the Faculty Forward reviews and summaries, including administrative responses, to Provost

Approved by Governing Council, February 10, 2005

Appendix 7 — Toronto's *Guidelines for the Assessment of Divisional Submissions*

See following pages for:

Guidelines for the Assessment of Divisional Submissions.



University of Toronto

OFFICE OF THE VICE PRESIDENT AND PROVOST

Guidelines for Assessment of Divisional Submissions

1. Purpose and Scope

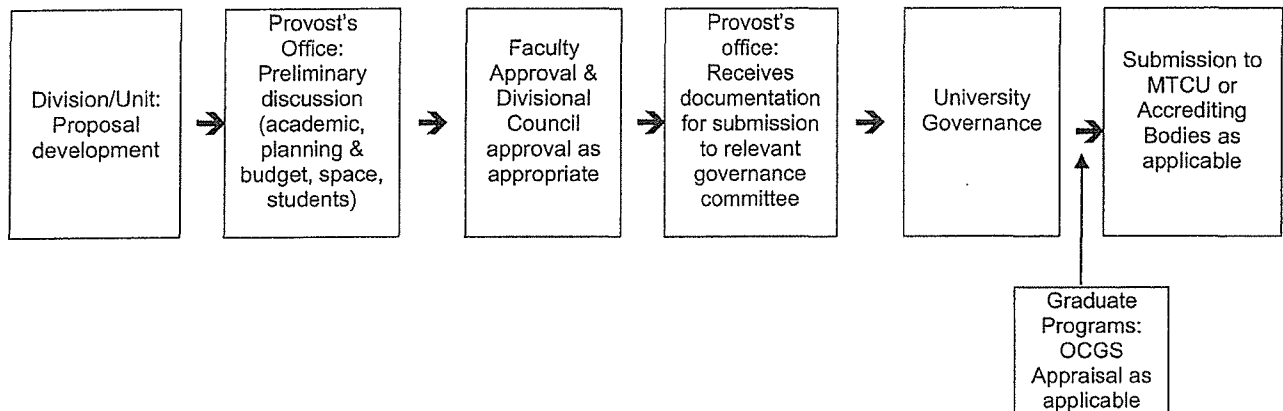
The purpose of the *Guidelines* is to ensure that the procedures are established for the internal assessment of proposed new academic programs and units in accordance with the *University Policy for Assessment and Review of Academic Programs and Units*. The purpose and scope of the assessments are specified in the *Policy*.

2. Application

- Assessments of submissions for new programs and units are conducted as part of the procedure for program development and submission to the University governance.
- Interdivisional programs and units that are inter- and multidisciplinary must have an identified permanent affiliated division for the purpose of the submission development and for identification of a commissioning officer for the future review of the program or unit if it is approved.
- Programs offered by St. George colleges within the Faculty of Arts and Science should be submitted in the context of the relevant Arts and Science department(s) and their programs.
- Interdivisional and interdepartmental units, “extra-departmental units” (EDUs) should refer to the Governing Council Report of the *Provostial Committee on Centres and Institutes* (Appendix A contains Part II: Units and Their Administrative Functions). This report differentiates four EDUs offering research and/or teaching programmes that operate within the University outside the basic structure formed by departments. Each EDU has a defined set of characteristics for their establishment, operation, governance, reporting and administration. Proposals for new EDUs should follow the classification in this report and the guidelines for structure and administration.
- These *Guidelines* are meant to allow latitude for variation and flexibility in divisional practices in the submission of new programs and units proposals. However, the core submission criteria related to the purpose, process and content of submissions, and accountability must be addressed.
- Programs that are inter-institutional and offered in partnership with other higher education institutions (colleges and universities) through collaborative or other affiliation agreements, should be assessed as entities distinct from the larger institutions within which they may be included. Such programs must specify how future reviews will be conducted - whether on a stand-alone basis or in the context of reviews of the participating institutional divisions with which they are aligned.

3. Approval Process and Submission to Governance

The approval of proposed new academic programs and units involves several offices at the University. A synopsis is provided below along with a diagram reflecting the process:



- Assessments and development of new programs and units are conducted as part of the procedure for submission to the University governance. Major academic program and unit proposals may be submitted at any time, although new program proposal to take effect for the fall should be forwarded no later than the end of the previous February.
- Divisions are encouraged to consult with the Provost's Office early on in the process of proposal development. The Provost's office will respond to queries and facilitate proposal development with regards to institutional academic and financial aspects of the proposal. A checklist of items to be considered in developing a proposal is included in Appendix B.
- Proposal submissions should be approved by the relevant divisional council or faculty. For interdivisional proposals, a lead division should be identified for purposes of the submission and for future reviews of the program or unit.
- Graduate programs and units should also coordinate with the School of Graduate Studies to ensure that graduate program proposals follow the Council of the School of Graduate Studies approval process.
- Proposals are submitted to governance through the Provost's Office, which recommends items to the Committee on Academic Planning and Programs, Planning and Budget Committee and Academic Board through their Senior Assessors. The schedule relating Governing Cycle meetings and Office of the Provost deadlines is included in Appendix C.
- Programs may not be advertised until approved by the appropriate level of governance, and if required, the Ministry (MTCU). Accordingly, divisions should take into account calendar and other advertising deadlines in determining the timetable for program development and submission. Appendix C includes a schedule of important dates for the UofT governance cycle and MTCU submission deadlines.

Appendix 8 — Toronto's *Guidelines for Review of Academic Programs and Units*

See following pages for:

Guidelines for Review of Academic Programs and Units.



University of Toronto

OFFICE OF THE VICE PRESIDENT AND PROVOST

Guidelines for Review of Academic Programs and Units

1. Purpose and Scope

The purpose of the Guidelines is to ensure that procedures are established for the review of academic programs and units in accordance with the University *Policy for Assessment and Review of Academic Programs and Units*. The purpose and scope of reviews are specified in the *Policy*.

2. Application

2.1 Reviews of programs and units

- Given the purpose of reviews as stated in the *Policy for Assessment and Review of Academic Programs and Units*, and in order to minimize the number of different review cycles as discussed below, the review of an academic unit should normally include a thorough review of each of the programs offered by the unit. Conversely, program reviews should normally be embedded in reviews of the unit(s) upon whose resources they draw.
- In some cases, the inclusion of program reviews in reviews of units is not feasible. Most notably, the review of a multi-departmental division with departmentally-based programs (which are assessed in reviews of the departments) should not include a review of all of these programs, although general issues of curriculum may be considered.

2.2 Inter-departmental and Inter-divisional programs:

- Interdivisional programs that are inter- and multidisciplinary should be reviewed as entities distinct from the larger academic units within which they may be included. Existing and proposed new programs must have an identified permanent affiliated commissioning division for the purpose of the review.
- Programs which draw upon the resources of more than one department or division, and which are not administered by a single academic unit, may be reviewed on a stand-alone basis or in the context of reviews of one or more of the participating units. Programs administered as single units may be reviewed outside of departments, colleges, or divisions or in the context of reviews of relevant departments. The process of review should, however, be explicit for such existing or proposed programs.
- Programs offered by St. George colleges within the Faculty of Arts and Science should be reviewed in the context of reviews of the relevant Arts and Science department(s) and their programs. The periodic review of the college will not include a review of its academic programs.

- In some cases, programs do not have dedicated resources, but rather are composed entirely of courses offered in other programs and require no administrative coordination. Such programs need not undergo the full process of regular self-study and external review set out in these Guidelines. However, the head of the relevant unit should periodically review enrolment trends and curricular coherence in such programs.

2.3 Divisional variation:

- These guidelines are meant to allow latitude for variation and flexibility in divisional practices in the conduct of reviews. However, the core review criteria related to the purpose, process and content of reviews, accountability, and regarding circulation of the review reports form the core of the review guidelines and must be addressed.

2.4 Inter-institutional programs:

Programs that are inter-institutional and offered in partnership with other higher education institutions (colleges and universities) through collaborative or other affiliation agreements, should be reviewed as entities distinct from the larger institutions within which they may be included. Such programs may be reviewed on a stand-alone basis or in the context of reviews of one or more of the participating institutional divisions. Existing and proposed new programs must have an identified permanent process and timeline for the purpose of the review and the process of review should be explicit.

