

**REVIEWS OF ACADEMIC PROGRAMS AND UNITS**

**September 2011 – March 2012**

Report to the Committee on Academic Policy and Programs  
April 3, 2012

# REVIEWS OF ACADEMIC PROGRAMS AND UNITS September 2011 – March 2012

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## REVIEW SUMMARY

**DIVISION/UNIT:** Faculty of Dentistry  
**DATE:** October 24-25, 2011  
**COMMISSIONING OFFICER:** Vice-President and Provost  
**PROGRAMS OFFERED:**  
**Undergraduate** Doctor of Dental Surgery, DDS  
**Graduate:** Dentistry MSc, PhD

**EXTERNAL REVIEWERS** Paul Allison, Dean, McGill University, Faculty of Dentistry  
Peter J. Polverini, Dean, University of Michigan School of Dentistry  
Charles Shuler, Dean, Faculty of Dentistry, University of British Columbia

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**PREVIOUS REVIEW DATE:** 2007

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

**Undergraduate Program**

- Curriculum restructuring –
  - Faculty needs to update and modernize clinical education.
    - Streamline the curriculum by removing redundant course materials and laboratory exercises of doubtful pedagogical merit.
    - Can help to address the inadequacy of space.
- Students – objective performance indicators of DDS graduates are strong.

**Research**

- Research of faculty members and their interactions with cognate units should be reviewed with the aim of optimizing interactions and creating centers of excellence.

**Administration**

- Clinical facilities should also be reviewed – both from an educational and a care delivery perspective – and distributed among host facilities where appropriate.
- The Dean is playing a critical role in effecting a transition to new facilities and an improved educational program.
- Relationships – The Faculty should work to more clearly define relationships with hospital dental departments in terms of faculty appointments and strengthening educational and administrative links.
- Alumni engagement – not ideal, though the current administration has made significant efforts to improve relationships.
- Development – The Faculty should seek greater support from the central alumni/development office and participate in a more specific health-sciences development effort.
- Student services – students have benefitted from the Faculty's improved administrative structure with the creation of an office of student services and the position of Faculty registrar.

**RECENT OCGS REVIEW(s)  
DATE:** 2005/06

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## CURRENT REVIEW

**DOCUMENTATION PROVIDED TO REVIEWERS:** Terms of Reference  
Self-Study  
*Towards 2030* Framework

**CONSULTATION PROCESS:** The reviewers met with the Vice-President and Provost; Vice-Provost Academic Programs; Dean, Faculty of Dentistry; deans of cognate university faculties; junior and senior faculty members; administrative staff; undergraduate and graduate students; alumni; and hospital dental department chiefs.

## FINDINGS AND RECOMMENDATIONS - OVERALL ASSESSMENT AND SPECIFIC ISSUES IDENTIFIED IN REVIEW REPORT

The Faculty of Dentistry continues to be a highly respected academic institution with a commitment to learning and teaching, innovative scholarship and outstanding research. The current administration must be commended for successfully managing a complex organization despite dwindling resources.

### 1. Undergraduate Program (Doctor of Dental Surgery, DDS)

#### The reviewers observed the following strengths:

- Overall quality –
  - High.
  - Program has undergone major positive changes in response to previous reviews,
    - Well received by both students and faculty.
- Applicants
  - Pool competitive, academically elite group of pre-professional students.
- Admissions
  - Standards are high.
- Students
  - Outstanding
- Curriculum –
  - Current, with a view to the future.
  - Commitment to interdisciplinary and integrated patient care.
  - Content repetition and redundancy have been reduced.
  - Clinical training opportunities have been increased.
  - Strength: Interdisciplinarity and integrated patient care.
  - Interprofessional learning opportunities are well promoted and students are participating in them with students from other health professions.
- Teaching –
  - Quality of instruction is generally high.
- Learning environment
  - More collegial environment has replaced the previous adversarial relationship between faculty and students
  - Focus on diversity
    - Commitment to ensuring a diverse, multicultural community.
    - Integration of the International Dentists Advanced Placement Program
    - Acceptance of IDAPP students by other students.

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

- Facilities – students see clinical teaching facilities as outdated, limiting exposure to new dental technology.
- Faculty – insufficient staffing of clinical programs.
- Student Services –
  - Seen by students as unresponsive to their needs.
  - Students lament the lack of counselling services.
  - Lack of a student mentoring program impedes enculturation into the profession and is a lost opportunity to engage alumni.

- Student engagement –
  - Students expressed desire for a greater role in governance.
  - First and second year students are not represented on the curriculum committee and have limited involvement in the development of educational programs.
- Experiential learning – students would like to have more clinical experience in the external community and more opportunities to provide care for underserved patients.

**The reviewers made the following recommendations:**

- Student Services –
  - An onsite counselling service should be implemented to help address both academic and non-academic issues.
  - A student mentoring program should be developed to provide career guidance.
- Curriculum – Faculty should be more open to innovation and introduction of new teaching technologies.

**2. Graduate Program (Dentistry MSc, PhD)**

**The reviewers observed the following strengths:**

- Overall quality –
  - Graduate education is an overall strength of the Faculty, and PhD training is exceptionally strong (faculty are internationally recognized as experts in their fields).
  - All programs are led by respected leaders in their respective disciplines.
  - Students had no major concerns regarding their education or clinical experiences.
  - Only dental School that offers all recognized dental specialty programs. Only school offering grad training in Dental Public health, Oral and Maxiofacial Radiology, and Dental Anesthesiology.
- Applicants – pool robust
- Students - high quality.
- Areas of strength – the program in Anesthesia and Pharmacology is a singularly unique strength.
- Curriculum -
  - Clinical education – well supported by high quality research experiences.
- Research experience –
  - Programs greatly enriched by exceptionally strong research and discovery environment.
  - PhD candidates are well integrated into the University’s scientific community.

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

- Interdisciplinarity –
  - Specialty program trainees felt that there could be more interdisciplinary learning opportunities.
  - Lack of collaboration tends to reinforce siloed environment all too characteristics of many dental schools.

**The reviewers made the following recommendations:**

- Overall quality – PhD training could be expanded to take better advantage of the rich scientific environment and to encourage new collaborations.
- Interdisciplinarity – need for a greater focus on interdisciplinary care.

**3. Faculty/Research**

**The reviewers observed the following strengths:**

- Overall quality –
  - The depth and breadth of research is outstanding.
  - Faculty –
    - Many are leaders in their field nationally and internationally and are well integrated within the University scientific community.
    - Outstanding
    - Add great value to University’s research and discovery mission.
    - Have a strong commitment to predoctoral and graduate education.
- Hires – recent hires have excellent potential.

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

- Faculty complement –

- Lack of sufficient numbers (recruitment and retention) of qualified academic clinical faculty, particularly acute.
- A long-term “clinician-teacher” track for teaching faculty is lacking, resulting in chronic understaffing of the clinical education program and severely limiting the administration in how it deploys faculty.
- Pending retirements may result in a shortage of experienced leadership.
- Insufficient attention has been given to succession planning. Threatens to destabilize its educational programs and research competitiveness.
- Faculty development –
  - Ad hoc and uneven between disciplines, especially for junior faculty.
  - The lack of a formal mentoring program could slow the development of junior faculty and prevent successful transition planning for more senior faculty.
  - Not clear that the Faculty is taking sufficient advantage of development opportunities throughout the University.
- Teaching – comments were made concerning the need for innovation in teaching technologies, but little action appears to be taking place on that front.
- Research facilities -
  - Outdated research facilities and lack of adequate research space a glaring weakness
    - Impedes collaborative sciences
    - Competitive disadvantage in making strong hires
    - Could lead to loss of top current faculty.
  - Negative impact of physical dislocation from campus.

**The reviewers made the following recommendations:**

- Faculty complement
  - Establish a more flexible faculty structure in particular to sustain clinical education: a clinical tract
  - Pending retirements
    - May be an opportunity to redeploy teaching and research space.
    - May provide flexibility in program development
- Faculty development – a mentoring plan should be developed for faculty in all disciplines.

**4. Administration**

**The reviewers observed the following strengths:**

- Leadership –
  - The Dean’s experience and standing within the University has been a great advantage.
  - The Dean has done an outstanding job maintaining a first-rate educational and research environment despite funding challenges
- Continuing education - Faculty has access to an excellent Continuing Education Centre that is used regularly.

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

- Leadership – it is not clear that any successor to the current Dean can have the same institutional linkages and expertise that have benefited the Faculty.
- Vision – the Faculty lacks a clear vision or strategic plan to move forward or advance existing programs.
- Facilities –
  - Inadequate and outdated affecting teaching and research.
  - Facilities and much of equipment is outdated
  - Laboratories are in disrepair.
  - Faculty are organized into “silos” resulting in an inefficient use of both clinical and research space.
  - Some preclinical lab spaces do not appear to be optimally used.
  - The new building seems to have been used as a “carrot” to placate space concerns rather than addressing current opportunities for synergy.
- Alumni engagement – has not been strong historically.
- Governance –
  - Not clear which committee provides routine oversight of Curriculum.
  - Siloed approach to curricular decision-making.
- Organization –
  - Current structure is large, confusing and overly burdensome.



- The silo-like environment created by the disciplines impedes potential synergies between disciplines in teaching, research and service.
- Lines of authority, responsibility and accountability are not always clear.
- Non-academic staff expressed a need for better communication between units within the Faculty.
- Budget – unsustainable.
- Location – the Faculty because of its isolated location is limited in its ability to take advantage of the intellectual capital of the University and interdisciplinary and interprofessional collaborations.
- Student services – Students feel the office of student services is generally unresponsive to their needs.

**The reviewers made the following recommendations:**

- Overarching - Recommendations should not be delayed while awaiting the construction of a new facility
- Leadership – the next Dean –
  - Must be prepared to “Shake up” the Faculty
  - Must be experienced.
  - Must develop a clearly articulated vision and strategic plan.
  - An external candidate might be preferable.
- Organization – Must be more collaborative and integrated.
- Governance – Establish clear lines of authority, responsibility and accountability.
- Facilities –
  - Break down silos between areas / faculty based on research areas in order to enable more flexible and efficient use of both clinical and research space and find economies of scale.
  - The Dentistry building could be repurposed to accommodate new collaborative education programs and practice opportunities.
- Budget – revenue streams need to be enhanced to accumulate necessary strategic assets.
- Profile – a marketing and communication plan must be developed for the internal and external communities.
- Alumni – take advantage of Continuing Education Centre to establish linkages.

**ADMINISTRATIVE RESPONSE – Appended**



UNIVERSITY OF TORONTO  
FACULTY OF DENTISTRY

January 31, 2012

Professor Cheryl Regehr  
Vice-Provost, Academic Programs  
University of Toronto

Dear Prof. Regehr:

Thank you for forwarding the 2011 External Review of the Faculty of Dentistry and the Review Summary. Overall, I find the Review insightful and thorough. I will comment specifically using the headings in the summary you provided but will refer to the report itself as well.

1. Undergraduate Program

With respect to the state of the Faculty's clinical equipment, all the dental units in the Faculty were replaced in 2003 at a cost of approximately \$6M. Thus they are still current and within their expected lifespan. As well, the Faculty has continued to try and sustain a modern clinical facility as best it can, with the restrictions of budget and physical plant. Although we have moved to digital radiography in one of the graduate areas, we have not in the undergraduate clinics for two reasons. The first is obviously the very significant cost and the second is the necessary structural implications with clinical facilities spread throughout the building. We have investigated the feasibility of instituting a digital radiography system and, based on our experiences to date in similar projects, the construction of our building presents a significant obstacle. We have acquired two cone beam computerized tomography units, one of which is the state-of-the-art machine and we have the best oral radiology set-up in Canada. Plans are underway to introduce additional clinical technology in undergraduate prosthodontics where the building is not a challenge. The Dental Procedure Education System (DPES) that we have developed is a unique electronic teaching tool that, along with the lecture capture system set up this year and the expanding laptop program seem to have been overlooked by the review panel. I therefore question the comments regarding the Faculty not utilizing modern teaching technology.

The antiquated design (not equipment) of all our clinical facilities prevents us from creating an ideal integrated teaching program. To correct this, the interior of the building would have to be entirely reconstructed, localizing all the clinical teaching into one area and creating workstations conducive to integrated clinical instruction, such as that in newer facilities in other schools. Such a design would also maximize the utilization of the clinics. This was examined by the University's Campus & Facilities Planning Office prior to the recommendation for a new building and the cost was prohibitive, hence the recommendation for a new building.

As noted in the review, the undergraduate curriculum was reviewed and updated over the last three years. This was done in consultation with the faculty and students. Again, the physical plant was a

major obstacle but a number of renovations were undertaken and more are planned. Computerized simulation is one area that has been adopted for preclinical training in many North American dental schools and we are in the process of planning its introduction at the University of Toronto. Under normal circumstances, the only concern would be the significant cost of purchasing the units, but in our case, we must undertake a major renovation of one of our preclinical laboratories to accommodate it, delaying the installation and considerably increasing the expense.

The reviewers mistook the second undergraduate clinical laboratory for a preclinical facility. It is not, but rather an area where senior undergraduate students complete the necessary laboratory aspects of their patient care. Regardless, I agree that it is antiquated and underused. This was examined approximately five years ago and the recommendations included a smaller but more functional facility for use by the senior students, directly associated with the clinics; however, the “cascade effect” of the necessary alterations in other areas made this prohibitively expensive and uneconomical. In light of the delay in the Faculty’s building plans, this probably should be reconsidered.

Clinical teaching staff was correctly identified as a major problem area. At present, we are largely dependent on sessional instructors from the dental community, most coming for one to two half days/week, often not for the full academic year. They must leave their practices and the compensation does not, and cannot cover their lost income plus non-productive office overheads and hence in reality they volunteer their services. This often results in a loss of continuity and consistency in the clinical teaching. Full time faculty members spend very limited time in clinical teaching as tenure and promotion depends on other scholarly activity. The major obstacle is at an institutional level, not a faculty level. This could readily be solved by an institutional change, similar to that recently made in the Faculty of Medicine, identifying a professorial stream that is clinically based. It is difficult for the University of Toronto to recruit clinical academic faculty in Dentistry and, in fact, we have lost excellent faculty members to other institutions because of the lack of an appropriate stream. The physical plant is an additional obstacle. If we had a dedicated intramural practice facility, we might be able to create a more consistent clinical teaching environment. Again, when this was investigated, the “cascade effect” on other facilities made the cost prohibitive.

The lack of adequate student services is also a recognized problem. The existing student services office was developed ten years ago where none existed. In a small Faculty like ours, student services and registrarial responsibilities were combined within this one office. The workload of the latter has overwhelmed the former and thus we are unable to provide the necessary service to our students. This is further aggravated by our distance from centrally available student services. Our students are occupied in classes, laboratories and clinics from 8:30 AM to 5:00 PM daily, at a

minimum and hence rarely have the opportunity to get to the main campus during working hours. I would recommend the addition of at least one staff member in this office, specifically designated for this purpose.

Presently, our students rotate to the teaching hospitals minimally and there is an elective to a hospital providing oral health care to an aboriginal population in the north. Attempts at arranging for rotations into community locations or, more recently, to have students provide care in a community clinic for an underserved population have been thwarted by regulatory and liability issues. Hopefully these roadblocks can be overcome in the near future.

Apparently the reviewers were also not informed that one mentoring program for undergraduate students was initiated this year by our Alumni Relations office and a second is in the planning stages, in conjunction with the Ontario Dental Association.

## 2. Graduate Programs

Interdisciplinary teaching is, as identified by the reviewers, not adequately encouraged by the overall governance structure of the Faculty and largely dependent on initiatives by individual disciplines. The graduate department has initiated some “core courses” that are designed to bring the students together but this is insufficient. Equally, it is inappropriate to depend on initiatives from the discipline heads, many of whom were not taught in an interdisciplinary atmosphere and hence “teach as they were taught”.

The numbers of doctoral (PhD) students has increased over the past ten years but there is certainly room for expansion. This is dependent on increased and improved research facilities. Funding for doctoral students is always a challenge and is a priority item in the Faculty’s advancement campaign. The University of Toronto, Faculty of Dentistry has the strongest research faculty complement in the country and amongst the strongest on the continent. It needs the funding and facilities to meet its potential.

## 3. Faculty/Research

The issue of the deficiency of academic clinical faculty was discussed under the heading of the undergraduate programs where has the most impact. As noted by the reviewers, this problem would largely be overcome by the creation of an appropriate “clinician-teacher” stream comparable to most dental schools in North America and the Faculty of Medicine at the University of Toronto.

The lack of adequate succession planning was also appropriately identified by the reviewers. Again, this is largely related to our inability to attract clinical academics and, although the retirements this year will create an opportunity, experience has shown that the problem won’t be solved that easily.

For example, it took approximately 5 years and three searches to fill one vacancy in Orthodontics. There is a paucity of true clinical academics seeking institutional employment in general and the lack of an appropriate academic stream, coupled with the lack of an intramural practice makes the University of Toronto less competitive.

The mentoring of new faculty is haphazard at present, as noted by the reviewers. In the past this did not surface as a problem because discipline heads and senior faculty assumed this responsibility on their own. Although this still happens, there are increasingly instances when it doesn't and I agree that the time has come for a more formal approach. Although faculty are informed about available University wide programs, they rarely take advantage of these. There is a general feeling of disengagement with the University that is only partially explained by our physical separation from campus. The effect of our "dislocation" from campus does however impact on collaboration in both teaching and research. The potential is exemplified by the one research unit from the Faculty of Dentistry that is situated on campus and has extensive interfaculty collaborations.

The inadequacy of research space and facilities, as noted by the reviewers, does impact significantly on the research output and doctoral student numbers. It has been a disincentive for faculty recruitment in the past and will continue to make attracting researchers difficult. Plans are underway to convert one large area for research purposes and only await the relocation of another program (the infamous cascade effect). There are other plans for space improvement however there are limits to what the existing infrastructure will allow at reasonable cost.

#### 4. Administration

As indicated by the reviewers, it is time for a new strategic plan with clarity of vision and goals. The challenge will be to engage the faculty, staff and students, leaving aside the silo mentality. As the prospects for a new physical plant seem to have been pushed into a more distant future, plans for better utilization of the existing facilities should continue to move forward. Unfortunately, this will likely mean accepting considerable compromise and limit the Faculty's ability to do everything it needs to meet its potential. It will also likely further postpone the inevitable.

Alumni engagement was not strong in the past, in fact it was nonexistent. This has greatly improved over the past ten years. With the creation of a functional advancement and alumni relations office, this has further improved in the past two years and it is well on its way to being where it should be. The one area that still requires strengthening is communication and the addition of a communication officer would be most useful.

The present organizational structure of the Faculty was established approximately 15 years ago. At that time, it was a radical change and the hope was that it would facilitate more interdisciplinary

collaboration. The time has come for another restructuring that eliminates the disciplinary silos completely. A half way measure has been tried and did not succeed.

The budget has been an ongoing challenge. Clinic revenues have more than doubled while clinic costs have only increased by approximately 20% over the past 10 years. Continuing dental education programs now generate a profit and various other sources of revenue have been identified. Tuitions have increased at the maximum rate allowed by legislation while government funding has been basically frozen. With all of these changes to date, the Faculty would have a balanced budget, in fact a positive carry forward, were it not for other negative influences on the University financial position. There are limited opportunities for further revenue improvements and a number of obstacles. One attempt to create a collaborative program with a community college in the past was thwarted by grossly inadequate government funding and a second attempt is underway but also meeting with obstacles. Dental schools across North America generate considerable additional revenue through intramural practices (that also improve faculty recruitment) however repeated attempts to create such a situation at our Faculty have been limited by the physical facilities. The tuition and fees charged in Dentistry are on the low end by comparison to comparable North American dental schools that charge a portion of the cost of clinic operation back to students. This is a possible route to maintaining a sustainable budget however, again, there are legislative hurdles to overcome.

#### In Summary:

The External Review has done an excellent job of identifying the strengths and future needs of the Faculty of Dentistry. Transition in leadership is an excellent opportunity for advancement of any academic institution. A number of areas for improvement have been identified, many of which should be priorities in a strategic plan developed under the leadership of the new Dean. He/she will definitely have to “shake up” the Faculty. The selection should depend on the attributes of the candidates, rather than whether they are internal or external. The University administration has proposed the need for an appropriate clinical professorial stream but has been unable to reach agreement on this issue with UTFA. This needs to be pursued and is not unique to the Faculty of Dentistry in the University of Toronto.

Although the “repurposing” of the existing facilities will have to be a priority item in this plan, it would be short-sighted, even foolish, to think that this will provide any more than a temporary solution. This was examined and dismissed in the space review of the Faculty and has been recognized for various other divisions at the University of Toronto as well as a number of dental schools across Canada and the United States. I have no doubt that, without a new, modern physical plant, the University of Toronto, Faculty of Dentistry will lose its leadership status nationally and internationally in the very near future.

The budgetary issues will have to continue to be addressed from a number of directions, rather than depending on any one. The status of the dental clinic as a health care facility should be discussed again with government. The various other possible sources of revenue enhancement discussed here and in other arenas should be considered and I have no doubt that there are additional novel approaches to be found.

Yours sincerely,

A handwritten signature in cursive script that reads "David Mock".

David Mock, DDS, PhD, FRCD(C)

## REVIEW SUMMARY

**DIVISION/UNIT:** Faculty of Physical Education and Health

**DATE:** July 27-29, 2011

**COMMISSIONING OFFICER:** Vice-Provost, Academic Programs

**PROGRAMS OFFERED**

**Undergraduate** Bachelor of Physical Education & Health, BPHE  
Bachelor of Kinesiology, BKin

**Graduate:** Exercise Sciences, MSc, PhD

**EXTERNAL REVIEWERS** Patty Freedson, Professor, Department of Kinesiology, University of Massachusetts  
Terry Haggerty, Professor, Faculty of Kinesiology, University of New Brunswick  
Jim Weese, Dean, Faculty of Health SciencesThe University of Western Ontario.

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**PREVIOUS REVIEW DATE:** 2007

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

Undergraduate Program

- Large sections are now taught outside the Faculty due to increased enrolment resulting in a decreased sense of cohesion.
- Demand for the program and the quality of applicants remains very high.
- Top applicants are not accepting admission due to lack of scholarships.
- The new Concurrent Teacher Education Program has been successful.
- The curriculum of the BPHE should be adjusted, if necessary, in response to the recent status of kinesiology as a registered health profession, so that graduates will be able to gain membership in the Ontario Kinesiology Association.
- The reviewer suggested negotiating with UTM and UTSC to offer the first and second years of the BPHE at those campuses as well.

Graduate Program

- The quality of the program has improved significantly since the 2004 Review.
- The number of faculty available to supervise students remains small.
- The development of a professional master's degree should be considered.

Research

- The overall research performance of the Faculty is a weakness, although there are some faculty members with very strong research programs.
- A continued effort to create a strong research culture is essential.
- The space available for graduate students and research remains a serious, ongoing issue.

Co-curricular Programs

- The lack of adequate resources to support the development of strong competitive teams remains a concern.
- The Leadership Development Program is a notable success.
- Facilities remain a barrier to meeting the needs of athletic and recreation programming.
- Discussion with Hart House is needed to determine if there are any synergies that can be gained through coordination and collaboration.
- The incidental fee that supports the programs remains high and a secure source of operating funding for the Varsity Centre remains an issue.
- A full review of the program should be undertaken jointly by the new Dean and the Provost's Office.

Planning, Faculty Resources and Administration

- The Faculty will need to increase its advancement performance and develop



- new revenue streams.
  - The new Dean will have to establish his/her senior administrative team carefully, delegate authority and monitor progress to insure accountability across all program areas.
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**RECENT OCGS  
REVIEW(s) DATE:**

2004/05

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**CURRENT REVIEW**

**DOCUMENTATION  
PROVIDED TO  
REVIEWERS:**

Terms of Reference  
Self-Study  
*Towards 2030* Framework

**CONSULTATION**

The reviewers met with the Vice-President and Provost; Vice-Provost, Academic Programs; Dean, Faculty of Physical Education and Health; deans of cognate university faculties; junior and senior faculty members; administrative staff; undergraduate and graduate students; alumni; and members of the external community.

**FINDINGS AND RECOMMENDATIONS - OVERALL ASSESSMENT AND SPECIFIC ISSUES  
IDENTIFIED IN REVIEW REPORT**

The Faculty is at a critical juncture. Growth and a strategic shift to research (to meet level of other U of T Faculties) are required to reach its potential. The faculty is well-positioned and well lead, and has the skills, energy; and opportunity required to make this change..

**1. Undergraduate Programs (Bachelor of Physical Education & Health, BPHE; Bachelor of Kinesiology, BKin)**

**The reviewers observed the following strengths:**

- Objectives
  - Closely aligned with those of the University and the Faculty's academic plans.
  - Meet national accreditation standards for Kinesiology and Physical Education degree programs.
- Curriculum – a very good range of teaching and learning experiences.
- Experiential learning –
  - Professional and experiential opportunities are an important part of the program.
  - There are good practicum experiences for students in the GTA.
- Teaching –
  - Good student-faculty interaction with relatively small classes and accessible instructors.
  - Applied learning – practica are closely linked with theory courses, and applied learning linkages with the sport programs are clear.
- Admissions –
  - High demand program.
  - Admissions averages strong but below Canadian norm possibly due to math requirement.
  - Retention rates reasonable.
- Student satisfaction – very high, above average NSSE scores.
- Research experience – concerted effort to involve students in research, most notably through an annual research conference.
- Outdoor projects – students are enthusiastic in their support.
- Concurrent Teacher Education Program – a novel and progressive program that appears to be operating effectively.

- Graduates – have done well in graduate and professional programs across the country.

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

- Curriculum –
  - Requirements beyond 120 credit hours for the B.P.H.E. and B.Kin. are excessive when compared to other programs in Canada.
  - Programs require larger number of in-Faculty courses than norm (62-72% rather than more normal 60%)
- Course offerings –
  - Selection – students expressed frustration over having only one week to select courses once they are announced.
  - Availability – students expressed frustration that there were no summer or online courses available to help them repeat needed courses or progress through program more rapidly.

**The reviewers made the following recommendations:**

- Enrolment increase –
  - Will require increase in support staff, faculty, teaching assistants and facilities, and some curriculum changes may be required as well.
  - Realistic and strategic but should be done in concert with the overall planning of the University.
  - The Faculty should continue to monitor student satisfaction levels as enrolment increases.
- Curriculum –
  - Consider modifications that better align the program with health and clinical kinesiology areas.
  - Reduce course loads for B.P.H.E. and B.KIN. to ensure that students are not disadvantaged.
  - Allow students to take larger proportion of non-Faculty courses
- Experiential learning – expand linkages with sport programs, as well as the number of applied learning opportunities in the community.
- Research experiences – could be increased for undergraduate students.
- Evaluation –
  - Clarify grading practices and credit hour values for experiential learning programs.
  - Students recommend more variety in evaluation methods.
- Course offerings – student frustrations over selection and availability should be investigated and procedures rectified if necessary.
- Facilities – anticipated demand for the BKin program and academic requirements to become a registered kinesiologist will result in pressure to offer more laboratory-based experiences, which will require more physical space.
- Student funding – increase the number and value of scholarships to attract best students and remain competitive with other Ontario universities.
- Recruitment – embark on a strategic and aggressive campaign to promote the Faculty to top secondary school students.

**2. Graduate Program (Exercise Sciences, MSc, PhD)**

**The reviewers observed the following strengths:**

- Objectives – are consistent with those of the university relative to graduate education.
- Student funding – size and number of awards has increased.
- Breadth of program – significant.
- Mentoring – students appreciate advice and guidance from senior students.
- Facilities – the quality of student space in some of the labs is impressive.

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

- Applications – have declined for PhD (Stable for MS).
- Admissions –
  - MSc acceptance rates increased from 20% in 2006-07 to 50% in 2009-2010.
  - PhD rates are between 25-60%.
- Student funding – remains comparatively low.
- Evaluation – the criteria for judging performance and progress do not appear to be consistent.
- Supervision –
  - Some students expressed concerns about getting enough time and guidance from their supervisors.

- Sponsorship of students is directed by a few faculty with other faculty having few or no graduate students working under their direction.
- Facilities – lab equipment and space for graduate teaching and research is inadequate and outdated.

**The reviewers made the following recommendations:**

- Enrolment – the PhD program should be expanded.
- Curriculum –
  - Greater emphasis should be placed on research training, particularly in the PhD (build curriculum around research focused learning outcomes).
- Evaluation – common methods of evaluating student progress and performance should be established.
- Student funding – continue to increase the number and value of scholarships to attract top students.
- Facilities –
  - Continue increased investment in lab equipment and space.
  - Continue to re-purpose space for research labs.

**3. Co-curricular Programs**

**The reviewers observed the following strengths:**

- Overall quality –
  - The reviewers were very impressed by the quality and quantity of the programs as well as the commitment of staff members and leaders.
  - Contributes immeasurably to student development and student experience.
  - Engages students, staff, faculty from across the university, alumni and community at large.
  - The programs are well-positioned for future prosperity given the recent and planned facility developments and the enrichments that will be realized through relationships with government and community-based high performance sport organizations.
- Organizational structure – the reviewers applaud the integration of the co-curricular programs into the Faculty.
- Physical Activity and Equity Program –
  - Diversity and quality of programs impressive.
  - Rates amongst the best programs.
  - Programs are progressive and reflect latest trends in design and delivery.
  - Programs are sensitive to and align well with the needs of users and potential participants on campus and in the general community.
  - High participation and program retention rates.
  - Well aligned with research interests and funding opportunities for faculty and the needs and interests of prospective students, especially if linked to a health promotion focus.
  - Impressive special programs launched to facilitate student leadership, development and engagement.
  - Collaboration –
    - Relations with Hart House are good and program synergies are being realized.
    - Program leaders are to be applauded for their efforts in building relationships with other campus units.
- Intercollegiate and High Performance Sport Program –
  - Well aligned with the Faculty mission.
  - Fruitful partnerships nurtured with Ministry of Health Promotion and Sport, community organizations and donors.
  - Well-positioned to advance standing given facility and program enrichments.

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

- Physical Activity and Equity Program –
  - Organizational structure –
    - Appears disjointed.
    - High number of staff members, many with blended responsibilities.
    - The “equity portfolio” appears to apply only to the Physical Activity Program, while this should be a Faculty-wide role.
- Intercollegiate and High Performance Sport Program –
  - Ranks low against comparable institutions / Not national leaders.
  - Underperforming.

- Under resourced relative to comparative institutions across the country putting University at a disadvantage.
- Lacks mission statement or expressed goal that includes the pursuit of athletic competitive success in interuniversity sport.
- Fewer opportunities for alignment with research.
- Funding –
  - Insufficient Athletic Financial Awards puts the teams at a significant disadvantage compared to other Canadian universities in recruiting and supporting the best student-athletes.
  - Central funding from the University is low compared to other Canadian universities.

**The reviewers made the following recommendations:**

- Physical Activity and Equity Program –
  - Organizational structure –
    - The program should continue to be housed in the Faculty.
    - Integration – faculty and staff are encouraged to promote existing areas of integration and explore new areas that will make the University an international leader in sport science, coaching, training and the care and treatment of sports injuries, and athlete development.
    - The “equity portfolio” should not reside solely in the co-curricular portfolio, but should be clearly Faculty wide (if that is the intent).
  - Promotion – co-curricular program needs to be effectively and consistently positioned with the University, including promoting importance for recruitment, retention, enrichment, preparation and employment of students, campus and alumni pride, branding of the institution, and community and corporate relations.
  - Review – a thorough operational review should be conducted in 2012 by experts charged with assessing the mission, structure, scope, resource allocation, and the overall performance of the program.
  - Collaboration – efforts should continue to liaise with campus and external organizations to take advantage of opportunities for program/facility development and maximize potential synergies.
  - Facilities – the quantity and quality of facilities should be improved to support this program.
- Intercollegiate and High Performance Sport Program –
  - Institutional support – should be increased.
  - Emphasis – needs to be placed on the Canadian Interuniversity Sport (CIS)-level sports.
  - Monitor changes in the sport delivery models at the Ontario University Athletics (OUA) and CIS levels, and redirect / allocate resources into CIS sports.
  - Performance – as a leading institution in Canada, the University should be more competitive in athletics at a national level.
  - Student funding –
    - University should be more assertive in using Athletic Financial Awards to recruit and support deserving student-athletes. These funds might be best used as matching grants to stimulate alumni contributions to the AFA program.

**4. Faculty/Research**

**The reviewers observed the following strengths:**

- Potential – with a dedicated focus on enhancing research culture, the exercise science unit has the potential to become a leader in research and graduate education in Canada.
- Faculty –
  - Some have strong and pre-eminent standing.
  - Strong links to government.
  - Influence on policy including positioning sport as a fundable research area.
  - The Faculty and its Deans/Directors have been long-standing leaders in the country and within the Provincial and Federal governments.
  - The Faculty’s involvement and leadership with the Canadian Council of Physical Education and Kinesiology Administrators (CCUPEKA) is widely recognized.
  - Faculty leaders have led lobbying efforts with other Faculty leaders from across the country and have helped position sport as fundable research area for the Tri-Council granting agencies.
  - Recent hires are strong researchers and may foster a more even level of research productivity amongst faculty.

- Students commented favourably on the standing that many of their professors have in the academy.
- Research strengths
  - The Faculty's strength in the socio-cultural area of study is well recognized.

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

- Productivity
  - Research activities among faculty are uneven and all members are not equally highly productive.
  - Faculty complement should be larger, more current, and with a higher performing research program.
- Mentoring – some faculty expressed concern that a more effective program is required.

**The reviewers made the following recommendations:**

- Research culture –
  - Enhance research culture to improve research outcomes.
  - Postdoctoral fellowships – implement a robust fellowship program.
  - Mentoring - implement a formal mentoring program for new faculty.
- Research profile –
  - Hire Research Officer to assist members in identifying grant opportunities, facilitate preliminary reviews, and assist with preparing grant applications.
  - Make strategic hires in areas where research funding is available.
  - Provide adequate start-up packages for new hires to support immediate research productivity.
  - Create additional intra-Faculty research funding opportunities (leading to extramural grant applications) to advance research activity/productivity.
  - Create partnerships with Toronto Health Sciences, the Defense Department, and the Canadian Sport Center to enhance competitiveness for external research funding.
  - Encourage faculty to prepare applications as the PI or Co-PI rather than as a collaborator so the Faculty receives the credit it deserves for performance in this area.
  - Performance metrics –develop to monitor, celebrate and communicate research performance as well as determine strategic interventions.
- Research areas –
  - Establish greater focus on health to meet prospective student interest, the needs of society, and participate in the unique and the critical role that Kinesiology programs provide in health promotion/rehabilitation.
  - Health a critical area for growth.

**5. Administration**

**The reviewers observed the following strengths:**

- Leadership – The new Dean was well selected: he has wide support from the Faculty and campus and is well respected throughout the academy.
- Staff – students are very positive about the quality and accessibility of the administrative assistance and student services.
- Budget model – encourages growth.
- Facilities –
  - Dean has implemented a program to build research capacity through strategic funding and repurposing of space.
  - The reviewers were impressed with the re-development of Varsity Stadium and Varsity Arena, as well as the planned development of the Varsity Pavillion, the Goldring Centre for High Performance Sport, and improvements associated with the hosting of the 2015 Pan American Games: “The Faculty will soon have access to some of the most impressive sport facilities in the country.”
- Collaboration –
  - Internal –
    - Leaders of cognate divisions are very positive about the Faculty and the contributions its members make to the academy.
    - The Faculty is seen be a positive contributor to the Health Science Council.
  - External –

- The Dean is well connected to build upon strong relationships with external groups, resulting in shared appointments, research space, and access to research subjects.
- The Faculty provides valuable service and leadership to the local community through co-curricular programs and the Interuniversity Sport program.

**The reviewers made the following recommendations:**

- Name of the Faculty – the reviewers support the Faculty’s decision to change its name to the “Faculty of Kinesiology and Physical Education,” but they also suggest a shorter name, “Faculty of Kinesiology,” or retaining the word “Health” in the name.
- Facilities - as some faculty members and programs are relocated to the Varsity Pavilion and the Goldring Centre, the Faculty should use this opportunity to create needed research/teaching/office space in the Benson Building.
- Collaboration – the Dean is encouraged to keep the Faculty well positioned in the Health Sciences areas, through his work in the Council and possible involvement with the Canadian Association of Health Science Deans.

**ADMINISTRATIVE RESPONSE – Appended**



UNIVERSITY OF TORONTO  
FACULTY OF KINESIOLOGY & PHYSICAL EDUCATION

08 March 2011

Professor Cheryl Regehr  
Vice-Provost Academic Programs  
Simcoe Hall, Room 224  
27 King's College Circle  
University of Toronto

**Re: Administrative Response to the External Reviewers Report, Faculty of Kinesiology & Physical Education**

Dear Professor Regehr:

This letter constitutes the administrative response to the external review report for the Faculty of Kinesiology & Physical Education dated 08 August 2011. It is important to note that the name of the Faculty at the time of the review was the Faculty of Physical Education and Health and that the name changed effective 01 January 2012. The external review was very helpful in identifying foci for both our immediate and longer term attention as well as in reinforcing areas of strength.

In that regard, our Faculty is currently engaged in intensive consultations which are leading to a new Academic Plan. We anticipate completion of its writing and promulgation, and commencement of its implementation by the end of the summer 2012. In your letter to me dated 20 October 2011 you requested responses to specific areas of concern raised by the reviewers and they are listed in the attached pages together with my responses.

Many of the issues raised are those around which broad consensus was apparent within the Faculty and the stimulus of the reviewers' comments motivated immediate action. For your future consideration, however, in particular when there is a change of Faculty leadership such as with the appointment of a new dean, I find the sequence of formally responding to the review while our academic planning is ongoing is somewhat challenging. My concern is around not wanting to pre-empt or bias the creative and constructive discussions that are ongoing as part of the academic planning process.

I want to formally thank your office and the reviewers for a very insightful and constructive review that has already contributed significantly to our academic planning process.

Sincerely,

Ira Jacobs, DrMedSc  
Dean

Enclosure: 1

## **Administrative Response to External Review of the Faculty of Kinesiology & Physical Education**

### **Curriculum**

#### **A. Issue**

*The reviewers expressed concern that undergraduate students may be disadvantaged by the total number of credits required in their programs.*

#### **Response**

Most universities across the country have kinesiology and/or physical education undergraduate programs, and the only national accreditation framework for such programs is that of the Canadian Council of University Kinesiology & Physical Education Administrators (CCUPEKA). Our BKIN and BPHE / BEd are indeed both accredited by CCUPEKA. The CCUPEKA standard is rooted in the 20.0 credit requirement, and we view the accreditation as minimum quality control threshold. Our undergraduate curriculum does include additional experiential learning credits, beyond the 20.0 credit requirement for graduation typically seen in other BKIN/BPHE programmes. However, we view our experiential learning opportunities, including outdoor education and physical activity practica, as a distinguishing feature that differentiates our programs in comparison with sister institutions, many of whom have abandoned such experiences. These experiential credits are seen as pedagogically important as they link theory and practice and are critical to the development of physical literacy skills. Feedback from current students indicates that these experiences are a strength of the programme and in fact, attracted them to apply to U of T from secondary school. Additionally, feedback from second entry programmes such as OISE suggest that BKIN/BPHE graduates from U of T stand apart from their peers from other institutions in part because of the strong skills of dissemination they attain through experiential courses. As a reflection of this finding, OISE is modifying their admissions requirements to Physical and Health Education to include prerequisites in such experiential learning courses. While affirming the importance of these additional experiential courses, we are also cognizant of students' concerns about workload and are examining their concerns more comprehensively through the ongoing academic planning process.