3. Process:

3.1 Commissioning Officer:

- Reviews of academic units and the programs they offer are to be commissioned by the academic administrator to whom the head of the unit reports: the dean or principal in the case of multi-departmental divisions, and the Provost in the case of single-departmental divisions. Commissioning officers are responsible for maintaining a schedule of reviews of programs that are their responsibility.
- In the case of programs that cut across units, the review should be commissioned by the academic administrator to whom the heads of the relevant units report: the dean or principal where the program cuts across departments within a division; the Provost or the Dean of the School of Graduate Studies where the graduate program cuts across divisions.
- In the case of programs and units that are inter-institutional and offered in partnership with other higher education institutions (colleges and universities) through collaborative or other affiliation agreements, the review should be commissioned jointly by agreed upon and identified commissioning officers at the institutions. For the University of Toronto the commissioning officer should be the Dean or Principal of the participating institutional division or the Dean of the School of Graduate Studies.

3.2 Timing

- Reviews should be conducted on a regular basis, frequent enough to ensure that the academic leadership is kept informed of developments in all academic units, but at sufficiently long intervals that the effects of given actions can be determined and that the system is not over-burdened by the logistical demands of the process. Reviews are usually timed to coincide with the end of term of the

unit's head, as the review then also provides a clear mandate for the next leadership of the unit. While reviews are normally conducted every five years, the time interval between reviews must not exceed ten years. Reviews of the various programs offered by a given academic unit should be synchronized wherever possible.

- Internally-commissioned reviews should not be waived because an externally-commissioned review, such as an accreditation review, has recently been conducted. Reviews of academic programs by external bodies such as the Ontario Council on Graduate Studies (OCGS) and professional accrediting 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. Academic administrators within the University have limited discretion over the conduct of these externally-commissioned reviews; and these guidelines are not intended to apply to such reviews. In such cases, however, the University process may be streamlined by assessing the alignment of mandates of externally and internally commissioned reviews and supplementing documentation as necessary.

For example, reviews of undergraduate and graduate programs could be timed according to the OCGS review cycle. The OCGS process allows for "augmented" reviews that include reviews of undergraduate programs and additional terms of reference. Academic units may explore the feasibility of using this option. There is also value in convening an internal review committee. Divisions may choose to devote the first phase of the deliberation of the search committee for the unit head for this purpose, rather than striking a separate review committee. There may, however, be circumstances in which reviews may be timed on a different basis -- notably at the beginning of a planning cycle.

- For programs that cut across units, care needs to be taken by the appropriate commissioning officer to ensure that they are reviewed on a regular cycle, since the discipline-based units involved in offering such programs are likely to be on differing review cycles. While reviews are normally conducted every five years, the time interval between reviews must not exceed ten years.

3.3 Selection of reviewers:

- The composition of review panels will vary according to divisional circumstances, subject to the provision that at least two scholars external to the University of Toronto be involved. Normally at least one of these reviewers should be from outside Canada.
- Some divisions may rely entirely on external reviewers; others may strike an internal review committee as well. And where appropriate, some divisions may wish to seek advice of others, such as representatives of industry, professions and practical training programs. In all cases the reports of external reviewers should be identifiably separate from internal reports, although the internal review committee, if any, may wish to comment upon the external review(s) and/or to include them as appendices.
- The selection of reviewers, like the commissioning of the review itself, should be done on a "one-up" basis. The commissioning officer should select reviewers in consultation with the unit to be reviewed. In selecting reviewers, an appropriate balance needs to be struck between familiarity with the unit under review and sufficient distance to allow for objective assessment. The external reviewers must be at arm's length from the program under review, that is, they should not have a particular interest in the outcome of the review due to personal or professional relationships with members of the unit.

3.4. Conduct of the review:

- The review should be publicly announced through appropriate University media and submissions invited.

- A thorough self-study should be prepared, as discussed below.
- External reviewers should be provided with a copy of the terms of reference, the self-study of the unit under review, the previous review report including the administrative response, and, where appropriate, any non-University commissioned reviews (for example, for professional accreditation or Ontario Council on Graduate Studies) completed since the last review of the program or unit in advance of a site visit. In addition, external reviewers should be provided with access to all course descriptions and the curricula vitae of faculty.
- Reviewers should be encouraged to visit together. During their visit, provision must be made for reviewers to meet with faculty, students and staff as well as members of relevant cognate units as determined by the commissioning officer.
- External reviewers should submit team reports.

A Content of reviews

4.1 Self-study:

- Guidelines regarding the content of self-studies are set out in Elements of the Self-study (Appendix A).
- The self-study is intended to be a reflective, analytical, self-critical and evaluative process that assesses the appropriateness of all areas of activity in the unit or program.
- The self-study must include the involvement of faculty, students and staff and describe the nature of this involvement.
- The self-study should address the criteria raised in the objectives set out in the terms of reference for external reviews.
- The self-study should incorporate the use of data as specified in Elements of the Self-Study. These data will provide the skeleton of the self-study, and are to be fleshed out in commentary that provides a rounded view of the unit and its programs.

4.2 External Reviews - Terms of Reference

The terms of reference for external reviewers should be established by the commissioning officer. These terms may vary to address issues of particular relevance to a given unit. They should however ask reviewers to comment upon each of the following elements, in order to assess each of the programs offered by the unit against the scope set out under the *Policy for Assessment and Review of Academic Programs and Units* and the *Statement of Institutional Purpose*:

1. Size, scope, quality and priorities of Unit's Education activities
 - Consistency of the programs with the general objectives of the University's mission and academic plans, and with the standards, educational goals and learning objectives of the degree.
 - Appropriateness of admission standards (e.g. achievement and preparation) at both the University and, where applicable, program levels for the learning objectives of the program.
 - Appropriateness of the program's structure, curriculum and length for its learning objectives.
 - Extent to which programs within the Unit make appropriate use of a variety of learning formats, with particular attention to courses with large enrolments and distance learning components.
 - Appropriateness of the methods used for the evaluation of student progress.
 - The level of achievement of students, consistent with the educational goals for the program and the degree, and institutional standards.
 - Demand for the programs as evidenced by the quality of the students attracted.
 - Quality of teaching, and evidence that research, professional activities and scholarships are brought to bear in teaching.
 - Extent to which there is collaboration among the Unit's degree programs.
 - The quality of the educational experience provided to students beyond the classroom, commenting such as opportunities for international mobility and availability and utilization of student advising and counseling.
2. Scope, quality and relevance of the Unit's Research activities. Is the level of activity appropriate in terms of comparisons nationally and internationally? Are research activities appropriate for the undergraduate and graduate students in the Unit?
3. The scope and nature of the Unit's relationship with cognate academic departments and units at the University of Toronto. Has the Unit developed or sustained fruitful partnerships with other universities and organizations in order to foster research, creative professional activities and to deliver teaching programs?
4. The scope and nature of the Unit's relationship with external government, academic and professional organizations. What has been the social impact of the Unit in terms of outreach and impact locally and nationally?
5. The appropriateness and effectiveness of the Unit's organizational and financial structure. How well has Unit managed resource allocation, including space and infrastructure support? What are opportunities for new revenue generation by the Unit?
6. The vision of the special challenges facing the Unit's in long-range planning and consistency with the University's academic plan:
 - Complement planning, including balance of tenure-stream and non-tenure stream faculty

- Enrollment strategy
- Student financial aid
- Development/fundraising initiatives
- Management and leadership

7. The morale of the faculty, students and staff.
 8. Extent and effectiveness of measures to recruit and retain students, faculty and staff from demographic groups under-represented in the unit and its programs.
 9. Assessment of the Unit and Programs relative to the best of their kind offered in Canada/North America and internationally, including areas of strength and opportunities.
- Reviewers should be asked to submit a report that summarizes their findings, conclusions and key recommendations. The report should also include a summary of the key findings and recommendations of the previous review report and resultant steps taken to address any recommendations. The report should end with a statement of strengths and weaknesses and the action to be taken on their recommendations.

5. Administrative Response:

- As part of the discharge of accountability, the academic administrator who commissioned the review should respond formally to the review report, indicating areas of agreement and (if relevant) disagreement, and describing the action to be taken in response to issues raised in the review. This administrative response is an important part of the review process, since it indicates how the recommendations of the review will be dealt with in the broader context of the multi-departmental division or the University as a whole.
- The outgoing, incoming, or continuing head of the unit under review should have the opportunity to respond as well. Responses should reflect both the views of the head of the unit and the views of the unit as a whole.