#### **B. Issue**

*The reviewers suggested that graduate program requirements place a greater emphasis on research training. Further they suggested that integration between course work and research activities should be improved.*

#### **Response**

Our PhD and doctoral steam masters programs are administered within our Faculty's Department of Exercise Science. The master's degree is a MSc degree. The formal degree designation notwithstanding, the scope of studies in our graduate program enables students to specialize in a variety of disciplines which include the biophysical and behavioural sciences as well as in socio-cultural areas of study. Our internal consultations in preparation for the review and for our academic plan have revealed discipline-related and ambivalent views of the issue. There is wide-spread support among faculty and students in the biophysical and behavioural sciences for research experience constituting a greater proportion of their graduate program requirements, with a commensurately reduced course load for both MSc and PhD students. This would allow more laboratory time and hence greater research training.



This would likely also enhance research productivity in general within the Faculty and improve grant competitiveness. In contrast, both students and faculty in the socio-cultural area view the number of courses and the academic preparation derived from the courses as necessary and do not favor a reduction in the course requirements. Our academic planning process includes consideration of the viability of offering discipline-specific requirements for both masters and PhD degrees that may differ across disciplines. In this context, the offering of an MA in addition to the MSc will be also be investigated. The current incongruity of a masters student specializing in the history or sociology of sport yet receiving a MSc degree is obvious.

*“Further, they suggested that integration between course work and research activities should be improved.”* As it relates to curriculum, past practice within the graduate program has been to distinctly and clearly separate graduate reading/research courses from the student’s thesis, and that independent reading/research courses should be on topics distinctly different from the thesis research topic. The reviewers were unaware that perspectives have evolved in that regard within the Faculty and are indeed aligned with their suggestion. Current practice is that with the agreement of the graduate supervisor, it is now acceptable for a graduate student to take an independent reading course and write a paper that creates a portion of the knowledge base for a section in their thesis. In addition, students may use the independent research course to conduct research and/or experiments to either generate preliminary data or test the feasibility of a project. In this regard our Faculty’s Graduate Committee will be making formal recommendations to align policy with evolving practice as part of a current graduate program review.

## **Supervision and Research Strength**

### **A. Issue**

*The reviewers expressed concern about the uneven distribution of graduate students amongst faculty and that some students were concerned about the adequacy of guidance from their supervisors.*

### **Response**

This is an important and justifiable area of concern. The faculty to student ratio in our Faculty is low compared to most other academic divisions. In addition, there is indeed “uneven distribution of graduate students among faculty. In recognition of the urgency of the issue a very significant faculty recruitment effort is underway. Two net new tenure-stream assistant professors were recruited and started with us in July 2011; two additional net new tenure stream positions, one at the associate professor (to start July 2012) and one at the assistant professor (to start January 2013), were recruited this year; searches for two additional net new tenure stream assistant professors will be launched in summer 2012 and two more the following year. This almost 50% increase in capacity for graduate student supervision will be quite significant for a Faculty which had 15 full-time faculty with SGS appointments in the summer of 2010. Moreover, after consultation with the professoriate in our division, we have garnered broad and very transparent consensus that it is a reasonable expectation for every member with a School of Graduate Studies appointment to be concurrently acting as the primary supervisor of at least 3 graduate students. The Faculty’s graduate committee is also now considering the merits of re-instituting a past practice for the submission each term of a progress report to the graduate committee by each graduate student’s primary graduate supervisor.

## **B. Issue**

*The reviewers note that research productivity among faculty members is uneven and emphasized the ongoing need to nurture a research culture and enhance the Faculty's research profile. They suggested that additional resources should be directed at supporting faculty members in applying for research grants.*

## **Response**

The "uneven research productivity" among faculty was mentioned in previous external reviews. It is important to recognize, however, that as a multi-disciplinary area, the ability to interpret numbers and qualities of publications and grants is at best challenging for an area that spans the humanities and the sciences. The Faculty recognizes the issue and the reviewers' comments reinforced and accelerated initiatives to address it. Since commencing my position as Dean I have communicated repeatedly and transparently that one of my highest priorities is to put in place vehicles and platforms to facilitate augmentation and enhancement of our division's research. This issue is another one of those being carefully considered as part of our ongoing academic planning process. Relevant initiatives that have already commenced include the following:

- significantly increasing the size of the tenure-stream faculty complement to stimulate collaborative research;
- establishment of annual internal Faculty of Kinesiology & Physical Education Research Awards to support pilot research, with a clearly defined path of using the results for subsequent grant proposals; the first awards were allocated in 2012 through a process managed by the Faculty's research committee;
- the Faculty does not have an internal position dedicated full-time to administrative support of research; we have created a new full-time research officer staff position that is currently being staffed for that purpose;
- the hosting of semi-annual public symposia, open to the public, with the objective of highlighting the translation of the research of our faculty members; the most recent such symposium attracted over 300 members of the university community and the public;
- changing the name of the Faculty to one which includes the word "kinesiology;" several faculty members felt that they were previously disadvantaged by the previous name both in terms of attracting high quality graduate students to support their research, as well as in terms of the competitive peer-review process;
- the investment of resources in renovations to existing research laboratory space as well as in the creation of new research laboratory space in the basement of the Benson Building (ongoing and to be completed by summer 2012);
- the approval of Governing Council was given to initiate construction of the Goldring Centre for High Performance Sport which includes a floor for related research laboratories and graduate student space;
- a mentoring program for new faculty has been initiated to aid and guide new faculty members towards more successful and productive research outcomes.

## **Enrolment**

### **A. Issue**

*The reviewers identified the opportunities for student recruitment arising from the new BKin degree program and the announcement by Ontario's Ministry of Health regarding adding registered kinesiologists as a profession under the Registered Health Professions Act. They urged the Faculty to embark on a range of activities to attract the best graduate and undergraduate students.*

## **Response**

We agree that our new Bachelor of Kinesiology degree and the addition of registered kinesiologists as a profession under the RHPA provide exciting opportunities for student recruitment. With the support of these comments by the reviewers we requested and were granted authority to increase our undergraduate enrolment from a first year intake of 175 to 250 students. We believe that the change of the Faculty's name to one which includes "Kinesiology" will significantly increase the size of the pool of applicants to our program. To maximize these opportunities, our advancement team has been instructed to devote renewed energies to raising funds for entrance scholarships, particularly for top applicants. We will also be incorporating new recruitment strategies, some already implemented this year, to increase our conversion rate for students offered admission in the early round. For example, all such students were called personally by professors during the last month to answer questions, promote faculty strengths and encourage acceptances. To strengthen our undergraduate programme, we have added a faculty member in the area of applied kinesiology and also used the special Provostial program that supports undergraduate teaching by professors in graduate-only faculties, to augment the course offerings for the BKIN degree. Additionally, we are currently in the middle of searches for two related full-time positions: a lecturer with expertise in experiential learning to enhance the number and quality of placement opportunities in kinesiology; and a new staff position for a lab coordinator to strengthen the lab components of undergraduate courses. Collectively, we believe these enhancements will improve our ability to recruit top students.

## **Space**

### **A. Issue**

*The reviewers suggested that the lab equipment and space for graduate teaching and research is inadequate. They emphasized the importance of augmenting the Faculty's laboratory and equipment resources.*

### **Response**

Significant resource and space planning is ongoing in our Faculty as a result of the external review – through ongoing academic planning and the research priority mentioned earlier in this document. As a result, renovations are currently underway in the basement of the Benson Building to create three new research labs to accommodate both teaching and lab needs of newly recruited faculty members. This, taken together with the authorization of construction of the Goldring Centre for High Performance Sport, will result in more than the tripling of our current research lab space by the summer of 2015 --- space which will be needed to accommodate the new tenure-stream hires mentioned above and their graduate students. Also, as mentioned earlier, a new staff position for a laboratory coordinator will be filled during the next few months. A new fund was established within the Faculty to support annual requests for dual use equipment, i.e. equipment that will be used for both research and teaching purposes. We have encouraged our faculty members in their initiatives to establish relationships with research organizations outside of our walls, both to enable our graduate students to have expanded options for their research as well as to increase the research space that is available to the faculty members themselves. Examples include a pediatric exercise physiology laboratory directed by one of our new tenure-stream hires at the Hospital for Sick Kids and a new cardiovascular exercise physiology lab co-directed by one of our associate professors at Mt. Sinai - both formalized during the last year. Memoranda of agreements for our graduate students to work in very well equipped research labs under the supervision of qualified status only faculty members are being negotiated with organizations such as

the human sciences research establishment operated by Defence R&D Canada – Toronto and by Canadian Sport Centre – Ontario.

## **Co-Curricular Program**

### **A. Issue**

*The reviewers commented that the level of institutional support for intercollegiate sport is comparatively low.*

### **Response**

The reviewers comment is likely made in light of the budgetary information at their disposal. Some background information is required because of the uniqueness of the Faculty of Kinesiology and Physical Education in terms of its joint curricular and co-curricular mandates. The entire co-curricular program, both intercollegiate sports and broad-based physical activity programs, like other student services, relies on student fees for support. It is indeed the case that funds allocated in support of intercollegiate sports via discreet, segregated and dedicated funding from the centre are low compared to other universities based on the institutional size. Currently, there is no direct financial institutional support directed to the intercollegiate sport program. There is a central allocation of about \$275K annually to support general sports and physical activity operations on the St. George campus out of a total budget of around \$25M for those activities. The co-curricular budget that supports intercollegiate sport is funded primarily by student fees, revenues generated by the Faculty of Kinesiology & Physical Education through facility revenues, program revenues, and philanthropic donations. It is important to note, however, that the true level of institutional support is not reflected in the \$275K and is difficult to ascertain because of the leveraging of central resources such as the Division of University Advancement, allocation of valuable U of T real estate for capital investments in buildings and facilities that are primarily dedicated to sport and physical activity programs, Government Relations support to acquire government grants, Communications support, and some facilities and services support. We do not know the extent to which other universities attribute a value to those supports when calculating the dollar value of the central support to intercollegiate sport. Would we and our student athletes appreciate more financial support? - of course. We would welcome a future where there is a greater investment from the entire university in centrally supporting intercollegiate sport because of the dividends such an investment pays out for student recruitment, university identity, student experience, and future university advancement programs. In reality, given the constraints of the current budget model in ascertaining the true dollar investment by the university in sports, the support by the current senior leadership of U of T for intercollegiate sports in particular and broad-based physical activity programs in general, can and should only be viewed as very strong. In effect, the capital investment by U of T in its related infrastructure over the last decade is the largest investment to date in university sports in this country.

### **B. Issue**

*The reviewers expressed concern about U of T's performance in CIS sports.*

### **Response**

The Faculty's academic planning process includes deliberations around its co-curricular mandate. There is a dynamic tension that needs to be appreciated before considering the concern of the reviewer. Although it is difficult to make a direct association between financial resources and performance in CIS sports there should be no doubt that financial resources limit U of T's ability to fully fund all of the available athletic scholarships we would otherwise be authorized to distribute to eligible student

athletes. Additional financial resources could go a long way in the areas of leadership, competitive schedules, facility use, sport science and medicine, admissions, staffing, and academic support programs in order to create a program that would enhance program objectives. In their report the reviewers acknowledge that the scope of U of T's intercollegiate sports programs, involving 44 teams in 26 different sports, and almost 1,000 student athletes is among the largest in North America. When the budget model for sports changed over a decade ago, from one involving significant direct centrally funded support for intercollegiate sports, to programs supported entirely by student fees, it is understandable that one view may have been to afford as many student athletes as possible the opportunity to compete in intercollegiate sports - thus the large number of teams and the distribution of student fees across that broad spectrum. Given our current funding model, if the objective changes from one of a platform for broad student athlete participation to one of achieving a provincially and nationally competitive intercollegiate program, the structure of our sport model and its financing will require significant change. I have therefore asked for a "sport model review" to be undertaken to consider the issues raised above. The review committee is currently engaged in broad-based consultations and will be reporting back to me by 30 April 2012 with their recommendations. I have asked specifically for those recommendations to include a model that aligns with the University's expectations of providing an opportunity for students to pursue excellence, is supportive of the diversity of the student body, and will result in a situation that nurtures a sustained competitive ability with the other CIS institutions.

END OF RESPONSE

## REVIEW SUMMARY

**DIVISION/UNIT:** Asian Institute, Munk School of Global Affairs, Faculty of Arts & Science

**DATE:** 14 October 2011

**COMMISSIONING OFFICER:** Dean, Faculty of Arts and Science

**PROGRAMS OFFERED:**  
**Undergraduate** Dr. David Chu Program in Asia-Pacific Studies, BA: Major, Minor  
South Asian Studies, Minor

**Graduate:**

**EXTERNAL REVIEWERS** Paul Evans, Professor at the Liu Institute for Global Issues and Director of the Institute of Asian Research at the University of British Columbia, Carol Gluck, George Sansom Professor of History and the Weatherhead East Asian Institute at Columbia University

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**PREVIOUS REVIEW DATE:** 2005

**SUMMARY FINDINGS AND RECOMMENDATIONS OF PREVIOUS REVIEW:** The reviewers commented on the remarkable achievement of the Institute in the 3.5 years since its creation and specifically on the fact that it had begun to create new levels of interdisciplinarity activity across departments, campuses, and affiliated institutions.

### Programs

#### Areas of strength

- Quality - Content of programs impressive.
- Students – enthusiastic.

#### Area of Concern

- Curriculum
  - relatively small number of undergrad courses relative to Southeast Asia
  - serious shortage of courses in South and Southeast Asian languages.

#### Areas of Strength

- Creation of a sense of community aided by:
  - Location within the Munk Centre.
  - Seminars, workshops, speaker series, community network events.

#### Recommendations

- Separation of directorship from named chair.
- Greater transparency in governance.
- More diverse membership, Steering Committee.
- Additional administrative staff to accommodate workload.

**RECENT OCGS REVIEW DATE:**

n/a

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### CURRENT REVIEW

**DOCUMENTATION PROVIDED TO REVIEWERS:**

Terms of Reference  
Self-Study including  
Undergraduate Program calendar entries 2011-12

Course Evaluation Summary Forms ( Dr. David Chu Scholarship Recipients (2005-11)  
Taiwan Field School Program/Itinerary  
Proposed Contemporary Asian Studies Program  
Faculty CVs  
Asian Futures Description  
Various conference and program brochures  
Asian Institute Strategic Plan

**CONSULTATION PROCESS:** The reviewers met with associate dean for interdisciplinary and international affairs; the vice-dean for teaching and learning; the directors of the Munk School of Global Affairs, the Asian Institute, the Southeast Asian Studies program, and the Dr. David Chu Program in Asia Pacific Studies; chairs of the cognate departments of Anthropology, Political Science, and East Asian Studies; faculty members specializing in different areas of Asia and different disciplines; the director of administration; and undergraduate students.

## **FINDINGS AND RECOMMENDATIONS - OVERALL ASSESSMENT AND SPECIFIC ISSUES IDENTIFIED IN REVIEW REPORT**

The Institute is dynamic and thriving, effective and innovative in its teaching, research, and outreach. It has established a sound and dynamic foundation.

### **1. Undergraduate Program (Dr. David Chu program in Asia-Pacific Studies, BA: Major, Minor; South Asian Studies, Minor)**

#### **The reviewers observed the following strengths:**

- Overall quality
  - The Institute has positioned itself to meet the challenge of fostering understanding of a changing Asia.
  - Supports the University's mission and exemplifies best practices in combining excellence in research and teaching for undergraduate majors and minors.
- Curriculum
  - Structurally multi-disciplinary and encourages interdisciplinary learning for its students.
  - Goals of program are consistent with the structure and focus of the Institute: Pan-Asia, multi-disciplinary. Focused on modern and contemporary Asia (though with reference to the historical background necessary to understand modern developments).
    - Proposed curricular revision to close Minor in South Asian Studies and modify existing programs to become a major and minor in Contemporary Asian Studies is logical
    - Consonant with (even ahead of) latest trends in local and regional studies in moving away from national or area studies approaches and towards a multidisciplinary and interdisciplinary regional approach.
  - Changes to specific requirements are praised as providing expansive exposure to different Asian societies and disciplines connected by recurrent attention to common themes and issues.
- Experiential learning:
  - Proven track record in providing innovative, challenging, and effective research and learning experiences in Asia.
- Curricular design:
  - Emphasis on leadership is unusual and welcome.
- Research experience:
  - Exemplary way faculty weave research projects into their pedagogy in the classroom and in opportunities created for undergraduates to research and study in Asia.
- Extracurricular activities:
  - Development of student organization is positive.
- Students:
  - Smart and engaged, dedicated to their studies
- Administration:
  - Program is capably managed.

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

- Curriculum:
  - Faculty members disagree on the question of requiring **Asian language study** for the new CAS majors. The proposed curriculum for a Contemporary Asian Studies (CAS) program does not require Asian language study because the university does not offer instruction in South or Southeast Asian languages which would skew the program to East Asian regional interests because Chinese, Japanese, and Korean are available to students.

### **The reviewers made the following recommendations:**

- Curriculum
  - The new CAS program will need to define the scope and nature of the “Asia knowledge” students will have when they graduate.
    - That they should expand its disciplinary interests beyond multi-disciplinarity in the social sciences to include history, cinema studies, and describe itself as multi-disciplinary.
    - That the program require at least one year of language training of majors (not of minors).
  - Possibility of including case-based and problem-based methodologies essential to moving beyond multi-disciplinarity to interdisciplinarity.
  - Possibility of establishing streams within the new program that connect with professional areas such as public health, international business etc.
  - That the University of Toronto should consider more generally providing instruction in Hindi and Indonesian because of the weight of faculty numbers and research interests and student interest, and Vietnamese because of the level of interest within the local population.
- Experiential learning
  - The Institute should take further advantage of its connection with the Munk School of Global Affairs and the School of Public Policy and Governance to provide greater opportunities to students to investigate the connection between scholarship and policy.
  - Fundraising to help ensure sustainability of expenditure.

## **2. Faculty/Research**

### **The reviewers observed the following strengths:**

- Overall quality:
  - Excellence and commitment of Institute faculty.
- Research scope
  - Institute provides a special place for collaborative and generative research; comes from daily contact with scholars from other disciplines and regions and global focus of the Munk School.
  - Institute encourages collaborative research amongst faculty across departments and specialties through facilitative approach such as the Asian Futures project.
  - Highly effective in connecting Asian Specialists from social science disciplines.
  - Particular strengths include modern China, Taiwan, Korea, India, and Indonesia.
  - South Asian and Indonesian groups also are particularly strong.
  - Recent scholarly conferences, workshops and research has begun to broaden to include faculty and students in professional schools law, medicine, business, engineering, and public health.
- Faculty complement
  - Impressive number of affiliated faculty across a range of disciplines and Asia regions.
  - Minority faculty appointments support the Institutes commitment to complementing existing departments and Faculties.
- Profile
  - Excellent, wide-ranging, top-rank.
  - Impressed by number of young scholars who are at the forefront of their fields.

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

- Hires / promotion:
  - Questions have been raised about the extent to departmental and Institute criteria and standards for tenure and promotion mesh

### **The reviewers made the following recommendations:**

- Research scope:



- Hope Institute will increasingly connect with scholars in the humanities, sciences, and professional schools.
- Hires / promotion
  - Close mentoring and clear articulation of expectations concerning T&P are essential to ensure jointly appointed junior faculty success in tenure and promotion.

### 3. Administration

#### The reviewers observed the following strengths:

- Staff:
  - Energetic, capable, and dedicated administrative staff
- Collaboration / Relationships:
  - Very positive with departments
- Reputation / Profile:
  - Admirable public programs contribute to mission of Munk School of Global Affairs and character of Toronto as a truly international University.
- Organization:
  - Reporting line of the Director of the Institute to the Director of the Munk School is positive as it helps to situate the Institute within a broader global context and connects it to a wide variety of activities and initiatives brought forward by the Munk.

#### The reviewers made the following recommendations:

- Staff
  - Expand staffing especially in the area of communications.
  - Particular need to develop communications function to promote program, activities, research findings etc.
  - Resources to support expansion will require imagination and determination.
- Collaboration / Relationships
  - Encourage expansion of role from that of a centre to a hub.
  - Encourage establishment of even closer ties between the Institute and modernists in East Asian Studies in order to round out the complement of disciplines included in the study of contemporary Asia within the Institute.
  - Encourage an outward orientation:
    - Establishment of connections with other institutions with expertise in relevant areas.
    - Expansion of national leadership role to include Summer Institutes; joint programs in Asia, speakers, visitors series etc.
- Advancement:
  - Very well positioned for fundraising in the city from individual donors and overseas from governments, businesses and foundations.

### ADMINISTRATIVE RESPONSE – Appended



14 March 2012

Professor Cheryl Regehr  
Vice-Provost Academic Programs  
Simcoe Hall, Room 225  
University of Toronto

**Re: Review of the Asian Institute (AI) and its undergraduate programs**

Dear Cheryl,

Along with the faculty and staff of the Asian Institute (AI), I am very pleased with the reviewers' positive assessment of the Institute and its undergraduate programs in Asia-Pacific Studies (major and minor) and South Asian Studies (minor). The reviewers note that the AI is "dynamic and thriving, effective and innovative in its teaching, research, and outreach." The reviewers commented on the excellence and commitment of the Institute faculty, the Institute's effective facilitation of collaborative research, and its top tier research profile. They also emphasized the quality and innovativeness of the Institute's undergraduate programming and the strength of the experiential and research opportunities it provides to its engaged and strong student body.

As per your letter of 8 March 2012, I am writing to address the areas of the review report that you identify as key. AI has seriously considered the reviewers' comments and a number of changes have been instituted over the past few months to respond to their suggestions.

***Program Scope and Curriculum***

- *The reviewers suggested that the Faculty and program should reflect on how appropriately to define the scope and nature of the "Asia Knowledge" majors should have when they graduate including: the breadth of geographical coverage; the language skills; the intersection between scholarship and policy; and disciplinary reach.*
- *The reviewers commented approvingly on the innovative plans for the introduction of a modified curriculum focusing on Contemporary Asian Studies and suggested faculty consider establishing streams relevant to professional areas of interest and case and problem-based methodologies.*

The Institute appreciated the reviewers' insights regarding the AI program curricula. With respect to the scope and nature of 'Asia knowledge', a new Major and Minor in Contemporary Asian Studies will be offered to students as of 2012-13. The program is thematically driven and pan-Asian in geographical scope. It seeks to draw out common themes, opportunities and challenges in contemporary Asia and its position in the global landscape and reflects an innovative pedagogical approach to Asian studies. Varied experiences within the region are emphasized, as are different disciplinary and methodological approaches to understanding the processes of Asia's modernization and globalization. During the development of the Contemporary Asian Studies program, the

Asian Institute engaged in discussions regarding whether the program should include a language requirement. The consensus was that, at the present time, a language would not be a requirement for the program. Students are able to enrol, however, in a variety of language courses offered in other FAS units and within the broader University, the credit for which can apply to the Contemporary Studies program. Policy-relevant courses will be offered at the 4<sup>th</sup> year level. The courses are designed to be multi-disciplinary, involving humanities and social sciences, and the Major program will be book-ended with team-taught multi-disciplinary courses on global Asia.

In terms of establishing relevant streams to professional areas of interest, the AI will be considering the inclusion of more internships, student leadership opportunities, and research design courses (including quantitative, qualitative and case-study methods) within the curriculum.

***External reputation***

- *The reviewers suggested that the Institute expand its focus beyond collaboration with other departments and specialties and instead become a hub connecting and communicating Asia-related activities and innovations across the province, Canada and North America.*

The Institute is building on its partnerships with other organizations. For example, it is collaborating with the Asia-Pacific Foundation in Vancouver by mounting a cross-Canada lecture tour by Ryan Pyle, an award-winning freelance photographer based in Shanghai, titled *Bearing Witness: Documenting China's Rise*. The AI is taking the lead in coordinating this tour at several universities: UofT, McGill, Ottawa, Manitoba, Alberta and British Columbia. The launch recently occurred at UofT, and there were over 100 people in attendance, plus a wait-list of an additional 50. The AI is also considering developing a strategic communications component to their staff complement in order to build their communications and maintain their identity within the Munk School.

To conclude, the review report provides a thoughtful analysis of AI and its programs. We appreciate that the external reviewers identified the Institute's strengths and noted a few areas for development as the AI continues to evolve and build on its existing strengths, reputation and profile within and beyond the university. As we know, their comments (i.e., regarding languages and external reputation) were not intended to suggest deficiencies but rather "next steps." The AI has already begun moving forward with plans to address the key recommendations highlighted by the reviewers.

Yours sincerely,



Meric S. Gertler, FRSC  
Dean and Professor of Geography & Planning  
Goldring Chair in Canadian Studies

cc. Joseph Wong, Director, Asian Institute  
Janice Stein, Director, Munk School of Global Affairs

## REVIEW SUMMARY

<b>DIVISION/UNIT:</b>	<b>Centre for European, Russian and Eurasian Studies (CERES), Faculty of Arts &amp; Science</b>
<b>DATE:</b>	February 7, 2011
<b>COMMISSIONING OFFICER:</b>	Dean, Arts and Science
<b>PROGRAMS OFFERED:</b>	
<b>Undergraduate</b>	European Studies, BA: Maj and Min Hungarian Studies, B.A. Maj. and Minor European Union Studies, BA: Minor
<b>Graduate:</b>	European, Russian and Eurasian Studies, MA
<b>EXTERNAL REVIEWERS</b>	Mark Blyth, Professor, Department of Political Science, Brown University Piotr Dutkiewicz, Professor, Political Science Department, Carlton University Anna Grzymala-Busse, Professor, Department of Political Science, University of Michigan
<b>PREVIOUS REVIEW DATE:</b>	January 13 – 14, 2005 (OCGS 2005-06)
<b>SUMMARY FINDINGS AND RECOMMENDATIONS OF PREVIOUS REVIEW:</b>	<p>OCGS: finding of Good Quality</p> <p><b>1. Graduate</b></p> <p><b>The reviewers made the following recommendations</b></p> <ul style="list-style-type: none"><li>• The Director of CERES should consult with graduate students, and with the cognate departments, on ways to strengthen and formalize ties with MA and PhD students across the disciplines</li><li>• The Centre should develop an expanded Master's program with two distinct streams: one covering the region of its historic mandate and the other covering the region currently defined as European Studies, taking care to ensure that the strengths and uniqueness of the program are preserved</li><li>• An MA Program Committee should be established to oversee academic issues related to the program, such as curriculum, recruitment, admission, and the distribution of graduate student support, consistent with the mandates of existing endowed funds</li><li>• Existing internship and exchange programs should be continued at present levels of financial support</li><li>• Review ways to enhance the linguistic competence of students in the MA program and to ensure that difficulties are identified and addressed in the early stages of a student's program</li></ul> <p><b>2. Administrative</b></p> <p><b>The reviewers made the following recommendations</b></p> <ul style="list-style-type: none"><li>• The mandate of the Centre be expanded to include Eurasian Studies</li><li>• The Director should seek the participation and collaboration of colleagues from a full spectrum of Humanities and Social Science disciplines</li><li>• The Centre's governance include an Executive Committee, an Advisory Committee, and a range of committees to deal with specific aspects of the Centre's programs (e.g., admissions, graduate curriculum, awards). The Executive Committee should include, in addition to the Chairs of Slavic Languages and Literatures and German Studies, faculty members from the fields of History, Political Science, and other Humanities and Social Science disciplines</li></ul>
<b>RECENT OCGS REVIEW DATE:</b>	As above, Jan 13-14, 2005

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## CURRENT REVIEW

**DOCUMENTATION PROVIDED TO REVIEWERS:** Terms of Reference and UTQAP  
Self-Study including faculty CVs, program calendar entries, CERES academic plan.

**CONSULTATION PROCESS:** The reviewers met with the Faculty of Arts & Science Associate Dean, Interdisciplinary & International Affairs, Vice-Dean Research and Graduate Programs, and the Acting Vice-Dean, Teaching and Learning; the CERES Director and program coordinators and advisors, faculty members, administrative staff, graduate and undergraduate students, and faculty from cognate units.

## FINDINGS AND RECOMMENDATIONS - OVERALL ASSESSMENT AND SPECIFIC ISSUES IDENTIFIED IN REVIEW REPORT

CERES is a model of inter-disciplinary scholarship and teaching. It is a vibrant, innovative nexus of research and scholarly exchanges coming from a variety of perspectives.

**1. Undergraduate Program** (European Studies, BA: Maj; Hungarian Studies, B.A. Maj. and Minor; European Union Studies, Minor)

### The reviewers observed the following strengths:

- Overall quality
  - Very high marks for quality of all programs from Faculty and students
  - Offerings “are rigorous and impressive”
- Areas of strength:
  - International and comparative dimensions of programs seen by faculty as particularly important
- Objectives
  - Mission statement
  - Scope and priorities
  - Learning outcomes / Degree level expectations
- Curriculum
  - Unique in requiring 3 years of language study
  - Flexible but coherent program
- Experiential learning
  - “Impressive” set of external opportunities, providing preferential access to and funding for exchanges, research trips and study abroad programs
- Advising/Mentoring
  - Students are happy with the level of advising and do not feel shunted from advisor to advisor

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

- Overall quality:
  - Programs lack visibility and are not well publicized.
- Admissions:
  - Concern with speed of program expansion during double cohort period, now resolved
- Curriculum:
  - Tension between the interdisciplinary focus of programs and the need for cohesion of a “common narrative”
- Teaching:
  - Desire of humanities faculty for a greater degree of institutionalized inter-disciplinarity and increased involvement of some departments
- Access to faculty:
  - Faculty desire to make improvement of connection with undergraduates a priority

### The reviewers made the following recommendations:

- Curriculum
  - Comprehensive review of course offerings to ensure better interdisciplinary balance and greater cohesion of courses offered
    - Possible development of a capstone project
    - Documentaries and other collaborative group projects based on alternative media
- Access to faculty:
  - CERES should function as a “small place” inside a bigger University
- Student engagement:
  - Integrate the undergraduate program beyond the existing European Club through existing lecture series and undergraduate discussion series

## 2. Graduate Program (European, Russian and Eurasian Studies, MA)

Small number of students and diversity of student interests and trajectories makes it difficult to talk about the “average” student experience.

### The reviewers observed the following strengths:

- Overall quality
  - Faculty and students assessed program quality as very high
  - Students praise “interdisciplinarity” of concentrations
- Curriculum:
  - “Adequate” support for summer language programs to compensate for limitations in normal language offerings
- Supervision:
  - Where students may not be able to find a supervisor from inside CERES to match their interests, it is relatively easy to find a supervisor from outside CERES

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

- Areas of strength
  - West is often forgotten such that this can be seen as an Eastern European Studies unit
  - Possible bias towards Political Science
- Curriculum:
  - “Usual” limitations in language selection
  - Challenge for undergraduate students to identify early enough what interests them

### The reviewers made the following recommendations:

- Overall quality:
  - Further enhance CERES interdisciplinarity and the scholarly nature of enterprise through the maintenance of the autonomy and identity of its MA program
- Admissions:
  - Challenge of accommodating rapidly varying student cohort
- Professional development:
  - Need to establish balance between needs to students intending to pursue an academic career and those for whom this will be a terminal degree
- Advising/Mentoring:
  - Students focusing on academic career require more care and advice

## 3. Faculty/Research

### The reviewers observed the following strengths:

- Overall quality
  - Represent a wide range of disciplinary specialties and approaches.
  - Core faculty are senior and highly regarded, many with significant international reputations
- Productivity
  - Ability of Ceres to generate interdisciplinary research that would not be possible elsewhere

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

- Research

- Social sciences – humanities divide:
  - some humanities faculty expressed “mild dissatisfaction: with what they perceived as political science dominance
  - cross disciplinary within the social sciences but possible lack of cross-disciplinarity between humanities and social sciences
- Intellectual culture and history can give rise to sense of distance between the disciplines
- Faculty complement:
  - Cohort replacement within the departments (loss of a generation of Russianists through retirements)
- Research funding:
  - Lack of accounting for administrative overhead in monies raised
    - The more money raised the greater the administrative burden
  - Increasingly stringent matching requirements and increasingly strict reporting requirements

**The reviewers made the following recommendations:**

- Research (culture, profile, areas, coverage, interdisciplinarity):
  - Include language departments in research activities
- Faculty complement:
  - University should consider impact of departmental hiring priorities on continued strength of CERES (possible negative impact of loss of Russian and Central European scholars)
- Research funding:
  - Augment support staff to effectively manage grants and reporting requirements

**4. Administration**

**The reviewers observed the following strengths:**

- Leadership
  - Enormous time and energy devoted by Director in program
  - Willingness to mentor/share time and experience with faculty
- Governance:
  - Highly effective
- Staff:
  - “great” support staff
- Organization:
  - Strong role in providing research funding and opportunities for working closely with graduate students
- Resources:
  - “fair” distribution of resources
- Collaboration / Relationships
  - Functions as a true hub and nexus for multiple scholarly disciplines and perspectives (graduate students and faculty)
  - Facilitates interdisciplinary collaboration within and across departments that otherwise would not occur
- Reputation
  - A prestigious internationally recognized institution
  - Has grown in stature and strength from already firm foundation
  - Leading role: showcasing prominent external speakers, faculty presentations, workshops, conferences
  - One of the very best places to study these regions and for visiting speakers to present their research
- Advancement:
  - Strong capacity to fundraise has allowed CERES to be of net benefit to contributing departments in the form of research grants and graduate student support
- Planning / Vision:
  - Decision to treat Europe as a whole has fostered mutually strengthening collaborative work
- Collaboration / Relationships
  - Functions as a true hub for multiple scholarly disciplines and perspectives (graduate students and faculty)

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

- Governance
  - Could be more transparent and consultative
  - Like all interdisciplinary units, lack of control over classes
- Resources:
  - Core concern was funding for programming, student support, resource space, and an ongoing pressure to economize

**The reviewers made the following recommendations:**

- Governance
  - Teaching staff should work to raise and concerning consistently with the Director
  - Strengthen interdisciplinarity through formal institutional mechanisms
  - Reintroduction of regular meetings with faculty from other disciplinary contributors to Ceres (to support sense of transparency, consultation, cohesion and collegiality, ensuring the inclusion of all vested and interested parties)
- Staff:
  - Benefit of providing stable funding for staff positions and security
- Organization
  - Ensure CERES maintains its scholarly and research focus
  - Ensure CERES maintains its autonomy and avoids becoming a part of the Munk School of Global Affairs and being absorbed by its professional and policy focus
  - CERES should continue to support its constituent academic departments
- Advancement
  - Continue to focus on raising funds and develop new sources for funding

**ADMINISTRATIVE RESPONSE – Appended**





12 March 2012

Professor Cheryl Regehr  
Vice-Provost Academic Programs  
Simcoe Hall, Room 225  
University of Toronto

**Re: Review of the Centre for European, Russian and Eurasian Studies (CERES) and its undergraduate and graduate programs**

Dear Cheryl,

Along with the faculty and staff of the Centre for European, Russian and Eurasian Studies (CERES), I am very pleased with the reviewers' positive assessment of the Centre and its programs, including the B.A. in European, Russian and Eurasian Studies, B.A. in Hungarian Studies, and M.A. European, Russian and Eurasian Studies. The reviewers note that CERES is a "vibrant, innovative nexus of research and scholarly exchanges" and one of the very best places to study these regions. They emphasize the strength, coherence, and rigour of both the academic programs and the richness of the opportunities associated with them. Clearly, the reviewers believe our Centre to be strong and thriving.

The external reviewers identified the Centre's strengths and noted a few areas to develop in order to build on its existing strengths, reputation and profile. As per your letter of 13 May 2011, I am writing to address the areas of the review report that you identify as key. The Centre has taken the reviewers' comments to heart and a number of changes have been instituted over the past months to respond to their suggestions.

***Curriculum***

- *The reviewers note a tension between an interdisciplinary focus in the programs and the need for cohesion or "a common narrative" and suggested a curricular review may be in order.*
- *The reviewers suggested that a capstone project could be a potential improvement to the program.*

In terms of curriculum, the B.A. programs went through the curriculum renewal process in the fall of 2011, bringing them in line with the Faculty's degree objectives and providing students guidance in developing the "common narrative" the reviewers remarked upon. Students are given much individual guidance in creating their program of study within European Studies. The office of the CERES Undergraduate Studies Coordinator, who advises our students, is always bustling with undergraduates.

CERES has also taken seriously the suggestion for a capstone course and will now be offering this as of the 2012-2013 academic year. In addition, CERES is strengthening the international

experience component of undergraduate programs and working on ways to provide all the major students with this experience.

In terms of the CERES graduate programs, the external reviewers lauded quite clearly the M.A. in European, Russian and Eurasian Studies program. Nonetheless, the Centre is committed to continuing to strengthen this program as well. In particular, the Centre is focusing on providing stronger support for M.A. students' international internships and exchanges through building connections in Europe, Russia and Eurasia and enabling students to spend the summer between their first and second year and/or the fall of their second year abroad. In a number of cases, the Centre is working with the Munk School of Global Affairs and its Master of Global Affairs program to expand current opportunities abroad.

### **Governance**

- *The reviewers suggested that transparency and consultation in decision-making could be improved, for instance through re-establishing regular meetings with faculty from contributing units.*
- *They also underlined the importance of maintaining the Centre's focus on research and scholarly activity to the benefit of collaborating departments and programs.*
- *The reviewers further suggested that CERES may wish to strengthen interdisciplinarity through formal institutional mechanisms.*

In order to improve transparency and consultation, CERES has established an Advisory Board with representatives from the six departments that form the mainstay of its interdisciplinary programming. These are Anthropology, Sociology, Political Science, History, German Languages and Literature, and Slavic Languages and Literature. The Board meets bi-annually with a mandate to serve as a conduit back to home departments regarding opportunities at CERES and to help outline directions for future programming. The Board first met last fall, at which time the general direction for the Centre was discussed. Board members were also recruited to serve on the Admissions and Fellowship committees.

In terms of maintaining the focus on research, CERES has a number of initiatives underway. Here, the Advisory Board is also of importance as members will be aiding in the preparation of fundraising proposals especially in terms of providing support for research, conference and speaker series. In addition, CERES is working on the dissemination of CERES research by preparing a working paper series to showcase early research findings from faculty affiliates. With a similar aim, CERES will be revamping its website with a focus on better disseminating CERES scholarship and expertise to the academic community and beyond.