6. Circulation of the report

- The review report is a public document, and should be circulated within the unit reviewed. As noted above, reports of external reviewers should be identifiably separate from the report of the internal review committee, if any.¹
- External reviewers will be asked to make recommendations relating to personnel issues or other matters specifically involving individuals, if any, on a confidential basis to the academic officer commissioning the review.
- Review reports are to be submitted for information to governance through the Committee on Academic Policy and Programs of the Academic Board (AP&P). A compendium of summaries of review reports is submitted annually to AP&P by the office of the Provost and discussed at a dedicated AP&P meeting. The summaries are presented in a standard template (Appendix B) prepared by the

¹ The issue of the breadth of circulation of the review report is one on which there is considerable difference of opinion and of divisional practice. Some have argued that confidentiality increases the likelihood of frankness on the part of reviewers. However, if reviews are to have their intended effect of maintaining and improving the quality of programs, and if changes are to be made accordingly, it is important that the reasons for change be transparent. Furthermore, if the review is highly favourable, it can provide important recognition and reinforcement for an academic unit. To release some reports and not others would, of course, invite invidious comparisons. Divisions that follow the practice of circulating review reports, including the reports of external reviewers, moreover, have not found that frankness has been inhibited.

office of the commissioning officer and reviewed by the Office of the Provost. The review reports themselves are filed with the Governing Council office for consultation.

The compendium of summaries, as well as the record of the discussion at AP&P, is forwarded to the Executive Committee of Governing Council. These documents are also considered by the Agenda Planning Committee of the Academic Board to determine whether they raise any overall academic issues warranting discussion by the Board. The purpose of this consideration of reviews by governance is to allow governors to discharge their responsibility to ensure that academic administrators are reviewing programs and units on a regular basis and are responding to these reviews in a manner that achieves the purpose of maintaining and improving program quality.

7. Accountability

Reviews are important mechanisms of accountability. The *Accountability Framework for Review of Academic Programs and Units* is contained within the *Policy for Assessment and Review of Academic Programs and Units*. The Framework outlines the following responsibilities and mechanisms:

- The Dean/Principal of a single- and multi-departmental division is responsible for monitoring quality of all academic programs and units in the Faculty and taking necessary steps to address problems and achieve improvements. S/he commissions and responds to reviews of academic programs and units within the Faculty, prepares summaries of all reviews within the Faculty and forwards the reviews and summaries, including the administrative responses, to the Provost.
- The Provost is responsible for monitoring the quality of all academic programs and units in the University and taking necessary steps to address problems and achieve improvements. S/he commissions and responds to reviews of faculties and colleges and prepares summaries of reviews of faculties and colleges, including the administrative response. The Provost is responsible for maintaining a schedule of future reviews and/or compiling this information from the responsible commissioning officers. S/he receives reviews of units within multi-departmental Faculties and prepares an overall summary of all reviews, for forwarding to Governing Council.
- Governing Council:
 - ◊ The Committee on Academic Policy and Programs (AP&P) is responsible for annually undertaking a comprehensive appraisal of review results and administrative responses. The Committee ensures that reviews are performed on a regular basis, that they were conducted appropriately and that the issues identified in the self-study and by reviewers were dealt with appropriately by the administration. The Committee receives annual program review reports, commissioned in the previous academic year, including summaries of all reviews, identifying key issues and administrative responses commissioned in the previous academic year. The annual report is discussed with relevant academic leadership at a dedicated program review meeting and then forwarded to Executive Committee.
 - ◊ The Agenda Committee of Academic Board is responsible for identifying any general academic issues raised by the overview of reviews or in the AP&P discussion that warrant discussion by the Academic Board. The Committee receives the annual program review report (including summaries of all reviews) and record of AP&P discussion.
 - ◊ The Executive Committee is responsible for monitoring the overall review audit process, for the identification of any changes required in process, and discussion of any major unresolved issues with the President and Provost. The Committee receives the annual program review report (including summaries of all reviews) and record of AP&P and Academic Board Agenda Committee discussion.

- ◇ Governing Council is responsible for ensuring that the University administration is monitoring the quality of academic programs and units and is taking the necessary steps to address problems and achieve improvements. The Council receives the annual program review report (including summaries of all reviews) and record of AP&P and Executive Committee discussions.

APPENDIX A

Elements of the Self-study

The self-study must include the involvement of faculty, students and staff. It is intended to be a reflective, analytical, self-critical and evaluative process that assesses the appropriateness of all areas of activity in the unit or program. The self-study should address the criteria raised in the objective set out in the *Policy for Assessment and Review of Academic Programs and Units* as well as the issues outlined in the terms of reference for the review. It should be comprehensive and should include the data and indicators specified below, **as relevant to the particular unit and programs**. These data will in effect provide the skeleton of the self-study, and are to be fleshed out in a reflective, analytical, self-critical and evaluative commentary that provides a rounded view of the unit and its programs. The self-study should identify real or potential problems and opportunities.

a) Complement -- Academic and Administrative

On the basis of the below data, the self-study should offer commentary on the pattern of retirements and other aspects of faculty demographics, and their implications for the capacity of the unit to deliver its programs. It should also describe measures taken to recruit, integrate and retain faculty members and assess the effectiveness of these measures. Finally, it should also comment upon the appropriateness of the level and distribution of administrative staff resources in supporting the unit's academic activities, as well as career development support provided to administrative staff.

- Age distribution and retirement projection for tenure/tenure-stream professoriate, by gender
- Academic staff count by rank and source of funds, at the disciplinary level
- Source of new faculty by institution granting Ph.D., and by specialization, hired during the past five years
- Number and specialization of faculty who have left in the past five years, by reason for leaving
- Gender and visible minority distribution of new appointments in the past five years
- Number of named Chairs and Professorships
- Number of FRSC, FRSL, etc.
- TA budget and actual expenditures in the past five years
- Current FTE staff and total expenditure for support services by category and by source of funds.
Suggested categories:
 - ◊ Registrarial and student services
 - ◊ Financial and human resources management
 - ◊ Technical support, including computing support
 - ◊ Alumni relations and development
 - ◊ Libraries
 - ◊ General administrative support (e.g. secretarial/administrative assistant support)
- Age distribution and retirement projection for support staff
- Ratio by FTE of staff to faculty, student to faculty, student credit hours to faculty, senior lecturer to tenure-track faculty, tenure-track + instructor to total FTE
- Ratio grant funding to number FTE staff engaged in research support

b) Academic Programs

Drawing upon the below information, each unit should assess each of its programs against the criteria established in the Terms of Reference. In doing so, it should also comment upon changes and innovations in program structure and content, including the fostering of the research-teaching linkage and interdisciplinary developments and innovations in learning formats if any, over the past five years.

(Unless specified, data should be provided for the past five years when available.)

Undergraduate First Entry Programs

- Frequency distribution of entering OAC averages
- Applications/Offers/Yield rates
- Intake
- Total enrolment, November 1 headcount and FTE
- Year to year retention rates
- Graduation rates
- Area from which students are arriving to UofT
- Student engagement/satisfaction

Measures Specific to Arts and Science Programs

- Specialist and Major Enrolment by program
- November 1 FTE enrolment by sector: B.A., B.Sc., B.Comm

Second Entry Programs (includes Professional Masters)

- Applications/Offers/Yield rates
- Where applicable, average GMAT/LSAT/MCAT scores
- Intake
- Total enrolment, November 1 headcount and FTE
- Year to year retention rates
- Graduation rates
- Placement of graduates by employment sector

Doctoral Stream Programs

- Applications/Offers/Yield rates
- Entering averages
- Domestic and international total enrolment
- BIU-eligible vs. ineligible domestic enrolment
- Domestic and international intake
- Retention rates
- Median time to Ph.D.
- Ph.D. completion rate
- Ph.Ds granted, with comparison to Canadian and AAU peer programs
- Ph.D. enrolment: graduate faculty ratio for the current year only, with comparison to Canadian and AAU peer programs
- Placement of graduates by employment sector
- Graduate student satisfaction

Instructional Activity

- Instructional Activity Index
- Involvement of faculty in programs offered by other units in the current year
- Percentage of courses taught in the current year by tenure/tenure-stream faculty, by level
- Definition of indicators that provide evidence of quality of faculty, student clientele (applications and registrations), student quality, and the outcomes of the program (graduation rate, length of studies, etc.) and achievement of its learning objectives. (The indicators are invariably best developed by the unit whose program is under review. Data on indicators should be collected over an extended time period rather than simply once every review cycle, and the results should be discussed in the self study as a means to enhance program quality and student satisfaction.)

c) **Learning Environment**

This section should draw upon the below data, together with descriptions of action taken over the past five years, to assess **changes in the learning environment, both positive and negative.**

- availability and utilization of:
 - ◊ teaching development programs
 - ◊ student academic counseling services
 - ◊ writing support
 - ◊ internships, PEY, summer programs, and other forms of experiential learning
- distribution of class size and number of large courses with sections, tutorials or laboratories, over the past five years

d) **Student Financial Support**

On the basis of these data, each division should indicate **its compliance with the University's Policy on Student Financial Support**, and should describe funding available for students. For doctoral stream students, each unit should describe **its practices regarding the provision of packages of support**, over and above the University's guarantee under that *Policy*.