Through these collaborative multi-department efforts, CERES will strengthen the nature of its interdisciplinary activities.

CERES shares the external reviewers' concern about the loss of Russianists through retirement and CERES is similarly concerned with respect to Western European politics and the European Union. This raises matters related to CERES interdisciplinarity, namely that, as an EDU:B, CERES must continue to discuss collaborations and possible partial appointments with departments that contribute to their programs. To continue to be able to offer the strong, interdisciplinary, internationally-focused education and research experience that is the hallmark

of the Centre, CERES will need to ensure that strategic academic foci are identified and developed, working closely with our partner academic units.

The external reviewers also raised the issue of staffing. CERES is actively working to find ways to build administrative support into grant writing.

In sum, the review report provides a thoughtful analysis of CERES and its programs, noting areas for development and consideration. As outlined above, CERES has already begun moving forward with plans to address the key issues and recommendations highlighted by the reviewers.

Yours sincerely,

A handwritten signature in black ink, appearing to read "Meric S. Gertler". The signature is fluid and cursive, with the first name "Meric" being the most prominent.

Meric S. Gertler, FRSC  
Dean and Professor of Geography & Planning  
Goldring Chair in Canadian Studies

cc. Anna Korteweg, Acting Director, CERES  
Janice Stein, Director, Munk School of Global Affairs

## REVIEW SUMMARY

<b>DIVISION/UNIT:</b>	<b>Medicine, Department of Immunology</b>
<b>DATE:</b>	November 29 and 30, 2011
<b>COMMISSIONING OFFICER:</b>	Dean, Medicine
<b>PROGRAMS OFFERED:</b>	
<b>Undergraduate</b>	Note: the Undergraduate Medical Education MD program was reviewed as part of the Provostial review of the Faculty of Medicine in 2010.
<b>Graduate:</b>	Immunology, M.Sc. and Ph.D.
<b>EXTERNAL REVIEWERS</b>	Anthony DeFranco, Professor, Department of Microbiology & Immunology, UCSF Paul W. Kincade, Vice-President of Research, Oklahoma Medical Research Foundation Redwan Moqbel, Head, Department of Immunology, University of Manitoba
<b>PREVIOUS REVIEW DATE:</b>	2006 (2007-05-25)
<b>SUMMARY FINDINGS AND RECOMMENDATIONS OF PREVIOUS REVIEW:</b>	<p><b>Graduate program</b> The reviewers identified the following areas of strength</p> <ul style="list-style-type: none"><li>• Program functioning well</li></ul> <p>The reviewers identified the following areas of concern</p> <ul style="list-style-type: none"><li>• Graduate students and supervisors may be unaware of the range of graduate student funding opportunities</li></ul> <p><b>Faculty/Research</b> The reviewers identified the following areas of strength</p> <ul style="list-style-type: none"><li>• Depth of research excellence</li><li>• Pre-eminent in Canada in the field of basic immunology</li></ul> <p>The reviewers made the following recommendations</p> <ul style="list-style-type: none"><li>• Importance of focusing on possible opportunities for translational research (in areas of clinical immunology)</li></ul> <p><b>Administration</b> The reviewers identified the following areas of strength</p> <ul style="list-style-type: none"><li>• Sense of belonging despite physical lack of cohesiveness</li><li>• Morale strong</li><li>• Strong relationships with other departments and partner institutions</li></ul> <p>The reviewers made the following recommendations</p> <ul style="list-style-type: none"><li>• Greater engagement if departmental members across distributed sites in long range planning to reinforce sense of identity and shared vision</li></ul>
<b>RECENT OCGS REVIEW(s) DATE:</b>	2003-04 OCGS resulting in finding of Good Quality
<b>CURRENT REVIEW</b>	
<b>DOCUMENTATION PROVIDED TO REVIEWERS:</b>	Terms of Reference Self-Study previous external review report Dean's response to previous external review report Chair's response to previous external review report
<b>CONSULTATION PROCESS:</b>	The reviewers met with the Acting Dean, Acting Vice-Dean, Graduate Education, Chair, cognate Chairs, Executive Committee, Appointments and

Promotions Committee, senior advisors, program coordinators, faculty/research investigators, undergraduate students, graduate students, postdoctoral fellows, and administrative staff.

## **FINDINGS AND RECOMMENDATIONS - OVERALL ASSESSMENT AND SPECIFIC ISSUES IDENTIFIED IN REVIEW REPORT**

The Department of Immunology has been remarkably successful in both its research and education Missions.

### **1. Undergraduate Programs** ((Immunology, BSc: Spec and Major offered through FAS, Trinity College)

#### **The reviewers observed the following strengths:**

- Overall quality
  - Specialist program remains a highly talented and dedicated group
  - New Majors, students appear headed to graduate programs
- Curriculum
  - Success of survey course, accessible to science majors and to non-science majors,
  - Excellent background preparation for taking the full year demanding immunology course required of Majors and Specialist students in their 3rd year
- Experiential learning
  - A strong positive impact on the education of Immunology students and student esprit de corp from funding from the FAS and the faculty to pay students a stipend for summer undergraduate research experience in the labs of Department faculty.
    - Specialists have priority for slots
    - Well qualified Majors students are being accommodated as well,
- Student engagement
  - Funding from the Department for the undergraduate immunology students association in support of activities such as senior students tutoring and advising their younger peers and the hosting of an annual Ontario / Quebec undergraduate immunology research symposium, originated, organized, and hosted by this group.
- Faculty resources
  - Critical mass of tenure stream faculty at the MSB site, essential to strength of undergraduate program
    - Key drivers of the innovation and success of this program.
  - Enthusiasm of the status - only faculty is primarily for graduate education

### **2. Graduate Program** (Immunology, M.Sc. and Ph.D)

#### **The reviewers observed the following strengths:**

- Overall quality
  - PhD highly successful
  - Current graduate students would recommend program without reservations.
- Areas of strength
- Objectives
  - Mission statement
  - Scope and priorities
  - Learning outcomes / Degree level expectations
- Applicants
  - Quality of the students remains high
- Admissions
  - Mechanism the Department uses to determine the target number for the entering graduate class is fine and works well
- Student engagement
  - Endowed weekly seminar series of external speakers

- Opportunity for graduate students to have lunch with the visiting speaker each week, providing an outstanding opportunity for the students to enhance their education and career development
- Graduates
  - 30% currently in faculty positions, and almost all of the rest employed in science or in related professions
- Faculty resources
  - Faculty, both those in MSB and those in the Institutes, put considerable effort into the training of graduate students and are to be commended for their high level of commitment and enthusiasm.

**The reviewers observed the following areas of concerns**

- Quality
  - Students raised concerns that could over long term pose significant problems
    - Uneven access to lab positions
    - Lack of clarity in who is available to provide supervision
    - Length of time to completion for some students

**The reviewers made the following recommendations:**

- Admissions
  - Be clearer to students on admissions that not all faculty are able to take graduate students each year
- Curriculum
  - Make rotations mandatory
    - Do not allow students and faculty to make commitments of positions in labs prior to the end of the rotation period
    - Create a “level playing field” for students for getting into labs
- Time to completion
  - Institute rigorous time to completion policy (6 years unless there is an exceptional reason for delay)
    - Institute rigorous monitoring and advising program
    - Establish separate admissions committee (focus on admission including and up to passing qualifying exam) and new committee, charged with ensuring completion of students’ PhD theses

**3. Faculty/Research**

**The reviewers observed the following strengths:**

- Overall quality
  - Unique resource in diversity of focus/research interest
  - “outstanding international reputation” of many faculty
  - In top 4-5 Immunology programs in North America
  - Amongst the best in the world
- Research
  - Significant numbers of high impact publications in top journals
  - Significant work in translational research – Toronto Human Immunology Network
    - Serves as a catalyst
- Faculty complement
  - Success requires a strong critical mass of faculty on campus,
  - 6 tenure stream faculty are catalytic in the success of the research and teaching mission of the Department
    - Senior faculty member “highly successful”
    - Established core faculty have “vigorous and outstanding research programs”
    - Relatively new faculty at “Assistant Professor” level have outstanding publication records
  - High level of activity from teaching staff appointed at several Institutions
  - High level of success of female faculty members reflecting significant success relative to real gender parity

**The reviewers made the following recommendations:**

- Status
  - Further develop The Human Immunology network

#### 4. Administration

##### The reviewers observed the following strengths:

- Leadership
  - Significant responsibility for success of department
  - “Admirably” high standards
  - High level of effort / investment
  - Significant accomplishments
  - Has helped to make the Department greater than the sum of its parts
  - Has rebuilt a vital tenure-stream core from previous level of 1 active laboratory
- Morale
  - Strong sense of community and pride despite physical dispersion of faculty (90% are either status- only appointees with research labs located in the research institutes associated with the University, or cross- appointees of other departments)
  - Enthusiasm of faculty a contributing factor to success: considerable success of the educational programs and the faculty enthusiasm for contributing to that success are mutually reinforcing
  - According to status-only faculty, “glue” that holds the Department together and generates an outstanding intellectual environment
    - Graduate program
    - An endowed weekly seminar series of external speakers.
- Resources
  - Unit has taken advantage of entrepreneurial opportunities within University and expanded both undergrad and graduate programs
- Reputation / Profile
  - Increasing importance of immunology across numerous specialties provides an opportunity for department to grow and engage with colleagues focusing on numerous different diseases

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

- Leadership
  - Primary challenge is selection of a new chair
  - Offsite Chair could result in loss of the current cohesion and enthusiasm
- Resources
  - Declining public funding poses increasingly difficult and potentially damaging choices for unit
  - “Considerable” physical limitations of building despite renovations to MSB
    - Possible deterrent effect on faculty recruitment and retention
- Collaboration / Relationships
  - Collaborative Ontario-Quebec undergraduate research conference

##### The reviewers made the following recommendations:

- Leadership
  - New chair should be physically located in building
  - Chair should meet regularly with the Department’s Executive Committee, who should assist the Chair in implementing initiatives and the strategic plan.
- Governance
  - Initiate regular meetings (at least twice per year) of the greater Department faculty to
    - Discuss the state of the department,
    - Develop a vision for the future that may be shaped by the Chair, but must also emerge from the faculty and capture their enthusiasm.
- Morale
  - Post doc fellows may need special attention
    - To feel more involved in departmental research and dedicational activities
    - To feel more supported in terms of career advice and development
- Resources
  - Investment by Faculty
    - Commitment to offset recurring budget cuts and steady erosion of support
    - Bridge funding to keep research programs vital (to fill gaps in public funding)

- Provide faculty with equipment they need to conduct cutting edge research
  - Identify and acquire better physical space
    - Improvement of space critical to ability to attract or retain outstanding faculty and leadership
- Collaboration / Relationships
  - New Chair should consider collaborative efforts with other (standalone and amalgamated) Departments of Immunology in Canada
    - Contribute to cross fertilization within various immunology research institutions
    - Expose the trainees (undergrads and graduate students) to other research sites
- Reputation / Profile
  - Continue to foster outstanding basic and fundamental Immunology studies.
  - Work with Faculty of Medicine and relevant affiliated research institutes to develop a combined initiative in area of translational immunology studies / Human Immunology Network to be among the best in North America.
    - Consider the capabilities and approaches (both methods and bioinformatics) used by the current leaders in this area in North America, including the Stanford immunology group, the Emory Vaccine Institute, and the NIH-funded Immune Tolerance Network
    - Once a vision is achieved of concrete steps that are needed, the leadership of the Faculty of Medicine should work with Institute Research leadership to achieve a common goal in which different Institutes each contribute pieces to an expanded capability that is available to investigators at all sites
- Advancement
  - Endowments in support of graduate students and salary lines may be the best approach in the long terms to support the unit and its activity in the face of decreased public funding
- Planning / Vision
  - Develop a bolder, more ambitious vision / strategic plan, driven by a joint vision of the future,
    - To enhance the Department's cohesion
    - Foster a stronger atmosphere of internal collaboration

**ADMINISTRATIVE RESPONSE – Appended**





## EXTERNAL REVIEW | DEPARTMENT OF IMMUNOLOGY

### Dean's Response

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On behalf of the Faculty of Medicine, and our colleagues in the Department of Immunology I thank the external reviewers—Anthony DeFranco (Professor of Microbiology and Immunology at UCSF), Paul W. Kincade, Vice-President Research, Oklahoma Medical Research Foundation), and Redwan Moqbel (Professor and Head of Immunology, University of Manitoba)—for their thoughtful, thorough, and very cogent review and recommendations. May I also thank Professor Michael Ratcliffe and his administrative team for the preparation of the self-study report and to all of the faculty members, students, and postdoctoral fellows who met with the reviewers. It is gratifying to learn that our Department of Immunology sustains a high-profile international reputation. I echo the reviewers' comments about Professor Ratcliffe's outstanding contributions as Chair of the Department. Over the last decade he has ensured that the on-campus faculty have grown in number and sustained excellent scientific and academic productivity. He has sustained effective, collaborative relations with the affiliated hospital research institutes that have created a positive environment for graduate student experience and enabled the development of networks of excellence in human immunology and regenerative medicine. The following address the key issues raised by the reviewers who have recognized challenges not just for this Department, but also for the Faculty of Medicine.

#### 1. DEPARTMENTAL STRUCTURE AND RESOURCES

The reviewers identified that the on-campus tenured faculty members and the Department Chair—and I would add the graduate program—are the “glue” that enables academic coherence and collaborative opportunities within the Department. Among the 44 scientists located in many of the affiliated hospital research institutes, the 6 core faculty members on campus have successfully sustained unity of academic purpose and implementation of strategic directions in both research and education. I agree with the reviewers that the research facilities in the Medical Sciences Building are suboptimal despite recent renovations. Fundamentally, the research laboratories are outdated in their configuration and are inferior to any of the hospital research institute sites. This is a problem generally across the University and must be addressed urgently. The Faculty of Medicine is working with the central university capital planners and with cognate Faculties such as The Faculty of Applied Science and Engineering to find an appropriate solution. The Donnelly Centre for Cellular and Biomolecular Research is the model on



Catharine Whiteside, MD PhD

Dean

*Vice Provost, Relations with Health Care Institutions*

campus for state-of-the-art biomedical research and all of the basic biomedical and life science researchers on campus require significantly upgraded facilities. In the meantime, we will continue to optimize the space on the 7<sup>th</sup> floor of the Medical Sciences Building for the on-campus faculty members of the Department of Immunology.

The resources of this relatively small Department have been deployed strategically and sustained by increasing undergraduate and graduate teaching and supervision. Over the next 4 years, continued increase in doctoral-stream enrolment is predicted to increase revenues. Fundraising for endowed chairs, capital development including equipment and student awards will be necessary to sustain the revenues for recruitment and retention of top quality faculty and students. The Faculty is committed to increasing revenues for this Department from both public and private sources. Optimizing competitive research grant and contract funding is a priority for our Office of Research, working closely with the Department Chair and scientists.

The position of the Department Chair located in the Medical Science Building—at least part-time (if the research activities of the Chair are located in an affiliated hospital research institute)—is very important. In addition, the next Department Chair will be expected to build collaborative relationships with research leaders in the affiliated hospitals and with other Departments in the Faculty of Medicine to facilitate interdisciplinary research growth and impact.

The external reviewers offer helpful recommendations for the next Chair including regular meetings with the faculty members and, I add, the necessity to engage formally in strategic planning within the first year of the new Chair's appointment. All Departments are asked to align their vision and mission with the Faculty's *Strategic Academic Plan 2011-16* and the University's *Towards 2030*.

## **2. RESEARCH**

To maintain the current academic success of the Department, continued recruitment and retention of the highest quality faculty are essential. Although some further recruitment of on-campus tenure or tenure-track faculty must occur, the majority of new recruits will continue to be located in the affiliated hospital research institutes. Therefore, it is essential that cohesion of the Department be continually developed through joint strategic planning integrated with the major sites of immunological research in the Toronto Academic Health Science Network. The theme of human immunology, under the leadership of Professor Tania Watts, has resonated across the basic science and clinical Departments leading to a successful network focused on translational research. This network also connects nationally and internationally. Other areas of networked



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*Vice Provost, Relations with Health Care Institutions*

collaboration include the immunology of multi-organ transplantation and regenerative medicine as well as vaccine biology relevant to both infectious disease and cancer. As the reviewers indicate, immunology is a core discipline for research into the most common diseases requiring leading-edge knowledge generation and translation. Although the on-campus tenured faculty members are certainly catalytic, other groups of immunologists off-campus contribute significantly to the academic mission and vision of this Department. Communication, integration, and continual attention to the value of belonging to the Department of Immunology must be prioritized by the academic leaders of this Department. Shared resource among on-campus and hospital research institute faculty members to further integrate research programs and productivity will be necessary.

### **3. TEACHING**

#### ***Undergraduate Education***

The Department of Immunology is dedicated to teaching in the Faculty of Arts and Science undergraduate program. The recent addition of a major program to a highly successful specialist program attests to its commitment and contribution to the University. This Department has recognized the importance of research experience for undergraduate students and contributed significantly to achieving innovation and engagement of the immunology students in new research-related opportunities.

#### ***Graduate Education***

The doctoral program has been highly successful and the tracking of graduates has provided important documentation of the impact of this program. The specific recommendations that emerged from the self-study report and interviews of the students are very relevant for the program. The Faculty strongly urges the Department to address the time to completion of the PhD program with improved monitoring of satisfactory progression of students in their thesis research. Revision of the committee structure and function for admissions and thesis completion are warranted. Improved transparency and outcomes of the initial matching of incoming doctoral students and their supervisors requires attention.

#### ***Postdoctoral Fellows***

The reviewers have advised, and I concur, that postdoctoral fellows in the Department should be very involved in the academic activities of the Department, contributing to research and education. They should be offered career advice and development. I ask that



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the leadership of the Department address this matter with some urgency. The Vice-Dean, Research and Vice-Dean Graduate Affairs will also address the need for new opportunities for career development for postdoctoral fellows in the Faculty of Medicine.

**SUMMARY AND CONCLUSIONS**

The Department of Immunology is highly successful according to this expert external review and its leadership is commended for enabling growth, cohesion, and sustaining an outstanding international reputation. The recommendations provided by the review will be taken seriously and addressed by both the Department and the Faculty.