- level of financial support available per FTE student over the past five years
- Student support by type and by source of funds for the current academic year (N.B. for doctoral stream students include research assistantships and teaching assistantships)
- OSAP and UTAPS participation rates over the past five years
- level of need unmet by OSAP and grant/loan mix used to meet this need
- availability and utilization of financial counseling

e) **Consolidated Operating Budget**

On the basis of the below information, each unit should comment upon the **appropriateness of the level and distribution of financial resources** in support of its academic programs, and the capacity for **flexibility and re-allocation** within existing resources.

- Gross and net operating budget for the past five years
- Operating budget for the current year and for next year by major object of revenue and expense
- Divisional carryforward for the past four years, excluding the current year
- Balance of OTO budget reductions to the end of next year
- Analysis of divisional revenue budget vs. actual for the past four years, excluding the current year

f) **Research**

In this area in particular, there will be variation across academic units as to the appropriate measures. Drawing upon the above information, each unit should comment upon **the level of activity in research and scholarship** among its members. In all cases, an assessment of the quality of research output, supported by evidence appropriate to the discipline, will be essential.

- Federal and provincial granting council awards for the past five years
- Research grants and contracts for the past five years
- Research Yield: the ratio of the unit's share of SSHRC, NSERC and/or MRC funding (# of awards and overall \$ amount) to the unit's national share of eligible faculty
- Where relevant, success to date in governmental research infrastructure competitions
- Measures of scholarly and research productivity, selected by the academic unit as appropriate to the discipline. For example, publications in lead journals and by major university presses.

g) Infrastructure

Each unit should assess the **adequacy of the infrastructure** available to support its activities, including the capacity for **re-allocation of space and other resources**. Space and/or equipment which might be made available to other units, given appropriate terms of exchange, should be identified. Units with libraries outside the UTL system should address the potential for **consolidation of library resources through UTL**.

- Actual vs. COU Formula-Generated Space, by category: faculty offices, graduate student space, administrative offices, teaching laboratories where relevant
- Instructional technology and equipment
- Research equipment
- Library resources where relevant: volumes, acquisitions, expenditures, for the past five years
- Unit's record in providing start-up funding for new faculty

h) Philanthropic Support

This section should serve as an assessment of the unit's actual and **potential capacity to attract private support**.

- By annual fund constituency:
 - ◊ Percentage of alumni donors for the past four years excluding the current year
 - ◊ Annual fund donations for the past four years excluding the current year
- Actual performance against campaign target
- Endowment by major category of activity supported as at last April 30
- Income from endowments and expendable donations for the past four years excluding the current year

i) Organizational Issues

Each unit should describe its organizational structure and relationship to other units, to assess, from an academic perspective, whether these arrangements are **best suited to the delivery of its programs and for program enhancement and innovation** or whether there are any organizational impediments to program development. The potential for linkages with other units should be considered.

The appropriateness of the administrative and governance structure for the effective functioning of the unit should also be assessed.

**APPENDIX B
REVIEW SUMMARY**

DIVISION/UNIT: Department of
Faculty of

DATE:

COMMISSIONING OFFICER:

PROGRAMS OFFERED:

REVIEW COMMITTEE COMPOSITION:

EXTERNAL REVIEWERS, HOME UNIVERSITY:
International

Canadian

DATE OF PREVIOUS REVIEW:

SUMMARY FINDINGS AND RECOMMENDATIONS OF PREVIOUS REVIEW:

DATE OF RECENT OCGS REVIEW(s):

DOCUMENTATION PROVIDED TO REVIEWERS:

CONSULTATION PROCESS:

FINDINGS AND RECOMMENDATIONS - OVERALL ASSESSMENT AND SPECIFIC ISSUES:

ADMINISTRATIVE RESPONSE

Appendix 9 — Schedule for Reviews of Existing Undergraduate Programs

See following pages for:

Undergraduate program Reviews – Schedule.



University of Toronto

OFFICE OF THE VICE PRESIDENT AND PROVOST

Undergraduate Program Reviews - Schedule

Note: Highlighted rows indicate programs and units that have been reviewed since November 2001 and have gone through the full governance cycle at the University.

Program(s)	Unit Reviewed	Commissioning Unit	Latest Review Previous Review	Latest Rvw Report to Governance*	Next Review
Chemical Engineering, BAsC	Chemical Engineering and Applied Chemistry, Dept of	Faculty of Applied Science and Engineering	2005 Dec 1999	2007-05-25	2009-10
Civil Engineering, BAsC Mineral Engineering Program	Civil Engineering, Dept of	Faculty of Applied Science and Engineering	2005 Nov 1999	2007-05-25	2010-11
Electrical Engineering, BAsC Computer Engineering, BAsC	Electrical and Computer Engineering, Edward S. Rogers Dept of	Faculty of Applied Science and Engineering	2005 Nov 1999	2007-05-25	2010-11
Engineering Science, BAsC, with options in: Aerospace Science, Biomedical Engineering, Computer Engineering, Infrastructure Engineering, Manufacturing, Nanotechnology, Engineering Physics	Engineering Science, Division of	Faculty of Applied Science and Engineering	2005 Mar 1999	2006-05-31	2010-11
Materials Science, BAsC	Materials Science and Engineering, Dept of	Faculty of Applied Science and Engineering	1999		2007-08
Mechanical Engineering, BAsC Industrial Engineering, BAsC	Mechanical and Industrial Engineering, Dept of	Faculty of Applied Science and Engineering	2005 Apr 1999	2006-05-31	2010-11
Architectural Studies, BA: Maj	Architecture, Landscape and Design, Faculty of	Faculty of Arts and Science	See Provostial Review of Faculty		
Aboriginal Studies, BA: Maj (University College)	Aboriginal Studies	Faculty of Arts and Science – STG	2004 May 1999	2005-06-15	2011-12

Program(s)	Unit Reviewed	Commissioning Unit	Latest Review Previous Review	Latest Rvw Report to Governance*	Next Review
Anthropology, BA: Spec, Maj Archaeology, BA: Spec Archaeological Science, BA: Spec, Maj Linguistic & Semiotic Anthropology, BA: Maj Prehistoric Archaeology, BA: Maj Social/Cultural Anthropology, BA: Spec Semiotics and Communication Theory, BA: Maj (Victoria College) <i>Biological Anthropology, BSc: Maj (approved Spring 2006)</i>	Anthropology, Dept of	Faculty of Arts and Science – STG	2006 Jan 2002 1999: augmented OCGS	2007-05-25 2004-06-04	2010-11
Fine Art (History of Art) , BA: Spec, Maj (1999 review) History of Art, BA: Spec, Maj (<i>after 2004 review</i>) Visual Studies, BA: Spec, Maj	Art, Dept of (prev Dept of Fine Art)	Faculty of Arts and Science – STG	2004 Apr 1999	2005-06-15	2009-10
Asia-Pacific Studies, BA: Maj South Asian Studies, BA: Maj (New College) (2010-11 review)	Asian Institute	Faculty of Arts and Science – STG	2005 Jan 2001 & 2002	2006-05-31	2010-11
Astronomy and Astrophysics, BSc: Maj Astronomy & Physics, BSc: Spec Planetary Science, BSc: Spec (with Depts of Chemistry, Geology and Physics)	Astronomy and Astrophysics, Dept of	Faculty of Arts and Science – STG	2005 Jan 1999	2006-05-31	2010-11
Botany, BSc: Spec, Maj In collaboration with Dept of Zoology: Biology, BSc: Spec, Maj Developmental Biology: Spec	Botany, Dept of	Faculty of Arts and Science – STG	2003 Dec 1997	2005-06-15	<i>See Ecology & Evolutionary Biology/ Cell and Systems Biology</i>
Cell Biology, BSc: Spec (approved Spring 2007) Comparative Animal Physiology, BSc: Spec Developmental Biology, BSc: Spec Molecular Plant Biology, BSc: Spec	Cell and Systems Biology, Dept of	Faculty of Arts and Science – STG	Dept formed in 2006 See prev Depts of Botany & Zoology: 2004		2010-11
Chemistry, BSc: Spec, Maj Biological Chemistry, BSc: Spec Chemical Physics, BSc: Spec Chemistry and Geology, BSc: Spec Environmental Chemistry, BSc: Spec Materials Science, BSc: Spec Pharmaceutical Chemistry, BSc: Spec (offered with the Faculty of Pharmacy – see Faculty of Pharmacy)	Chemistry, Dept of	Faculty of Arts and Science – STG	1999		2007-08

Program(s)	Unit Reviewed	Commissioning Unit	Latest Review Previous Review	Latest Rvw Report to Governance*	Next Review
Cinema Studies, BA: Spec, Maj	Cinema Studies Program – Innis College	Faculty of Arts and Science – STG	2005 Nov 1999	2006-05-31	2010-11
Classics, BA: Spec, Maj Classical Civilization, BA: Maj Greek, BA: Maj Latin, BA: Maj	Classics, Dept of	Faculty of Arts and Science – STG	2006 Nov 1999	2008-5-13 <i>Planned</i>	
International Relations, BA: Spec, Maj Peace and Conflict Studies Program, BA: Spec (University College)	College Program: Trinity College	Faculty of Arts and Science – STG	2005 Mar 1999	2006-05-31	<i>With Dept of Political Science</i>
Health Studies, BA: Spec, Maj	College Program: University College	Faculty of Arts and Science – STG	2006-07	2008-5-13 <i>Planned</i>	2011-12
Criminology, BA: Spec, Maj	College Program: Woodsworth	Faculty of Arts and Science – STG			2008-09
Employment Relations, BA: Spec, Maj	College Program: Woodsworth	Faculty of Arts and Science – STG	2005	2008-5-13 <i>Planned</i>	2009-10
Commerce, BA: Maj <i>Commerce and Finance, BComm: Spec (approved spring 2006)</i>	Commerce Program	Faculty of Arts and Science – STG	2006 Feb 1999	2007-05-25	2011-12
Computer Science, BSc: Spec, Maj <i>Computer Science-Artificial Intelligence, BSc: Spec (approved Spring 2005)</i> Computer Science-Foundations, BSc: Spec Computer Science-Information Systems, BSc: Spec Computer Science-Software Engineering, BSc: Spec Computer Science and Economics, BSc: Spec Computer Science and Physics, BSc: Spec Computer Science and Statistics, BSc: Spec Human-Computer Interaction: Spec	Computer, Dept of Science	Faculty of Arts and Science – STG	2005 Mar 1997	2006-05-31	2011-12
Diaspora and Transnational Studies, BA: Maj (approved Spring 2005)	Diaspora and Transnational Studies, Centre for	Faculty of Arts and Science – STG	n/a		2009-10
Drama, BA: Spec, Maj Drama and English, BA: Spec	Drama Program University College	Faculty of Arts and Science – STG	2006-07 2001 (aug OCGS)	2008-5-13 <i>Planned</i>	2010-11
East Asian Studies, BA: Spec, Maj	East Asian Studies, Dept of	Faculty of Arts and Science – STG	2004 Apr 1999	2005-06-15	2008-09

Program(s)	Unit Reviewed	Commissioning Unit	Latest Review Previous Review	Latest Rvw Report to Governance*	Next Review
Behaviour, BSc: Spec Ecology, BSc: Spec Ecology & Evolutionary Biology, BSc: Maj Evolutionary Biology, BSc: Spec	Ecology and Evolutionary Biology, Dept of	Faculty of Arts and Science – STG	Dept formed in 2006 See prev Depts of Botany & Zoology: 2004		2010-11
Economics, BA: Spec, Maj Economic History & Economics, BA: Spec Economic History, BA: Maj Economics & Mathematics, BSc: Spec Economics & Philosophy, BA: Spec Economics & Political Science, BA: Spec Economics & Sociology, BA: Spec Economics & Statistics, BA: Spec Economics (Quantitative Methods), BSc: Spec <i>Economics (Commerce and Finance), BA/BComm: Spec (approved Spring 2006)</i> Financial Economics, BSc: Spec	Economics, Dept of	Faculty of Arts and Science – STG	2005 Oct 1999	2006-05-31	2009-10
English, BA: Spec, Maj English and Linguistics, BA: Spec English and Philosophy, BA: Spec Book and Media Studies, BA: Spec (St. Michael's College) (Approved Spring 2007 - 2012-13 review)	English, Dept of	Faculty of Arts and Science – STG	1999		2007-08 2012-13
Environment & Science, BSc: Spec, Maj Environment & Society, BA: Spec, Maj Environmental Policy and Practice, BA: Spec, Maj Earth Systems: Physics & Environment, BSc: Spec (with Dept of Physics) Environment & Health, BSc: Spec (with New College Human Biology Program) Environment and Toxicology, BSc: Spec (with Dept of Pharmacology) Environmental Geosciences, BSc: Spec, Maj (with Dept of Geology) Past Environments, BSc: Spec (with Dept of Anthropology) Environmental Ethics, BA: Maj (with Dept of Philosophy, approved Spring 2007)	Environment, Centre for	Faculty of Arts and Science – STG	<i>Centre formed 2005, prev. Division of the Environment</i>		2008-09
European Studies, BA: Maj	European Studies, Dept of (and Centre for European Russian and Eurasian Studies)	Faculty of Arts and Science – STG	1999		2009-10

Program(s)	Unit Reviewed	Commissioning Unit	Latest Review Previous Review	Latest Rvw Report to Governance*	Next Review
Finnish Studies, BA: Maj	Finnish Studies	Faculty of Arts and Science – STG	2004 Nov n/a	2006-05-31	With Dept of Slavic Languages and Literature 2007-08
Forest Conservation Science, BSc: Spec, Maj Forest Conservation, BA: Spec, Maj	Forestry, Faculty of and Faculty of Arts and Science	Faculty of Arts and Science – STG	(2004: Provostial Rvw of Faculty)		2007-08
French Language & French Linguistics, BA: Spec, Maj French Language & Literature, BA: Spec, Maj Second Language Learning (French) , BA: Maj	French, Dept of	Faculty of Arts and Science – STG	2004 Feb 1999	2005-06-15	2009-10
Geography, BA: Spec, Maj Biogeography, BSc: Spec Economics & Geography , BA: Spec Environment and Resource Management, BA: Spec, Maj Historical and Cultural Geography, BA: Spec, Maj Physical and Environmental Geography, BSc: Spec, Maj Urban, Economic and Social Geography, BA: Spec, Maj Urban Studies, BA Spec: Maj (Innis College) (2011-12 Rvw)	Geography, Dept of	Faculty of Arts and Science – STG	2005 Mar 1999	2006-05-31	2011-12
Geology, BSc: Spec, Maj Geology and Physics, BSc: Spec Environmental Geosciences, BSc: Spec, Maj	Geology, Dept of	Faculty of Arts and Science – STG	2005 Nov-Dec 1999	2006-05-31	2009-10
German Studies, BA: Spec, Maj German and Linguistics, BA: Spec	Germanic Languages and Literatures, Dept of	Faculty of Arts and Science – STG	2006-07 1999	2008-5-13 <i>Planned</i>	
History and Philosophy of Science, BA: Spec, Maj History and Philosophy of Science and Technology, BA: Maj (approved Spring 2005) History of Science and Technology, BA: Spec, Maj	History & Philosophy of Science and Technology, Inst for the	Faculty of Arts and Science – STG	2002-03 n/a: 2000: IHPST from School of Graduate Studies to Arts and Science.	2004-06-04	2008-09
History, BA: Spec, Maj History and Political Science, BA: Joint Spec Caribbean Studies, BA: Spec, Maj (New College) (to be reviewed with Dept of History for next cycle) African Studies, BA: Spec, Maj (New College) (to be reviewed with Dept of History for next cycle)	History, Dept of	Faculty of Arts and Science – STG	2004 Apr 1999	2005-06-15	2008-09