*Catharine Whiteside*

*Dean, Faculty of Medicine*

*Vice-Provost, Relations with Health Care Institutions, University of Toronto*

*(February 2012)*

## REVIEW SUMMARY

<b>DIVISION/UNIT:</b>	<b>Medicine, Department of Pharmacology &amp; Toxicology</b>
<b>DATE:</b>	September 26 and 27, 2011
<b>COMMISSIONING OFFICER:</b>	Dean, Medicine
<b>PROGRAMS OFFERED:</b>	
<b>Undergraduate</b>	Note: the Undergraduate Medical Education MD program was reviewed as part of the Provostial review of the Faculty of Medicine in 2010.
<b>Graduate:</b>	Pharmacology, M.Sc. and Ph.D.
<b>EXTERNAL REVIEWERS</b>	Joseph R. Haywood, Professor and Chair, Department of Pharmacology & Toxicology, Michigan State University Thomas E. Massey, Professor Pharmacology & Toxicology, Department of Biomedical and Molecular Sciences, Queen's University Hans H. Zingg MD, Professor Emeritus Department of Pharmacology & Therapeutics, McGill University
<b>PREVIOUS REVIEW DATE:</b>	2006: reported to AP&P (2007-05-25)
<b>SUMMARY FINDINGS AND RECOMMENDATIONS OF PREVIOUS REVIEW:</b>	<p><b>Undergraduate program</b></p> <p>The reviewers identified the following strengths</p> <ul style="list-style-type: none"><li>• Students can take courses in other departments/programs</li><li>• Renewal of Curriculum expected to enhance breadth and quality</li></ul> <p>The reviewers made the following recommendations</p> <ul style="list-style-type: none"><li>• Ensure undergraduate students have optimal access to laboratory-based learning opportunities</li><li>• Strengthen toxicology Specialist through addition of a laboratory course</li></ul> <p><b>Graduate program</b></p> <p>The reviewers made the following recommendations</p> <ul style="list-style-type: none"><li>• Monitor revisions to curriculum to ensure graduate students receive robust training in core disciplines</li></ul> <p><b>Faculty/Research</b></p> <p>The reviewers identified the following strengths</p> <ul style="list-style-type: none"><li>• Research activity diverse, providing substantial breadth to graduate research opportunities</li></ul> <p>The reviewers identified the following areas of concern</p> <ul style="list-style-type: none"><li>• Aging professoriate</li></ul> <p>The reviewers made the following recommendations</p> <ul style="list-style-type: none"><li>• Develop focus areas to enhance research identity, reputation and funding</li></ul> <p><b>Administration</b></p> <p>The reviewers identified the following strengths</p> <ul style="list-style-type: none"><li>• Strong relationships with other units</li><li>• Structure of overlapping appointments appears to work due to goodwill and collegial nature of all involved</li></ul> <p>The reviewers made the following recommendations</p> <ul style="list-style-type: none"><li>• Pursue engagement with other basic science and clinical units to develop research opportunities</li><li>• Develop formal mentorship program for new core faculty</li></ul>
<b>RECENT OCGS REVIEW(s) DATE:</b>	2003-04 OCGS resulting in finding of Good Quality

## CURRENT REVIEW

**DOCUMENTATION PROVIDED TO REVIEWERS:** Terms of Reference  
Self-Study  
previous external review report  
Dean's response to previous external review report  
Chair's response to previous external review report  
Department faculty's response to external review report

**CONSULTATION PROCESS:** The reviewers met with the Dean, Deputy Dean, Vice-Dean (Research and International Relations), Chair, Dean (Leslie Dan Faculty of Pharmacy), Acting Vice-Dean, Graduate Affairs, cognate Chairs, program coordinators, faculty members, undergraduate students, graduate students, postdoctoral fellows, research associates, and administrative staff.

## FINDINGS AND RECOMMENDATIONS - OVERALL ASSESSMENT AND SPECIFIC ISSUES IDENTIFIED IN REVIEW REPORT

The Department was described as a "valuable asset" to the University.

**1. Undergraduate Program** (Offered through FAS: Pharmacology, BSc: Spec. and Major; Toxicology, BSc: Spec. and Major; Environmental Toxicology, BSc: Specialist; Pharmacology and Toxicology, BSc: Double Specialist)

### The reviewers observed the following strengths:

- Overall quality
  - Well balanced
- Curriculum
  - Programs built on same backbone but differ in respect to some 3<sup>rd</sup> year and most 4<sup>th</sup> year courses
  - Specialist requires more extensive course load, laboratory course, and senior level research project course
  - Broad, covers all areas of classical pharmacology and toxicology and a number of innovative areas
- Professional development
  - Career night
  - Professional Experience Year (PEY) provides excellent opportunity for students
    - Establishing and maintaining contacts with industry and government
- Enrolment
  - Student numbers manageable with existing complement
- Student/faculty ratio
  - "Very appropriate"
- Student engagement
  - Well integrated, sense of student community
- Faculty resources
  - Presence of numerous adjunct, cross-, status-only and emeritus faculty plus 2 teaching stream faculty support delivery of undergraduate program

### The reviewers made the following recommendations:

- Research experience
  - Establishment of an undergraduate research day (presentation of research and awards for outstanding performance)
- Professional development
  - Greater focus in courses and outside courses on career opportunities
- Physical resources
  - Explore ways to provide support to faculty providing laboratory modules to compensate them for cost of materials and supplies

**2. Graduate Program** (Pharmacology, M.Sc. and Ph.D.)

**The reviewers observed the following strengths:**

- Overall quality
  - Large and successful
  - “Highly selective”
- Orientation
- Curriculum
  - Requirements low but reasonable in context of what existing faculty can be expected to deliver
  - Efficiency and innovative quality of “self-study” program designed to bring students without necessary background in pharmacology up to speed
    - Evaluation improved through addition of exam
  - Breadth modules original in concept
  - Other course offerings appropriate including important and welcome course in clinical pharmacology
- Enrolment
  - Growth reflects capacity of new faculty to incorporate graduate students into their labs
- Time to completion
  - Reasonable
  - Supported through annual advisory committee meetings
- Student engagement
  - Student satisfaction with course offerings, quality of supervision and academic life of department
  - Feel well integrated
  - Form cohesive group
- Students
  - Productivity unclear
- Student funding
  - Reasonable level but not overwhelming
- Graduates
  - Most pursue career in academia, industry or government in areas closely related to graduate training
- Faculty resources
  - Access to labs maintained by status only/adjunct faculty

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

- Curriculum
  - Breadth modules problematic
    - Vary in depth, quality and content
    - Difficult to schedule
- Professional development
  - More focus on preparation for future employment
  - Possibility of involving alumni
- Time to completion
  - Avoid any increase in future
- Program development

**The reviewers made the following recommendations:**

- Curriculum
  - Breadth modules: improve organization and greater uniformity of duration and quality
- Student/faculty ratio
  - Monitor course enrolments
- Student funding
  - Efforts to attract increased external funding should be encouraged
    - Improve information concerning availability of funding
- Faculty resources
  - Possible involvement of post-docs in teaching including breadth modules
- Program development
  - Consider possible revenue generation opportunities of new professional masters program

### 3. Faculty/Research

#### The reviewers observed the following strengths:

- Overall quality
  - Highly dedicated
  - “admirable “ job providing a positive work and learning environment
  - Justifiably proud of their accomplishments
- Research
  - 5 principal research themes representing current important topics : Behavioral Pharmacology, Clinical Pharmacology, Molecular Toxicology, Neuropharmacology, Signal Transduction
- Faculty complement
  - core has rebounded from previous dangerous low
  - Current “enviable” faculty mix
    - Bright young researchers
    - Education specialists,
    - Solid mid-career academics, and
    - Accomplished senior members who maintain a strong allegiance to their unit.
  - High level of engagement between core faculty and status only/adjunct faculty
  - Remarkably heavy but effective reliance on cross-appointed and status only faculty
    - Benefit to non-core faculty include affiliation with the University, access to graduate program (including funding support for students) and accredited structure for conferring MSc and PhD
  - Sound decision to hire teaching stream only faculty
- Productivity
  - Overall funding rates and productivity very good
- Hires / Recruitment
  - Recent hires have done much to rejuvenate the Department

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

- Productivity
  - Core faculty productivity “modest”
    - Funding rates for core faculty lower :“reasonable” but rising
    - Average publication rate for core faculty as opposed to more competitive rate for research intensive faculty

### 4. Administration

#### The reviewers observed the following strengths:

- Staff
  - Levels are typical
- Resources
  - Central shared equipment facility works well
  - Space used efficiently
- Collaboration / Relationships
  - Excellent relationships with cognate departments
  - Positive relationships with Leslie Dan Faculty of Pharmacy
- Reputation / Profile
  - International leader, seminal contribution
  - “Impressive” educational programs

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

- Governance
  - Limited involvement/interest of graduate students in governance/strategic planning / hiring/other departmental activity
- Morale
  - Uneven, due to sense of uncertainty about Department's future
  - Perceived inadequate communication with Faculty of Medicine
- Resources
  - Space cramped
- Revenue generation



- Limited opportunity for revenue generation due to overlap of programs with other units and relatively small student pool
- Collaboration / Relationships
  - Limited relationships with other basic science departments and other universities
  - Limited engagement with government and professional associations
- Planning / Vision
  - Department is at a critical cross-roads / seen as “at risk” due to relatively small size
  - Risky to ask more of existing faculty
  - Proposal for new trans-faculty EDU:A
    - Extent of core, non-core, and cognate faculty buy-in about dissolution of department
    - Skepticism that model would promote new research collaborations
    - Unclear how model would overcome geographic dispersion: need for a concrete home
    - Unwanted and perhaps unsuccessful model

**The reviewers made the following recommendations:**

- Leadership
  - Improved communications / exchange of ideas between Department and faculty and Faculty of Medicine and Dean to clarify challenges and expectations
- Governance
  - Adopt more active leadership role for Department and members in Faculty’s strategic planning process around possible organizational options
  - Increase engagement of graduate students in planning and shaping Department’s future
- Resources
  - Need for additional space
- Collaboration / Relationships
  - More formal recognition of value of collaborative and team-based science
- Planning / Vision
  - Proposal for new trans-faculty EDU:A to leverage expertise related to drug action and development requires
    - clear assessment of degree of commitment of faculty from other faculties/departments in terms of percentage commitment
    - assess degree of commitment from Leslie Dan Faculty of Pharmacy
    - net new resources in form of seed money and to attract outside support
    - investment in terms of space, new faculty positions, other resources
    - assessment of advantages over current departmental model
    - frank and critical discussion within Department and with key partners
  - Pursue possibility of establishing drug discovery related EDU with affiliated hospitals and associated research institutes

**ADMINISTRATIVE RESPONSE – Appended**



Catharine Whiteside, MD PhD

Dean

*Vice Provost, Relations with Health Care Institutions*

## **EXTERNAL REVIEW | DEPT. OF PHARMACOLOGY AND TOXICOLOGY Dean's Response**

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On behalf of the Faculty of Medicine, I wish to thank the Professor Joseph R. Haywood, (Professor and Chair, Department of Pharmacology and Toxicology, Michigan State University), Professor Thomas E. Massey (Professor of Pharmacology and Toxicology, Department of Biomedical and Molecular Sciences, Queen's University), and Professor Hans H. Zingg (Professor Emeritus, Department of Pharmacology and Therapeutics, McGill University) for their thorough and expert analysis and report. May I thank the administrative staff of the department and all those who contributed to the preparation of the comprehensive self-study report. Many thanks to all the faculty members and students who met with the external reviewers—your input was most helpful and the Faculty is grateful for your engagement.

Professor Grant is to be congratulated on his excellent leadership over the last decade. As the reviewers indicate the Department of Pharmacology and Toxicology is a valuable asset to the university that successfully contributes to education at all levels and to the research mission of the Faculty.

The following highlight the key findings that represent challenges and opportunities for the department.

### **1. EDUCATION**

Overall, undergraduate teaching in both the Faculty of Arts and Science (A & S) programs and in undergraduate medical education appears to be highly appreciated by students and reflects the dedication of the Department faculty members who teach in these courses. In particular, Dr. Arnot and Professor Woodland are commended for their commitment and attention to curriculum content renewal and innovation. I concur with the Department Chair on his responses to the reviewers with respect to A & S teaching.

It should be noted that the financial arrangement with A & S for shared revenues in the undergraduate A & S program directed to basic science Departments in the Faculty of Medicine is completely transparent. The Departments receive 75% of the revenues transferred and have access to the remainder (25%) on request for course development and extraordinary TA support. All of these revenues are considered multi-year one-time-



Catharine Whiteside, MD PhD

Dean

*Vice Provost, Relations with Health Care Institutions*

only as they align with sustained enrolments in the A & S courses. The formula for this revenue sharing arrangement has been in place for many years.

The contributions of the Department to teaching in the Undergraduate Medical Education program have been very successful and have assisted the Faculty in achieving appropriate accreditation standards for the MD program.

The reviewers provided an in-depth analysis of the graduate programs and the responses of the Chair are very reasonable. It is very important for this department to sustain graduate enrolment. Recently the Chair and Dean renegotiated the baseline enrolment target to enable positive revenues to flow to the Department with increasing graduate enrolment. The Department is strongly encouraged to ensure that the process for graduate student award applications for external funding is optimized. It is unclear why the students interviewed by the external reviewers were not interested in department planning and development. Student involvement in all aspects of academic planning and implementation is absolutely necessary, and the Departments is encouraged to enable this engagement.

## **2. RESEARCH**

The research productivity of the Department is heterogeneous and the key performance indicator data taken as an average do not reflect the fact that the on-campus faculty represent many newly recruited tenure-track individuals who are building their early research careers and some faculty who are toward the end of their careers and winding down research activities. The much larger number of hospital-based research scientists are mid-career and at the peak of obtaining research funding and publishing. The Department should make every effort to recruit status faculty and faculty in clinical Departments that have primary graduate appointment in the Department of Pharmacology and Toxicology, who will contribute to teaching and administration. The Chair has correctly identified this important direction for the Department.

## **3. RELATIONSHIPS**

The reviewers and the Chair comment on the uncertainty of the faculty and hence uneven morale, based on the recent high level discussions by the Chair with the Dean of the Leslie Dan Faculty of Pharmacy, the Chair of the Department of Psychiatry, and Dean and Vice-Dean, Research, of the Faculty of Medicine about the possibility of evolving the Department of Pharmacology and Toxicology into an EDU-A, interdisciplinary institute. The purpose is to pick up on the theme put forward over a decade ago that was never launched—namely an interdisciplinary Institute for Drug Research that was to be



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co-founded by the Department of Pharmacology and Toxicology and the Faculty of Pharmacy (funded by an APF from the Provost). At the time, the Department of Pharmacology was not in a position to undertake this transformation. Instead, the last decade has focused on rebuilding the Department with new faculty recruitment, renovation of the 4<sup>th</sup> floor of the Medical Sciences Building, and stabilization of graduate enrolment. As part of recent strategic planning in both the Faculties of Medicine and Pharmacy (that align with the Strategic Research Plan at the University of Toronto), the opportunity to activate collaborative research in pharmacogenomics and drug design has re-emerged. Based on the feedback through this external review process, it is evident that the Department of Pharmacology and Toxicology is not enthusiastic about transforming into an interdisciplinary EDU-A. Therefore, the Faculty of Medicine will appoint a new Chair of the Department as the current Chair completes his second term. We will pursue a more feasible strategy of planning an EDU-C to formalized collaborative research and education partnership in pharmacogenomics and drug design with the Departments of Pharmacology and Toxicology, Psychiatry, and Medicine (Division of Clinical Pharmacology) and the Leslie Dan Faculty of Pharmacy and the Center for Addiction and Mental Health. There is no intent to modify the current traditional governance of the Department of Pharmacology and Toxicology. Nevertheless, the Faculty does expect this Department to seek new collaborative research and education opportunities aligned with the integration, innovation, and impact agenda of the Faculty's Strategic Academic Plan.

#### **4. ORGANIZATIONAL AND FINANCIAL STRUCTURE**

The financial status of the Department is stable. The budget is similar to all the basic science Departments in the Faculty of Medicine that have experienced the diversification of revenues over the past 6 years with new funding for teaching in A & S and graduate enrolment expansion and the opportunity to offset faculty salaries with Canada Research Chairs (endowed and expendable chairs). Cost containment measures have been instituted equitably across all Departments and the Faculty has provided all salary increases for faculty and staff. Neither the Faculty nor the University will be changing their funding models. New funding will be available over the next few years for graduate enrolment expansion and the Department is urged to take advantage of this opportunity for revenue generation. To promote growth and innovation, it is necessary for the on-campus basic science Departments to partner effectively with collaborators in the hospital-based research institutes and other U of T Departments, and to seek national and international research clustering in areas of excellence.



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Dean

*Vice Provost, Relations with Health Care Institutions*

## 5. LONG-RANGE PLANNING CHALLENGES

The Department of Pharmacology and Toxicology will engage in a detailed strategic academic planning process during the first year of the new Chair's tenure. Further, the Faculty will be measuring key performance indicators of research productivity including grant-in-aid capture and impact of publications to assist each Department in achieving their articulated academic goals. The Faculty does not concur with external reviewers that the current structure of the Department precludes successful pursuit of collaborative and team-based science and drug-related research. All of the basic science Departments have geographically distributed faculty and graduate students among affiliated hospitals/research institutes. Successful aggregation of new research teams engaged in leading-edge research that attracts new funding from public and private sources is expected of all Departments.

### SPECIFIC RECOMMENDATIONS

The Faculty welcomes the reviewers' specific recommendations and the Dean concurs with them.

The Dean of the Faculty of Medicine and members of the decanal team routinely meet with Departments at their request and certainly during departmental strategic academic planning. The leadership of the Faculty looks forward to discussion with the Chair, faculty, students, and staff about the future of their Department and important academic opportunities over the next 5 years.

*Catharine Whiteside*

*Dean, Faculty of Medicine*

*Vice-Provost, Relations with Health Care Institutions, University of Toronto*

*(February 2012)*

## REVIEW SUMMARY

**DIVISION/UNIT:** Department of Philosophy, UTM  
**DATE:** January 12 and 13, 2012  
**COMMISSIONING OFFICER:** Vice Principal Academic and Dean, UTM  
**PROGRAMS OFFERED:**  
**Undergraduate** Logic B.A. – major  
Philosophy B.A. – major and specialist

**Graduate:**

**EXTERNAL REVIEWERS** Dr. Jay Wallace, Professor of Philosophy,  
University of California Berkeley  
Dr. Bernard Linsky, Professor of Philosophy,  
University of Alberta

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**PREVIOUS REVIEW DATE:** None: Dept. was formed 2003

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

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

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### CURRENT REVIEW

**DOCUMENTATION PROVIDED  
TO REVIEWERS:** Terms of Reference  
Department of Philosophy Self-Study, 2011  
UTM Degree Level Expectations Guidelines  
Tri-Campus Framework  
UTM Academic Planning Process Document  
U of T Facts & Figures, 2010  
UTM Viewbook 2011  
U of T Domestic Viewbook 2012-2013  
UTM Academic Calendar 2011-2012

**CONSULTATION PROCESS:** The reviewers met with the Vice-Principal Academic & Dean, UTM; the Vice-Principal Research, UTM; the Chair of the Department of Philosophy, UTM; the Graduate Chair; junior and senior faculty members; graduate and undergraduate students, and administrative staff.

### FINDINGS AND RECOMMENDATIONS - OVERALL ASSESSMENT AND SPECIFIC ISSUES IDENTIFIED IN REVIEW REPORT

Impressed by the overall shape of philosophy at UTM. First-rate programs enable students to learn how to do philosophy by engaging teachers who are themselves excellent philosophers. By this important measure, the program at UTM is exemplary.

#### 1. Undergraduate Program (list programs)

The reviewers observed the following strengths:

- Overall quality

- Offer comprehensive coverage of the subject at a high level
- Objectives
  - Well-conceived to contribute to a liberal arts education developing basic skills in analytic and critical reasoning and effective written and oral communication
  - Fully consistent with the University's mission and the academic plan of the department.
- Applicants (recruitment, student preparation)
- Admissions
  - Requirements fully appropriate to program learning outcomes
  - Ability of students to enter program in 2<sup>nd</sup>/3<sup>rd</sup> years is valuable and appropriate
  - Quality of students in keeping with UTM standards
- Curriculum
  - Well designed to reflect the current state of the discipline
  - Courses are enriched appropriately by research strengths of teaching staff
  - Well-structured relative to learning outcomes and DLEs
  - Valuable addition of writing-intensive classes to the curriculum
  - 1<sup>st</sup> year courses have small group tutorials
  - Logic program is academically well-conceived
- Experiential learning
  - Exemplary initiatives including
    - Essay clinic
    - Seminar series
- Assessment of student learning
  - Modes appropriate
- Time to completion
  - In keeping with U of T norms
  - Employed at rate in keeping with U of T norms
- Student engagement
  - Quality and enthusiasm of undergraduate students
  - Energy and enthusiasm of undergraduate student society

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

- Curriculum
  - Most 2<sup>nd</sup> year and many 3<sup>rd</sup> year courses are large lectures without tutorials depriving students of the opportunity for discussion and dialectical exchange essential to philosophy education (note small group discussion is as if not more important here than in 1<sup>st</sup> year)
  - Perceived overlap in some 200 and 300 level courses
  - Sense of lack of commitment enthusiasm of faculty for logic program
  - Some faculty are skeptical about the value of the specialist program (concern it draws students away from other subjects that are important including to graduate philosophy)
- Course scheduling
  - Course times can conflict making it difficult for students to complete major and university requirements
- Enrolment
  - Specialist and logic programs have modest enrolments

**The reviewers made the following recommendations:**

- Curriculum
  - Create (as possible given limitation of revenue and TA availability) tutorials at 2<sup>nd</sup> and 3<sup>rd</sup> year level
    - Emulate Socrates project at St George campus and enlist outstanding final year undergraduates students as tutors in Introductory courses
    - Use graduate TA's for 2<sup>nd</sup> and 3<sup>rd</sup> year
  - Introduce more explicit structure into the curriculum, making a sharper distinction between content and approaches of 200 and 300 level courses, or coordinate syllabi
    - Make 200 level courses general introductions to areas of philosophical research
    - 300 and 400 level courses could focus on more specialized topics and problems
  - Require students in major to complete at least one 400 level seminar course as a capstone experience, to provide opportunity for intensive discussion and direct experience of current research driven areas of inquiry

- Reduce number of sections of Introduction to Philosophy (PHIL 105) to free up faculty for 4<sup>th</sup> year seminar delivery
  - Replace year-long introduction to philosophy with two separate half courses: so that the first could be taken without the second providing possible opportunity for enrolment growth amongst non majors
  - Retain specialized logic program only if faculty are passionately invested in it
  - If specialist program is to continue, reduce specific requirements and prerequisites to align with other U of T specialist programs.
- Course scheduling
  - Work to minimize conflicts in course scheduling by making full use of the entire day and evening.
- Program development
  - Reassess viability of specialist and logic programs with regard to educational benefit for students and demands on faculty
  - Consider potential in establishing joint program in Philosophy, Politics, and Economics on model of excellent Oxford program only if supported enthusiastically by faculty in all departments involved

## 2. Faculty/Research

### The reviewers observed the following strengths:

- Overall quality
  - Excellent group of scholars at different career stages and in different areas of research
  - Among publically-supported institutions with a comparable size and demographic profile of student population, we can think of none that offer students a better faculty and quality of instruction
- Research
  - Research activity squarely in areas of specialization and teaching competence
  - Highly relevant to areas in which faculty teach
  - Research contribution appropriately specialized
- Faculty complement
  - Complement Plan appropriate and emphasizes areas that would benefit from strengthening
- Productivity
  - Very high level of research activity
  - Impressive record of publication in prestigious presses, journals
  - Numerous invitations to present work at high-profile venues
  - Active in academic and professional organizations
- Mentoring of students
  - Quality of faculty and graduate students instructing undergraduate students
  - Struck by student testimonials to accessibility and availability of faculty for meetings and discussion
  - Active in ongoing supervision of graduate students through involvement in graduate philosophy program

## 4. Administration

### The reviewers observed the following strengths:

- Leadership
  - Current and recent chairs effective and competent, thoughtful and dedicated, trusted and liked
  - Department well run
  - Deans office has provided excellent support
- Organization
  - Successful implementation and leveraging of the U of T tri campus framework supporting high level of research activity, quality of hires, strength of graduate students available as TAs
  - Quality and quantity of research activity a direct result of involvement in one of the major graduate programs in North America
- Morale
  - Very high amongst faculty, students, and staff
  - Sense of camaraderie amongst faculty



- Distinct sense of departmental identity
- Notable commitment of faculty to UTM and their students
- Students happy with programs, faculty, and TAs
- Collaboration / Relationships
  - Relationships with cognate units appropriate to faculty research interests
  - Interesting ongoing research collaborations with distinguished international partners (reflecting academic distinction of faculty and profile of their research)
- Reputation / Profile
  - Social impact appropriate
  - Punching above its weight internationally (as strong academically as any department of its...size in the Anglo-American world.)
- Planning / Vision
  - Academic plan consistent with the University's plan
  - Enrolment plan reasonable

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

- Resources
  - Members of department repeatedly expressed dissatisfaction with physical space of department
    - Dreary
    - Lack of dedicated common space
  - Outdated technology and lack of support

**The reviewers made the following recommendations:**

- Resources
  - Improvement as possible of departments offices and provision of common space
  - Provide more up to date technology and tech support

**ADMINISTRATIVE RESPONSE – Appended**



Professor Cheryl Regehr  
Vice-Provost, Academic Programs  
Room 225, Simcoe Hall  
University of Toronto

Dear Cheryl,

I am writing in regard to your request for an administrative response for the Department of Philosophy. I share your enthusiasm for the positive nature of this report: the strong commitment of faculty to research and teaching; the high level of morale; and the quality of the academic programs. As noted, there are concerns with the program which, if addressed, might also have the concomitant of increasing enrolment in and improving the undergraduate programs.

**Curriculum Content and Delivery:**

I will provide additional tutorial funds so that the department can provide tutorials in selected classes with more than 75 students but expect that the department would also rationalize some of its lower enrolment courses. This should address some of the reviewers' concerns about the need for more opportunities within classes for discussion and interaction. This change will however provide challenges because the supply of graduate students to act as TAs is limited. Accordingly, the department plans to use its best 4<sup>th</sup> year students to act as TAs in the first-year philosophy courses, an approach that has been used with great success on the St. George campus.

The department plans to undertake a curriculum review to address a number of the curricular issues mentioned in the program, including the design of the specialist program and the future of the Logic major. I have strongly encouraged the department to make strategic changes with respect to both programs. The design of the specialist program is too restrictive: making the requirements more flexible will likely make it more appealing to students. The department recognizes that the Logic major may no longer be tenable, particularly as it entails offering a very low enrolment course in order for students to complete it. It will begin planning for the future of the program, with the likely result that it will be discontinued.

The department plans to offer three or four (instead of two) fourth-year courses in 2012-13, and make them a more integrated and attractive part of its course offerings. In addition, the department proposes to amend the major to make a fourth year course a requirement. This will give students in both the specialist and major programs more access to small seminar-style courses.

To address issues of potential overlap between courses, the department plans to streamline and make more transparent the distinction between the content and approaches of courses at the 200- and 300-levels.

The department is considering changes to the first-year offerings, including moving from a single year-long course to either a single half-year course or to two distinct half-year courses. In order to foster

enrolment, a half-course would need to be offered in both the fall and winter sessions. In addition, the curriculum review committee is looking into the possibility of a distinct first-year course that would be less of an introduction to philosophy and more of an exposure to thinking philosophically about the world. This would give students the option in first year of taking a more traditional course in introductory philosophy or a course that focuses principally on the application of philosophical principles to current events and issues.

I am concerned about the enrolment in Philosophy courses and programs. At a time when many other departments have seen increased enrolments, this department's enrolment has been declining. In discussions with the acting chair, I've proposed that the department vigorously pursue outreach to the high schools, including working with the Ontario Philosophy Teachers' Association to publicize the program. In addition, based on the number of enrolments in the minor program, Philosophy clearly appeals to students as a secondary course of study, possibly because philosophical training is valuable to students in developing generalizable skills of argumentation and analysis. I have encouraged the department to explore linkages with other departments to promote this facet of its programs. The proposal for a joint program in Philosophy, Political Science and Economics, was in fact tried at UTM but the program was terminated because of low enrolment. Given our history with this and the fact that students at UTM are not generally drawn to joint specialists, this is not one of the reviewers' recommendations that I would support.

With respect to scheduling, the department notes that classes are in fact booked from 9 a.m. – 9 p.m. from Monday to Thursday. This year there happens to be two one hour slots (TR 11 – 12) that are not booked. As most classes are 1.5 hours long, such a gap is hard to avoid.

**Space and Computing:** The space that the Department currently occupies is unfortunately not slated for renovation in the foreseeable future. With respect to common space, there are meeting rooms in the North Building that are far from fully utilized and which the department can book for events and meetings. We do not have sufficient space to provide each department with its own lounge or meeting space.

The external reviewers report finding that a staff member had outdated computer equipment. We have recommended that the department buy the staff member newer equipment. The trouble ticket system that the department finds cumbersome is a UTM-wide system that generally works quite well, enabling computing services to deliver support in an accountable and professional manner. It replaced a previous system which was more *ad hoc* and made it difficult to track demands on computing services and records of computer maintenance.

I hope that this addresses the main concerns raised. Please contact me if you require additional information.

Sincerely,



Amy Mullin  
Vice-Principal, Academic and Dean

## REVIEW SUMMARY

<b>DIVISION/UNIT:</b>	<b>Department of Psychology, UTM</b>
<b>DATE:</b>	January 3 and 4, 2012
<b>COMMISSIONING OFFICER:</b>	Vice Principal Academic and Dean, UTM
<b>PROGRAMS OFFERED:</b>	Behaviour Genetics and Neurobiology B.Sc. - specialist Exceptionality in Human Learning B.Sc. – major & specialist Psychology – major and specialist Forensic Psychology B.Sc. - specialist
<b>Undergraduate</b>	
<b>Graduate:</b>	
<b>EXTERNAL REVIEWERS</b>	Dr. Martha McClintock, Professor at the Institute for Mind and Biology, University of Chicago Dr. Michael E. J. Masson, Professor in the Department of Psychology, University of Victoria
<b>PREVIOUS REVIEW DATE:</b>	2005
<b>SUMMARY FINDINGS AND RECOMMENDATIONS OF PREVIOUS REVIEW:</b>	Excellent department in terms of research productivity and citations, undergraduate and graduate programs  <b>1. Undergraduate Program</b> <b>Strengths</b> <ul style="list-style-type: none"><li>• Excellent (coverage of field and quality of teaching)</li></ul> <b>Recommendations</b> <ul style="list-style-type: none"><li>• Increase the number of 200,300, 400 level course to match student demand</li><li>• Better inform specialists at end of 3<sup>rd</sup> year about career options</li><li>• Include in early part of senior thesis course, more about graduate work</li><li>• Increase number of undergraduates who do individually supervised research. Engage teaching faculty, postdocs and senior graduate students in this</li></ul> <b>2. Faculty</b> <b>Recommendations</b> <ul style="list-style-type: none"><li>• Continue full integration of teaching faculty into all aspects of the department</li></ul> <b>3. Administration</b> <b>Strengths</b> <ul style="list-style-type: none"><li>• Impressive administration</li><li>• Faculty morale high</li><li>• Administrative staff impressive</li></ul> <b>Concerns</b> <ul style="list-style-type: none"><li>• Staff workload high</li></ul>
<b>RECENT OCGS REVIEW(s) DATE:</b>	na

## CURRENT REVIEW

### DOCUMENTATION PROVIDED TO REVIEWERS:

Terms of Reference  
Department of Psychology Self-Study, 2011  
External Reviewer Report, 2005  
Administrative Responses (Chair + Dean), 2005  
UTM Degree Level Expectations Guidelines  
Tri-Campus Framework  
UTM Academic Planning Process Document  
U of T Facts & Figures, 2010  
UTM Viewbook, 2011  
U of T Domestic Viewbook, 2012-2013  
UTM Academic Calendar, 2011-2012

### CONSULTATION PROCESS:

The Reviewers met with the Vice-Principal Academic & Dean, UTM; the Vice-Dean Undergraduate, UTM, the Vice-Dean Graduate, UTM; the Vice-Principal Research, UTM, the Chair of the Department of Psychology, UTM; the acting Graduate Chair; junior and senior faculty members; research assistants; graduate students & Post-Docs; undergraduate students and administrative staff.

## FINDINGS AND RECOMMENDATIONS - OVERALL ASSESSMENT AND SPECIFIC ISSUES IDENTIFIED IN REVIEW REPORT

The Department of Psychology at the University of Toronto Mississauga (UTM) continues to be a stellar research department and at the same time does a model job of integrating their outstanding research programs with teaching, including research teaching at the undergraduate level.

### 1. Undergraduate Program

(Behaviour Genetics and Neurobiology B.Sc. – specialist; Exceptionality in Human Learning B.Sc. - major & specialist; Psychology – major and specialist; Forensic Psychology B.Sc. - specialist)

#### The reviewers observed the following strengths:

- Overall quality
  - The undergraduate baccalaureate program (BSc) in Psychology is more professional and intensive, with a greater research emphasis, than the typical undergraduate program in North America
- Areas of strength
  - Emphasis on meaningful laboratory experience from 1<sup>st</sup> year rare and should be a central recruitment tool.
  - Focus on the development of critical thinking and active engagement with products of research
- Objectives
  - Emphasis on analytic thinking, innovation, and research in line with University's mission and goals
  - Support Learning outcomes and degree level expectations appropriately
- Admissions
  - The rigour with which the Department assessed the significance of specific high school courses as predictors of university success
- Curriculum
  - Progression requirements for specialist, major, and minor appropriate
  - Curriculum in 1<sup>st</sup> and 2<sup>nd</sup> years appropriate in preparing students for higher level study
  - Courses at all levels foster communication skills and writing
  - Particular strength of curriculum in laboratory training (beginning in 1<sup>st</sup> year, supported by new technologies and resourcing)
  - Upper level courses cover range of core areas and emerging disciplinary domains
- Research experience
  - Strength of integration of research and teaching
  - Faculty are exemplary in their ability to teach undergraduates not only empirically based causal reasoning, but also the process of laboratory research itself.
  - Laboratory components in all three clusters

- Course assignments require student to critically analyze original reports of research
- Laboratory experiences provided through Research Opportunity Program, Independent Research Projects, and Theses
- Students are able to graduate with co-authorship on professional publications
- Enrolment
  - Grace and collegiality with which faculty have accommodated significant expansion in enrolment
- Teaching
  - Degree of commitment of TAs to supporting development of language, writing and communication skills of students
  - Quality of teaching high in lectures and seminars and unsurpassed within research laboratories
- Student assessment
  - Quality and breadth astounding in face of enrolment numbers
  - Innovative use of on-line automated evaluation of assignments providing real-time correction of errors
  - Innovative use of iClickers to model research process
- Students
  - Wide variety of student backgrounds (cultural and socio-economic) and provides a strength on which to build

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

- Admissions
  - Entering students not well prepared.
- Enrolment
  - Anticipated increase in 100 level course enrolment likely to result in increased pressure on upper level requirements and specialist including laboratory courses and research opportunities
- Objectives
  - Disconnect between commitment to exposing student to the research process within a laboratory-based discipline and University's support of undergraduate teaching
- Research experiences
  - Increasing enrolments threaten to dilute value of experience or limit access to Research Opportunity Program, Independent Research Projects, and Theses
- Teaching
  - Many students have weak language, writing and communication skills
    - TA budget is insufficient to support degree of effort required to address this
- Staffing
  - Model teetering on the brink of sustainability

**The reviewers made the following recommendations:**

- Admissions
  - That the Department move forward with plans to introduce more stringent mathematics requirement (functions) and a biology requirement
- Enrolment
  - Need for clear plan on how to accommodate increased demand for specialist and upper level requirements including increased staffing support and faculty complement
- Research experiences
  - Funding required to maintain high quality of research/ laboratory opportunities
- Teaching
  - Increase budget for TA time in support of language remediation
- Assessment
  - Faculty should use upper end of letter grade scales in order to recognize achievement of best students.
- Student advising
  - Establish better link to University –wide supports for language and communication skill development
- Students
  - Suggest faculty incorporate natural cultural and socio-economic diversity of students into their research questions and programs

**3. Faculty/Research**

**The reviewers observed the following strengths:**

- Overall quality
  - National leader in research achievement
- Research
  - Organization of faculty into three research clusters has helped to foster a strong research environment
- Faculty complement
  - Complement plan well supported, and well-conceived (research specialization well-coordinated with undergraduate curricula needs).
- Productivity
  - Remarkable scholarly accomplishment of all clusters
    - Best journals, wide impact
    - Consistent upward productivity
- Research funding
  - Very successful
  - Supporting training of numerous undergraduates
- Mentoring of students / Student involvement
  - Graduate and undergraduate students enthusiastic about involvement in research
  - Students producing high quality work

**The reviewers made the following recommendations:**

- Faculty complement
  - Follow through on planned enhancement of complement to accommodate increased undergraduate enrolment
- Research funding
  - Allow those retired faculty with demonstrated commitments to laboratory-based undergraduate research training to continue applying for external funding and retain some portion of their laboratories

**4. Administration**

**The reviewers observed the following strengths:**

- Leadership
  - Tactful and efficient
- Governance
  - Long history of excellent collegial administration
- Morale
  - High dedication, morale and pride of the undergraduate majors and specialists as well as graduate TAs
  - High morale faculty and students
- Collaboration / Relationships
  - Extensive collaboration with colleagues in other disciplines
  - Involvement in multidisciplinary programs
  - Wide variety of international collaborations
  - Strong community involvement in research program
  - Involvement in professional associations

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

- Morale
  - Staff morale tenuous
- Staff
  - Staff and infrastructure support “wholly-inadequate” (more typical of non-laboratory disciplines)
  - Workload “has surpassed reasonable limits”
  - Concern of technical staff regarding job security
- Resources
  - Space planned in North Building is the bare minimum required
  - Communal space missing for undergraduate research teaching
  - No planning for infrastructure needs for undergraduate research teaching

- Faculty are using monies from their research grants to fund infrastructure and undergraduate projects
- Infrastructure has been allowed to deteriorate, positions have been closed
- Danger of faculty being spread across three buildings

**The reviewers made the following recommendations:**

- Staff
  - Critical to increase administrative and technical staff to sustain commitment to laboratory-based training of undergraduates (and particularly for BSc Experimental Psychology)
  - Provide reasonable levels of support for teaching and laboratories in all three clusters
- Resources
  - Concerted collaborative effort required to reinvigorate laboratory infrastructure
  - Undergraduate laboratory courses require dedicated, shared multipurpose laboratory space and infrastructure support for each of the three Psychology clusters to enable undergraduate research training (experimental method laboratory courses, ROP, IRP, and Theses).
  - Recommend plans include federal and standard practice specifications for human research laboratories
  - Teaching and research stream faculty and technical staff should respond to Dean's request and develop and present through their Chair integrated well-documented plans for meeting these needs efficiently
  - Dean should prioritize space use for those Departments that have a longstanding and planned commitment to undergraduate research teaching particularly teaching within individual faculty laboratories on the UTM campus
  - Importance of looking creatively for potential sources of revenue from collaborating units
  - Space allocation should reward units in which faculty maintain an active physical presence on campus and strong commitment to undergraduate research training – as Psychology

**ADMINISTRATIVE RESPONSE – Appended**





Professor Cheryl Regehr  
Vice-Provost, Academic Programs  
Room 225  
Simcoe Hall, University of Toronto

Dear Cheryl

I am writing to provide you with my administrative response to the review of the UTM Department of Psychology. Like you, I am very pleased with the positive evaluation of the department on all levels: its commitment to research and teaching; the quality of its programs; the amazing opportunities it provides students for research and laboratory experience; and its role as a strong presence within UTM. This department has responded to increasing enrolment pressures in the face of restricted resources with ingenuity and a resolve to accommodate larger numbers without sacrificing academic quality.