Program(s)	Unit Reviewed	Commissioning Unit	Latest Review Previous Review	Latest Rvw Report to Governance*	Next Review
Italian, BA: Spec, Maj	Italian Studies Dept of	Faculty of Arts and Science – STG	2006-07 1999	2008-5-13 Planned	
Human Biology - Genes, Genetics and Biotechnology, BSc: Spec, Human Biology - Global Health, BSc: Spec Human Biology - Health and Disease, BSc: Spec Human Biology - Human Behavioural Biology: Spec Human Biology - Life Sciences, BSc: Spec, Maj <i>Neuroscience, BSc, BSc: Spec (Approved Spring 2007)</i>	Life Sciences/Human Biology Program	Faculty of Arts and Science – STG	2006 Oct 1999	2008-5-13 Planned	2011-12
Linguistics, BA: Spec, Maj Linguistics and Language, BA: Spec Linguistics and Computing, BA: Spec Linguistics and Philosophy, BA: Spec Celtic Studies, BA: Spec, Maj (St. Michael's College) (2011-12 review)	Linguistics, Dept of	Faculty of Arts and Science – STG	2006-07 1999	2008-5-13 Planned	2011-12
Literary Studies, BA: Maj (Victoria College) Literary Studies and Philosophy, BA: Spec (Victoria College)	Literary Studies	Faculty of Arts and Science – STG			2008-09
Mathematics, BSc: Spec, Maj Applied Mathematics, BSc: Spec Mathematics and Its Applications, BSc: Spec Mathematics and Philosophy, BSc: Spec Mathematics and Physics, BSc: Spec	Mathematics, Dept of	Faculty of Arts and Science – STG	2004 Dec 1999	2006-05-31	2009-10
Medieval Studies, BA: Spec, Maj (St. Michael's College) Renaissance Studies, BA: Spec, Maj (Trinity) (approved Spring 2006)	Medieval Studies, Centre	Faculty of Arts and Science – STG			2008-09
Music, BA: Spec, Maj Music with ensemble option, BA: Spec, Maj	Music, Faculty of and Faculty of Arts and Science	Faculty of Arts and Science – STG			2007-08
Near and Middle Eastern Civilizations, BA: Spec, Maj	Near and Middle Eastern Civilizations, Dept of	Faculty of Arts and Science – STG	2005 Nov 1999	2007-05-25	2010-11
Philosophy, BA: Spec, Maj Philosophy and Political Science, BA: Spec Philosophy and Religion, BA: Spec Philosophy and Sociology, BA: Spec Philosophy of Science, BA: Spec Bioethics, BA: Spec, Maj	Philosophy, Dept of	Faculty of Arts and Science – STG	1999		2007-08

Program(s)	Unit Reviewed	Commissioning Unit	Latest Review Previous Review	Latest Rvw Report to Governance*	Next Review
Physics, BSc: Spec, Maj Applied Physics, BSc: Spec Biophysics, BSc: Spec <i>Physics and Philosophy, BSc: Spec (approved Spring 2005)</i>	Physics, Dept of	Faculty of Arts and Science – STG	2004 Sep 1999	2006-05-31	2010-11
Political Science, BA, BA: Spec, Maj Political Science and Sociology: Spec American Studies, BA: Maj (2010-11 review) Canadian Studies, BA: Spec, Maj (University College) (2010-11 review) Ethics, Society, and Law, BA: Maj (Trinity) (2010-11 review) International Development Studies, BA: Maj (Innis) (2010-11 review) International Relations, BA: Spec, Maj (Trinity) (2010-11 review) Peace and Conflict Studies, BA: Spec, Maj (University College) (2010-11 rvw)	Political Science, Dept of	Faculty of Arts and Science – STG	2006 Mar 1999	2007-05-25	2010-11
Psychology, BSc: Spec Psychology Research, BSc: Spec, Maj Peace and Conflict Studies, BA: Spec, Maj (University College) (2010-11 review) Cognitive Science, BA: Spec, Maj (University College) (2012-13 review) Cognitive Science and Artificial Intelligence, BA: Spec (University College) (2012-13 review)	Psychology, Dept of	Faculty of Arts and Science – STG	2000		2007-08 2012-13
Religion, BA: Spec, Maj Religion, Christian Origins, BA: Spec, Maj Jewish Studies, BA: Spec, Maj (next cycle) Christianity and Culture, BA: Spec, Maj (St. Michael's College) (next cycle) <i>Buddhist Studies, BA: Spec, Maj (approved Spring 2006)</i>	Religion Dept for the Study of	Faculty of Arts and Science – STG	2002 Jan 1999	2004-06-04	2007-08
Slavic Languages, BA: Spec, Maj Croatian And Serbian Studies, BA: Maj Czech And Slovak Studies, BA: Maj Finnish Studies, BA: Maj Hungarian Studies, BA: Maj Polish Language And Literature, BA: Maj Polish Studies, BA: Maj Russian Language And Literature, BA: Spec, Maj Slavic Languages and Literatures, BA: Spec Ukrainian Language And Literature, BA: Spec, Maj	Slavic Languages and Literatures, Dept of	Faculty of Arts and Science – STG	2006-07 1999	2008-5-13 Planned	2010-11

Program(s)	Unit Reviewed	Commissioning Unit	Latest Review Previous Review	Latest Rvw Report to Governance*	Next Review
Sociology, BA: Spec, Maj Economics and Sociology, BA: Spec Philosophy and Sociology, BA: Spec Political Science and Sociology, BA: Spec Sociology and Urban Studies, BA: Spec Crime, Law and Deviance, BA: Spec (<i>approved Spring 2007</i>)	Sociology, Dept of	Faculty of Arts and Science – STG	2002 Dec 1999	2004-06-04	2008-09
Spanish, BA: Spec, Maj Portuguese, BA: Spec, Maj Spanish and Portuguese, BA: Spec Latin American Studies, BA: Spec, Maj (to be reviewed with Dept of Spanish and Portuguese for next cycle)	Spanish & Portuguese, Dept of	Faculty of Arts and Science – STG	2004 May 1999	2005-06-15	2009-10
Statistics, BSc: Spec, Maj Actuarial Science, BSc: Spec, Maj Statistics and Mathematics, BSc: Spec	Statistics, Dept of	Faculty of Arts and Science – STG	2006-07 1999	2008-5-13 Planned	
Women and Gender Studies, BA: Spec, Maj Sexual Diversity Studies, BA (University College) Equity Studies, BA (New College)	Women's and Gender Studies Inst.	Faculty of Arts and Science – STG	n/a Inst formed 2006		2007-08
Zoology, BSc: Spec, Maj Behaviour, BSc, BSc: Spec; Comparative Animal Physiology, BSc: Spec In collaboration with Dept of Botany: Biology, BSc: Spec, Maj Developmental Biology: Spec	Zoology, Dept of	Faculty of Arts and Science – STG	2004 Nov 1999	2006-05-31	<i>See Ecology & Evolutionary Biology/Cell and Systems Biology</i>
MD: Undergraduate medical program	Anesthesia, Dept of (prev. Anaesthesia)	Faculty of Medicine	2002 Nov 1997	2004-06-04	2010-11
Biochemistry, BSc: Spec, Maj (offered through the Faculty of Arts and Science) Bioinformatics and Computational Biology, BSc: Spec (offered through the Faculty of Arts and Science) MD: Undergraduate medical program	Biochemistry, Dept of	Faculty of Medicine	2007 Jun 2001	2008-5-13 Planned	2012-13
MD: Undergraduate medical program	Family and Community Medicine, Dept of	Faculty of Medicine	2006 Dec 2000	2008-5-13 Planned	2011-12
Immunology, BSc: Spec (offered through the Faculty of Arts and Science, Trinity College) MD: Undergraduate Medical Education	Immunology, Dept of	Faculty of Medicine	2006 Dec 1997	2007-05-25	2010-11

Program(s)	Unit Reviewed	Commissioning Unit	Latest Review Previous Review	Latest Rvw Report to Governance*	Next Review
Pathobiology, BSc: Spec (offered through the Faculty of Arts and Science) MD: Undergraduate medical program	Laboratory Medicine and Pathobiology, Dept of	Faculty of Medicine	2001 Dec N/A (Dept formed 1997)	2004-06-04	2007 Dec
Molecular Genetics and Microbiology, BSc: Spec (offered through Faculty of Arts and Science) Microbiology - offered through Faculty of Arts and Science MD: Undergraduate medical program	Medical Genetics and Microbiology, Dept of <i>2007 Proposed change: Molecular Genetics, Dept of</i>	Faculty of Medicine	2003 May 1998	2004-06-04	2008-09 / 2009-10
MD: Undergraduate medical program	Medical Imaging, Dept of	Faculty of Medicine	2006 May 2000	2008-5-13 <i>Planned</i>	2011-12
MD: Undergraduate medical program	Medicine, Dept of	Faculty of Medicine	2003 Sep-Oct 1998	2004-06-04	2008-09
Nutritional Sciences, BSc: Maj (offered through the Faculty of Arts and Science) MD: Undergraduate medical program	Nutritional Sciences, Dept of	Faculty of Medicine	2002 Sep 1996	2004-06-04	2008-09 / 2009-10
MD: Undergraduate medical program	Obstetrics and Gynaecology, Dept of	Faculty of Medicine	2001 Dec 1996	2004-06-04	2007 Fall
MD: Undergraduate Medical Education	Ophthalmology and Vision Sciences, Dept of	Faculty of Medicine	2005 Dec 2000	2007-05-25	2010-11
MD: Undergraduate medical program	Otolaryngology, Dept of	Faculty of Medicine	2001 Nov 1996	2004-06-04	2007 Jun
MD: Undergraduate Medical Education	Paediatrics, Dept of	Faculty of Medicine	2005 Mar 2000	2006-05-31	2010-11
Pharmacology, BSc: Spec, Maj (offered through Faculty of Arts and Science) (approved Spring 2005) Pharmacology and Toxicology, BSc: Spec (offered through Faculty of Arts and Science) Toxicology, BSc: Spec, Maj (offered through Faculty of Arts and Science) (approved Spring 2005) MD: Undergraduate Medical Education	Pharmacology, Dept of	Faculty of Medicine	2006 Nov 1999	2007-05-25	2010-11
Physiology, BSc: Spec, Maj (offered through the Faculty of Arts and Science) MD: Undergraduate Medical Education	Physiology, Dept of	Faculty of Medicine	2006 Mar 1999	2007-05-25	2010-11
MD: Undergraduate Medical Education	Psychiatry, Dept of	Faculty of Medicine	2004 Sep 1999	2006-05-31	2008-09
MD: Undergraduate medical program	Public Health Sciences, Dept of	Faculty of Medicine	2003 Mar 1998	2004-06-04	2007 Spring
MD: Undergraduate Medical Education	Radiation Oncology, Dept of	Faculty of Medicine	2006 Mar 2001	2007-05-25	2010-11
MD: Undergraduate medical program	Surgery, Dept of	Faculty of Medicine	2002 Jan-Feb 1996	2004-06-04	2007 Oct

Program(s)	Unit Reviewed	Commissioning Unit	Latest Review Previous Review	Latest Rvw Report to Governance*	Next Review
Education, Concurrent Teacher Education Program (CTEP)	OISE + PEH, MUS, UTM, UTSC	OISE/UT	Approved 2006	-- n/a	2012-13
Education, Bachelor of, B.Ed.: Participation in the initial teacher education program	Adult Education and Counselling Psychology, Dept of	Ontario Institute for Studies in Education/UT	2006 Jan 2001: reported as waived to AP&P: No formal review	2007-05-25	2009-10
Education, Bachelor of, B.Ed.: Participation in the initial teacher education program	Curriculum, Teaching and Learning, Dept of	Ontario Institute for Studies in Education/UT	2003 Jan 2001: reported as waived to AP&P: N/A CTL establ. in 1996 (OISE/UT merger)	2004-06-04	2007 Nov
Education, Bachelor of, B.Ed.: Participation in the initial teacher education program	Human Development and Applied Psychology, Dept of	Ontario Institute for Studies in Education/UT	2006 Nov 2004: reported waived to AP&P: (external reviews by Ontario College of Teachers, and Provostial rvw OISE/UT)	2008-5-13 Planned	2010-11
Education, Bachelor of, B.Ed.: Participation in the initial teacher education program	Sociology and Equity Studies in Education, Dept of	Ontario Institute for Studies in Education/UT	2007 Jan 2004: reported waived to AP&P	2008-5-13 Planned	2010-11
Education, Bachelor of, B.Ed.: Participation in the initial teacher education program	Theory and Policy Studies, Dept of	Ontario Institute for Studies in Education/UT	2006 Spring 2001: reported as waived to AP&P: (external reviews by Ontario College of Teachers, & Provostial rvw OISE/UT)	2008-5-13 Planned	2010-11
Anthropology, BSc: Spec, Maj Forensic Science - Anthropology, BSc: Spec Forensic Science - Biology, BSc: Spec Forensic Science - Chemistry, BSc Spec Forensic Science – Psychology, BSc: Spec Forensic Science, BSc: Maj	Anthropology, Dept of	University of Toronto at Mississauga	Dept formed 2003		2008-09

Program(s)	Unit Reviewed	Commissioning Unit	Latest Review Previous Review	Latest Rvw Report to Governance*	Next Review
Biology, BSc: Spec Biotechnology, BSc: Spec Comparative Physiology, BSc: Spec Ecology, BSc: Spec Ecology and Evolution, BSc: Spec Molecular Biology, BSc: Spec Paleontology, BSc: Maj Bioinformatics, BSc: Spec	Biology, Dept of	University of Toronto at Mississauga	Dept formed 2003		2009-10
Astronomical Sciences, BSc: Spec Astronomy, BSc: Maj Biological Chemistry, BSc: Spec Chemistry, BSc: Spec, Maj Earth Sciences, BSc: Spec, Maj Geology, BSc: Spec Physics, BSc: Maj	Chemical and Physical Sciences, Dept of	University of Toronto at Mississauga	Dept formed 2003		2010-11
Communication, Culture and Information Technology, BA: Maj Digital Enterprise Management (Arts): Spec Human Communication and Technology (Science): Spec Health Sciences Communication (SCI): Spec, Maj Professional Writing and Communication, BA: Maj Visual Culture and Communication (Arts): Spec Art History BA: Spec (joint program with Sheridan College) Art and Art History, BA: Spec, Maj (joint program with Sheridan College)	Communication, Culture and Information Technology, Inst of	University of Toronto at Mississauga	Unit formed 2003		2010-11
Economics (Commerce and Finance) BCom/BA: Spec, Maj Economics and Political Science BA: Spec Industrial Relations, BA: Spec International Affairs, Ba: Spec	Economics, Dept of	University of Toronto at Mississauga	Dept formed 2003		2007-08
English, BA: Spec, Maj Canadian Studies BA: Maj Theatre and Drama Studies, BA: Spec, Maj	English and Drama, Dept of	University of Toronto at Mississauga	Dept formed 2003		2007-08
Language Teaching and Learning: French and Italian, BA: Spec European Studies, BA: Spec, Maj French Language and Literature, BA: Spec, Maj French Language and French Linguistics, BA: Maj German Studies, BA: Maj Italian, BA: Spec, Maj Language Teaching and Learning: French, BA: Maj Linguistics, BA: Maj	French, German and Italian, Dept of	University of Toronto at Mississauga	Dept formed 2003		2008-09

Program(s)	Unit Reviewed	Commissioning Unit	Latest Review Previous Review	Latest Rvw Report to Governance*	Next Review
Geography, BA/BSc: Spec, Maj Geographical Information Systems, BSc: Maj Environment & Human Society, BA: Spec, Maj Environmental Analysis & Monitoring, BSc: Spec, Maj Environmental Management, BA: Spec, Maj Environmental Science, BSc: Spec, Maj	Geography, Dept of	University of Toronto at Mississauga	Dept formed 2003		2008-09
Classical Civilization, BA: Maj History, BA: Spec, Maj Diaspora and Transnational Studies, BA: Maj History of Religions, BA: Spec, Maj Women and Gender Studies, BA: Maj	Historical Studies, Dept of	University of Toronto at Mississauga	Dept formed 2003		2009-10
Commerce and Finance (BCom): Spec Commerce and Finance: Accounting (BCom): Spec Commerce and Finance: Finance (BCom): Spec Commerce and Finance: Human Resource Management (BCom): Spec Commerce and Finance: Marketing (BCom): Spec Commerce (Arts): Maj	Management, Dept of	University of Toronto at Mississauga	Dept formed 2003		2007-08
Computer Science, BSc: Spec, Maj Information Security, BSc: Spec Mathematical Sciences (Science):L Spec, Maj Statistics, BSc: Spec, Maj	Mathematical and Computational Sciences Dept of	University of Toronto at Mississauga	Dept formed 2003		2007-08
Logic, BA: Maj Philosophy, BA: Spec, Maj	Philosophy, Dept of	University of Toronto at Mississauga	Dept formed 2003		2008-09
Economics and Political Science – Spec History and Political Science – Spec Political Science, BA: Spec, Maj	Political Science, Dept of	University of Toronto at Mississauga	2005 Nov Dept formed 2003	2007-05-25	2010-11
Behaviour, Genetics and Neurobiology, BSc: Spec Exceptionality in Human Learning, BSc: Spec, Maj Psychology, BSc: Spec, Maj Offered in conjunction with other depts: Human Communication and Technology (with CCIT) : Spec Forensic Psychology (with Forensic Science) , BSc: Spec	Psychology, Dept of	University of Toronto at Mississauga	2005 Oct Dept formed 2003	2007-05-25	2010-11
Crime Law and Deviance, BA: Spec, Maj Sociology, BA: Spec, Maj	Sociology, Dept of	University of Toronto at Mississauga	Dept formed 2003		2007-08

Program(s)	Unit Reviewed	Commissioning Unit	Latest Review Previous Review	Latest Rvw Report to Governance*	Next Review
Cell and Molecular Biology, BSc: Spec, Co-op Conservation Biology, BSc: Spec, Co-op Human Biology, BSc: Spec Industrial Microbiolog, BSc: Spec, Joint with Centennial Integrative Biology, BSc: Spec, Maj Paramedicine, BSc Spec, Joint with Centennial	Biological Sciences, Dept of (2007 formation of Dept from the Dept of Life Sciences)	University of Toronto Scarborough	2006 as Dept of Life Sciences	2007-05-25	2013-14
Cell and Molecular Biology, BSc: Spec, Co-op Conservation Biology, BSc: Spec, Co-op Human Biology, BSc: Spec Industrial Microbiolog, BSc y: Spec, Joint with Centennial Integrative Biology, BSc: Spec, Maj Cognitive Science, BSc: Spec, Maj, (with Dept. of Humanities) Neuroscience, BSc: Spec, Maj, Co-op Paramedicine: , BSc Spec, Joint with Centennial Psychology, BSc: Spec, Maj Psychology, BSc & its Applications: Spec, Co-op	Life Sciences, Dept of	University of Toronto Scarborough	2006 Mar 1999	2007-05-25	See Dept of Biological Sciences/ Psychology
Computer Science, BSc: Spec, Maj, Co-op Mathematics, BSc: Spec, Maj, Co-op Mathematics and its Applications, BSc: Spec, Co-op Statistics, BSc: Maj, Co-op	Computer and Mathematical Sciences, Dept of	University of Toronto Scarborough	2007 Mar Dept created 2002	2008-5-13 Planned	2012-13
Diaspora & Transnational Studies, BA: Maj English, BA: Spec, Maj, Co-op French, BA: Spec, Maj, Co-op History, BA: Spec, Maj, Co-op Journalism, BA: Spec, Joint with Centennial Education of Teachers in French, BA: Spec Linguistics, BA: Spec, Maj, Co-op Philosophy, BA: Spec, Maj, Co-op Psycholinguistics, BA: Spec, Co-op Women's Studies, BA: Maj, Co-op Art and Culture, BA: Spec, Co-op Art History, BA: Maj, Co-op Arts Management, BA: Spec, Co-op Drama, BA: Maj, Co-op Music & Culture, BA: Maj, Co-op Studio, BA: Maj, Co-op	Humanities, Dept of	University of Toronto Scarborough	2005 Mar 2000	2006-05-31	2010-11

Program(s)	Unit Reviewed	Commissioning Unit	Latest Review Previous Review	Latest Rvw Report to Governance*	Next Review
Economics for Management Studies, BBA: Spec, Co-op; BA: Maj Management, BBA: Spec and Co-op Management and Humanities, BBA: Spec, Co-op (approved Spring 2005) Management and Information Technology, BBA: Spec, Co-op (approved Spring 2005) Management and Life Sciences, BBA: Spec, Co-op (approved Spring 2005) Management and Social Science, BBA: Spec, Co-op (approved Spring 2005) Management and Science, BBA: Spec, Co-op (approved Spring 2005) Political Science & Economics for Management Studies, BA: Spec Management and Language, BBA: Spec, Co-op	Management, Dept of	University of Toronto Scarborough	2006 Mar 2000	2007-05-25	2011-12
Astrophysics and Physics, BSc: Maj, Co-op Biochemistry, BSc: Maj, Co-op Biological Chemistry, BSc: Spec, Co-op Chemistry, BSc: Spec, Maj, Co-op Environmental Science, BSc: Maj, Co-op Environmental Biology, BSc: Spec, Co-op Environmental Chemistry, BSc: Spec, Co-op Environmental Geoscience, BSc: Spec, Co-op Environmental Physics, BSc: Spec, Co-op Environmental Science & Technology, BSc: Spec, Joint with Centennial Natural Sciences, BSc: Spec, Co-op Physical and Mathematical Sciences, BSc: Spec, Co-op Physical Sciences, BSc: Maj, Co-op Physics and its Applications, BSc: Spec	Physical and Environmental Sciences, Dept of	University of Toronto Scarborough	Dept created 2002		2009-10
Cognitive Science, BSc: Spec, Maj Neuroscience, BSc: Spec, Co-op & Maj Psychology, BSc: Spec, Maj Psychology & its Applications: BSc: Spec, Co-op	Psychology, Dept of (2007 formation of Dept from the Dept of Life Sciences)	University of Toronto Scarborough	Dept formed 2007; See Dept of Life Sciences 2006 review		2012-13

Program(s)	Unit Reviewed	Commissioning Unit	Latest Review Previous Review	Latest Rvw Report to Governance*	Next Review
Anthropology, BA/BSc: Spec, Maj, Co-op City Studies, BA: Maj, Co-op Diaspora and Transnational Studies, BA: Maj (approved Spring 2005) Health Studies, BA/BSc: Maj, Co-op Human Geography, BA: Maj International Development Studies, BA/BSc: Spec, Co-op, & Maj, Co-op (approved Spring 2007) International Studies, BA: Maj, Co-op International Development and Environmental Studies, BA/BSc: Spec, Co-op Medical Anthropology, BA/BSc: Spec New Media Studies, BA: Maj, Joint with Centennial Physical and Human Geography, BA: Maj Political Science, BA: Spec, Maj Public Policy, BA: Maj, Co-op Society and Environment, BA: Maj Sociology, BA: Spec, Co-op and Maj	Social Sciences, Dept of	University of Toronto Scarborough	2004 Jan 2000	2005-06-15	2007-08
Environmental Science & Technology, BSc: Spec (Dept of Physical & Enviro. Science) Industrial Microbiology, BSc: Spec (Dept of Biological Sciences) Journalism, BA: Spec (Dept of Humanities) New Media Studies, BSc: Maj (Dept of Social Sciences) Paramedicine, BSc: Spec (Dept of Biological Sciences)	Joint program with Centennial	University of Toronto Scarborough	Programs Approved 2004		2007-08
Architecture Studies, BA(offered through Faculty of Arts and Science)	Architecture, Landscape and Design, Faculty of	Vice-President and Provost	2004 Oct	2005-06-15	2008-09
Doctor of Dental Surgery, DDS	Dentistry, Faculty of	Vice-President and Provost	2007 Jun 1999	2008-5-13 Planned	
Bachelor of Education, B.Ed.	OISE/UT	Vice-President and Provost	2003 Feb 2000 – Review for Raising Our Sights	2004-06-04	2008-09
Forest Conservation Science, BSc (offered through the Faculty of Arts and Science)	Forestry, Faculty of	Vice-President and Provost	2004 Nov 1999	2006-05-31	2008-09
Juris Doctor (J.D.)	Law, Faculty of	Vice-President and Provost	2006 Jan 2000	2007-05-25	2009-10
Doctor of Medicine, Doctor of (MD) Bachelor of Science in Occupational Therapy (BScOT.) Bachelor of Science in Physical Therapy (BScPT) Bachelor of Science (Radiation Science); Life Sciences programs in the Faculty of Arts and Science	Faculty of Medicine	Vice-President and Provost	2005 May-Jun 1999	2006-05-31	2009-10

Program(s)	Unit Reviewed	Commissioning Unit	Latest Review Previous Review	Latest Rvw Report to Governance*	Next Review
Bachelor of Music, MasBac Bachelor of Music in Performance, MusBacPerf	Music, Faculty of	Vice-President and Provost	2004 Sep 1999	2005-06-15	2011-12
Bachelor of Pharmacy, B.Sc.Phm. (second entry) Pharmaceutical Sciences, Chemistry, BSc: Spec (offered with Arts & Science) Doctor Of Pharmacy, PharmD	Pharmacy, Faculty of	Vice-President and Provost	2004 Dec 1999	2005-06-15	2007-08
Bachelor of Physical Education & Health, BPHE	Physical Education and Health, Faculty of	Vice-President and Provost	2004 Nov 2003	2005-06-15	2011-12

* Reviews presented to the Committee on Academic Policy and Programs.

Links to online documentation to the Committee:

2004, June 4: <http://www.utoronto.ca/govcncl/bac/details/ap/2003-04/apa20040604-01.pdf>

2005, Jun 15: <http://www.utoronto.ca/govcncl/bac/details/ap/2004-05/apa20050614-02.pdf>

2006, May 31: <http://www.utoronto.ca/govcncl/bac/details/ap/2005-06/apa20060531-03.pdf>

2007, May 25 <http://www.utoronto.ca/govcncl/bac/details/ap/2006-07/apa20070525-03ii.pdf>