I will address some of the concerns raised by the review, as follows:

**Admissions:** The decision to require Grade 12 Biology and Advanced Functions or equivalent, beginning in 2014-15 was made after considerable analysis and consultation. Students admitted to the Psychology stream at UTM currently have lower admit averages than students admitted to life sciences. In addition, Grade 12 Mathematics had not been a requirement of our Psychology programs, though it is in most other Psychology programs with a science emphasis. These two factors have created some challenges to students in mastering some of the program's content and in acquiring some basic analytical skills. I am hopeful that the addition of these two requirements – which will be advertised widely to guidance counsellors in time for the 2014-15 admission cycle - will strengthen the applicant pool and provide students with better preparation without depressing admissions and reducing enrolment. Once implemented, we will monitor the impact of this new requirement very closely to track its effect on student performance and on enrolments.

**Program Delivery:** As we are currently in the midst of an academic planning exercise, the review has helped to focus the department's plan on areas targeted for evaluation by the review, including the undergraduate program. As noted, the department has been hugely successful in educating large numbers of students while providing many of its students with opportunities for more specialized learning. It wishes to preserve (and enhance) its mission to exposing its best students to opportunities for experiential learning and laboratory-based training by introducing a new internship/practicum course in mental health. It also proposes to increase the number of 3<sup>rd</sup> and 4<sup>th</sup> year laboratory and seminar courses and the number of students supervised in research-intensive courses, something I support, provided that the department devotes a fair share of any additional resources to the education of its non-specialist students.

As noted in the review, teaching resources within the department have been severely taxed by increases in enrolment over the past few years that have not kept pace with complement growth. On the basis of current enrolments, I am committed to increasing complement in the department, which should help it achieve its goals of maintaining both coverage and quality. In addition, I will begin discussion with the

department to discuss ways of addressing the infrastructure problems, including the quality of lab equipment and staffing resources, that are straining the delivery of certain aspects of the program, particularly in the undergraduate research area.

I am pleased as well that the department remains committed to doing its part in helping to educate our growing student population. I will provide TA resources and additional contract teaching support, as warranted.

**Staff Complement:** The need for more technical and administrative staff is also a key element of the draft plan the department recently prepared and is a longstanding concern within this department. Following the last review of the department, we commissioned a consultant to undertake a full-scale administrative review of the department to address staffing needs that arose in that review. While we will not undertake a second full-scale review, I will work with the chair and with our human resources to identify pressure points and areas where further investment of staffing resources or upgrades of positions might be advisable.

**Space:** The department's central administration and one of its central research groups (Adjustment and Well-being) will be moved in 2013 to a reconstructed space in the North Building. Following intensive consultation with members of the department, it is being given communal space for undergraduate labs and research and all other required space in accordance with U of T (COU) standards and specifications. In fact the proposed space exceeds the COU allocation and the U of T goal to reach 85% space accommodation across campuses. Since the time of the review, the department has confirmed that it is very pleased with the planned space. We are therefore unclear what provoked the reviewers' concerns unless they had seen a very preliminary plan for the new space.

With respect to space for retired faculty, UTM does not have a policy that prohibits retired faculty from maintaining research space and shared office space but simply has acute shortage of space for new hires. If the department wishes to continue to allocate space to retired faculty, critical space will not be freed up for new hires, a trade-off which the department will need to make. The department recognizes that compromises or trade-offs will be necessary in this regard.

**Other Issues:** The reviewers comment on faculty members' perception that students have weak language, writing, and communication skills is worth taking seriously. This is a recurrent theme in many of the departmental plans currently being prepared, one which we will need to address in a vigorous but institution-wide way. We are currently researching the best possible ways of improving writing proficiency among our students.

I think this addresses the main points of concern. Please let me know if you wish me to address anything further.

Sincerely,



Amy Mullin  
Vice-Principal, Academic and Dean



31 January 2012

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

Dear Cheryl,

Administrative Response,  
External Review Reports on the Programs in Humanities

In 2009-10, the Department of Humanities underwent an external departmental review that included a comprehensive site visit. The reviewers chose to focus entirely on administrative and governance issues within the unit, recommending structural changes. These recommendations have been carried out. However, the reviewers were unable to consider the state of the undergraduate programs offered by the Department. To make up for this, the Dean commissioned reviews of the programs in the spring of 2011.

The reports from the seven teams of reviewers are generous in their praise of what colleagues in the humanities have achieved. They confirm that the quality of the programs meets the expectations of the University and that they are imaginative and innovative in their design. The reviewers make many constructive suggestions for improvement, which we have given serious consideration and discuss in greater detail in the attached administrative responses.

Two criticisms common to most of the programs emerge from these independently conducted reviews: a lack of resources, especially faculty complement, and a shortage of D level courses in the curriculum. We are acutely aware that most of the humanities programs need additional faculty so that they can meet their goals and the expectations of their students. Our highest priority is to find the resources to provide these positions. The present faculty in the programs are to be commended for the great ingenuity they have shown in creating new D level courses in the past year. Nonetheless, additional complement is essential here and we expect that with it the course offerings at upper levels will expand in a satisfactory way.

Sincerely yours,

A handwritten signature in black ink, appearing to read "Rick Halpern".

Professor Rick Halpern,  
Dean and Vice-Principal (Academic)

## REVIEW SUMMARY

<b>DIVISION/UNIT:</b>	UTSC <b>Department of English</b>
<b>DATE:</b>	June 11, 2011
<b>COMMISSIONING OFFICER:</b>	Dean & Vice-Principal (Academic), UTSC
<b>PROGRAMS OFFERED:</b> <b>Undergraduate</b>	English, BA: Spec,; Maj English Literature, BA: Min Literature and Film Studies, BA: Min
<b>Graduate:</b>	n/a
<b>EXTERNAL REVIEWERS</b>	H. Porter Abbott, Professor of English Emeritus, University of California, Santa Barbara  Jeffrey N. Cox, Professor of English & Associate Vice Chancellor for Faculty Affairs, University of Colorado, Boulder
<b>PREVIOUS REVIEW DATES:</b>	2005
<b>SUMMARY FINDINGS AND RECOMMENDATIONS OF PREVIOUS REVIEW:</b>	<u>2005 Review of the Department of Humanities<sup>1</sup></u> <ul style="list-style-type: none"><li>• Departmentalization – Rationales presented for English did not deal with the student experience, interdisciplinarity, outreach or globalism but rather focused primarily on faculty prestige and careers and the relationship with cognate units at St. George.</li></ul>
<b>RECENT OCGS REVIEW(s) DATE:</b>	n/a
<b>CURRENT REVIEW</b>	
<b>DOCUMENTATION PROVIDED TO REVIEWERS:</b>	UTSC Guidelines for Curriculum Review UTSC Undergraduate Degree Level Expectations Self-Study Curriculum Vitae Program Descriptions from 2011-12 UTSC Calendar List of Courses from 2011-12 UTSC Calendar Course Syllabi
<b>CONSULTATION PROCESS:</b>	The review did not include a site visit.

<sup>1</sup> Only the findings and recommendations pertaining specifically to the English programs are summarized.

## **FINDINGS AND RECOMMENDATIONS - OVERALL ASSESSMENT AND SPECIFIC ISSUES IDENTIFIED IN REVIEW REPORT**

### **A. 2009/10 Review of the Administrative Structure: Department of Humanities (which then included English and Philosophy)**

The review team for the 2009-10 review of the Department of Humanities was on campus from December 16 to December 18, 2009. They met initially with Dean Halpern, Vice Provost Regehr, and Dean Corman and subsequently with Chair Bowen (via Skype), students, groups of faculty organized according to individual programs or groups of programs (research as well as teaching stream faculty), groups of faculty according to rank (research stream full, associate, and assistant professors respectively [this latter meeting included newly hired lecturers as well]), the staff of various administrative units, and two newly appointed associate chairs. In addition, they met with six Humanities Graduate Chairs from the St. George campus and had a tour of the facilities at UTSC. In total, they commented in the introduction to their report, they had meetings with 15 students, approximately 17 group meetings with 120 faculty at UTSC (overlapping in various groups), meetings with 8 administrators from UTSC, as well as with 2 staff.

Because of the complexity of the Department, the 2009-10 report did not focus on individual programs. As a result, UTSC followed up in 2010-11 with a series of reviews focusing solely on academic programs and curriculum.

#### **The reviewers observed the following strengths:**

- Students – (generally) showed an energetic and authentic engagement with the Humanities curriculum.
- Undergraduate curriculum –
  - (generally) the integration of research with undergraduate teaching.
  - English has been quite strategic in structuring its curriculum.
- Hires – (generally) the quality and creativity of the Department's recent hires.
- Programs – (generally) the creation of a number of new interdisciplinary major and minor programs which they felt reflected "important new areas of growth and potential ways of creating synergies across disciplinary boundaries."

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

- Administrative structures – (generally) suggested that the construct of a Department of Humanities was outdated.
- Curriculum – (generally) offerings intermittent, unpredictable –
  - Resulting in delay in completion.
  - Making it difficult for student to follow a coherent path.

#### **The reviewers made the following recommendations:**

- Administrative structures – (generally) the creation of five departments (Philosophy, English, Language Studies, History and Area Studies (or Interdisciplinary Studies), and Visual and Performing Arts) which depending upon the model chosen might or might not be associated with an interdisciplinary Humanities Institute under the umbrella of a School of Humanities.
- Appointments –
  - (generally) Should emphasize cross appointments to build interdisciplinarity.
  - (generally) Reduce reliance on stipendiary staff to improve research strength.
- Curriculum – (generally) Streamline and rationalize offerings.

### **B. 2010-11 Review of Academic Program and Curriculum**

#### **1. Undergraduate Program (English, BA: Spec, Maj; English Literature, BA: Min; Literature and Film Studies, BA: Min)**

#### **The reviewers observed the following strengths:**

- Curriculum –

- Innovative approach to the discipline with strong emphasis on theory and application of analytic methods.
- Appropriate, well designed sequencing of courses.
- Senior-level courses provide a nice capstone and good preparation for further work in the field.
- Objectives –
  - Clearly articulated.
  - The Department is dedicated to providing a first rate undergraduate education to its students.
- Access to faculty – students appear to have access to tenure line faculty on a regular basis.

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

- Mission statement – too vague to distinguish this from any other program in the humanities.
- Time-to-completion – a majority of the students need five years to complete the degree, likely due to a limited number of courses offered.
- Curriculum – more traditional than rhetoric suggests.
- Class size and availability –
  - High number of students on waitlists for C-level courses.
  - C-level courses (capped at 50 students) are too large as are D-level courses (in the low twenties).

**The reviewers made the following recommendations:**

- Class size – the Department should work with the administration to create a viable mix, with larger courses at the A- and B-levels and smaller courses at the C- and D-levels.
- Curriculum - Introduce specializations within the major to play to strengths.
- Graduates –
  - Importance of tracking graduates to have some indication of the percentage of graduates who succeed in getting admitted to graduate school.
  - Importance of determining reliable indicator of student success.

**2. Faculty/Research**

**The reviewers observed the following strengths:**

- Productivity – the tenured faculty are active in research with good publication records.
- Mentoring – the reviewers commend the mentoring program in place for junior faculty.

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

- Faculty complement –
  - Faculty/student ratio does not compare favourably to other English departments.
  - There are gaps in faculty specialization.
- Research strength –
  - Reviewers question whether teaching is valued above research creating possible tensions.
  - Reviewers express concern that undergraduate-focus of unit may create tension for faculty committed to research agenda.
- Faculty do not present a vision of the future.

**The reviewers made the following recommendations:**

- Faculty complement –
  - 6 or 7 additional tenure-line faculty are needed to reduce class sizes and waiting lists and to allow for innovative expansion and proper coverage of the traditional canon.
  - The recent change to departmental status provides a good opportunity to compete for outstanding faculty.
- Create Research focus groups –
  - Distinctive faculty-student research focus groups would contribute to the profile of a department, attract external grant support and highly motivated students, create leverage in hiring and retention of faculty, and fill the gaps in period coverage.
  - Should arise primarily from the strengths of the faculty, rather than the current interests of students.
  - One potential specialization and focus group in which there is faculty interest and strength is narrative theory and practice.

- Interdisciplinarity – the reviewers endorse the Department’s approach to interdisciplinarity – it should not be “mandated” but should arise from the interests and work of the faculty.
- Tension between teaching and research – the Department and administration should remain aware of possible tensions that could arise between the dual roles of faculty as teachers in the undergraduate program at UTSC and researchers in the graduate program on the main campus and the profession at large.
- Research Funding – if faculty are expected to be research active, funding needs to be available for travel to conferences and archives, if it is not already.
- Program development – future graduate program at UTSC may be a logical and worthy goal, judging from the faculty’s rich engagement in current research.

**ADMINISTRATIVE RESPONSE – Appended**



31 January 2012

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

Dear Cheryl,

Administrative Response,  
External Review of the Academic Programs in English

The report by Professors Porter Abbott and Jeffrey Cox is very encouraging. They write, “English majors at UTSC are given more than usual grounding in the theory and application of analytical methods before they go on to in-depth work in more focused areas of this immense field” and “the sequencing of the B through D level courses seems admirably designed.” They also raise a number of points that we have discussed carefully with the department.

The reviewers expressed concern about the lack of availability of upper level courses, which they suggested may have resulted in the majority of students requiring five years to complete the program. The department introduced several new C level courses last year and with them has been able to reduce wait lists to nominal levels. As in many other programs at UTSC the lengthier time to completion for students in English programs is not so much a question of the curriculum as of external factors, such as their need to have paid work and family pressures. These factors are especially acute in our diverse low-income student body.

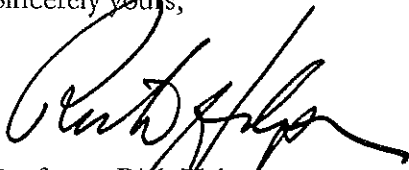
The reviewers also noted “serious gaps in faculty specialization” that are “a necessity if English at UTSC is going to continue with its innovative expansion.” This is a need that the department recognizes. The department plans to add faculty first of all in two key areas that are already targeted for growth: namely, Literature and Film Studies and Creative Writing. It is in the process of hiring a three-year CLTA in Postcolonial Literature and Film (a combination of two need areas identified in the Academic Plan) and next year, in addition to replacing a retiring colleague, it hopes to have approval to search for a second full-time lecturer in Creative Writing. These targeted growth positions will not address the significant gaps in coverage (Romantic, Drama, Medieval, 20th-Century American, 20th-Century British); however, the department is aware of the need to fill these important areas, and as it is permitted to grow and hire in the future, it plans to add complement in each of them. This also will enable it to address the legitimate criticism that enrollments in upper-level courses are too large.



The reviewers recommended the creation of research clusters to develop the profile of the department and to attract strong students. The department agrees, but notes that many faculty members have natural affiliations with scholars on the other campuses. Such ties are one of the strengths of the University's tri-campus system. The reviewers also recommend corresponding "variations on specializations in the major." To some extent the two new minors do move in this direction.

The reviewers endorsed the department's views that successful interdisciplinary work can only emerge from a strong disciplinary focus, and that "interdisciplinarity in and of itself cannot be a goal."

Sincerely yours,

A handwritten signature in black ink, appearing to read "Rick Halpern". The signature is fluid and cursive, with a large initial "R" and a long, sweeping underline.

Professor Rick Halpern,  
Dean and Vice-Principal (Academic)

## REVIEW SUMMARY

<b>DIVISION/UNIT:</b>	UTSC <b>Department of Humanities</b> <b>Arts Management/Art History/Studio</b>
<b>DATE:</b>	August 15, 2011
<b>COMMISSIONING OFFICER:</b>	Dean & Vice-Principal (Academic), UTSC
<b>PROGRAMS OFFERED:</b> <b>Undergraduate</b>	Art and Culture, Studio Stream, BA: Spec and Co-op Arts Management, BA: Spec and Co-op Art History, BA: Major, Minor Studio, BA: Major, Minor
<b>Graduate:</b>	n/a
<b>EXTERNAL REVIEWERS</b>	Clive Robertson, Associate Professor in Art History and Graduate Program in Cultural Studies, Queen's University Anna Hudson, Associate Professor, Visual Arts / Graduate Program Director, Art History and Visual Culture, York University
<b>PREVIOUS REVIEW DATES:</b>	2005
<b>SUMMARY FINDINGS AND RECOMMENDATIONS OF PREVIOUS REVIEW:</b>	<u>2005 Review of the Department of Humanities</u> <sup>1</sup> <ul style="list-style-type: none"><li>• Interdisciplinarity – the programs in Visual and Performing Arts (VPA) have been particularly innovative in their interdisciplinary and multidisciplinary approaches.</li><li>• Co-op program – the program in Arts Administration has continued to be successful in attracting good students.</li></ul>
<b>RECENT OCGS REVIEW(s) DATE:</b>	n/a
<b>CURRENT REVIEW</b>	
<b>DOCUMENTATION PROVIDED TO REVIEWERS:</b>	UTSC Guidelines for Curriculum Review UTSC Undergraduate Degree Level Expectations Self-Study Curriculum Vitae Program Descriptions from 2011-12 UTSC Calendar List of Courses from 2011-12 UTSC Calendar Course Syllabi
<b>CONSULTATION PROCESS:</b>	The review did not include a site visit.

<sup>1</sup> Only the findings and recommendations pertaining specifically to the Arts Management, Art History and Studio programs are summarized.

## **FINDINGS AND RECOMMENDATIONS - OVERALL ASSESSMENT AND SPECIFIC ISSUES IDENTIFIED IN REVIEW REPORT**

### **A. 2009/10 Review of the Administrative Structure: Department of Humanities (which then included English and Philosophy)**

The review team for the 2009-10 review of the Department of Humanities was on campus from December 16 to December 18, 2009. They met initially with Dean Halpern, Vice Provost Regehr, and Dean Corman and subsequently with Chair Bowen (via Skype), students, groups of faculty organized according to individual programs or groups of programs (research as well as teaching stream faculty), groups of faculty according to rank (research stream full, associate, and assistant professors respectively [this latter meeting included newly hired lecturers as well]), the staff of various administrative units, and two newly appointed associate chairs. In addition, they met with six Humanities Graduate Chairs from the St. George campus and had a tour of the facilities at UTSC. In total, they commented in the introduction to their report, they had meetings with 15 students, approximately 17 group meetings with 120 faculty at UTSC (overlapping in various groups), meetings with 8 administrators from UTSC, as well as with 2 staff.

Because of the complexity of the Department, the 2009-10 report did not focus on individual programs. As a result, UTSC followed up in 2010-11 with a series of reviews focusing solely on academic program and curriculum.

#### **The reviewers observed the following strengths:**

- Students – (generally) showed an energetic and authentic engagement with the Humanities curriculum.
- Undergraduate curriculum – (generally) The integration of research with undergraduate teaching.
- Hires – (generally) the quality and creativity of the Department's recent hires.
- Programs – (generally) the creation of a number of new interdisciplinary major and minor programs which they felt reflected "important new areas of growth and potential ways of creating synergies across disciplinary boundaries."

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

- Administrative structures – (generally) suggested that the construct of a Department of Humanities was outdated.
- Curriculum – (generally) offerings intermittent, unpredictable –
  - Resulting in delay in completion.
  - Making it difficult for student to follow a coherent path.

#### **The reviewers made the following recommendations:**

- Administrative structures – (generally) the creation of five departments (Philosophy, English, Language Studies, History and Area Studies (or Interdisciplinary Studies), and Visual and Performing Arts) which depending upon the model chosen might or might not be associated with an interdisciplinary Humanities Institute under the umbrella of a School of Humanities.
- Appointments –
  - (generally) Should emphasize cross appointments to build interdisciplinarity.
  - (generally) Reduce reliance on stipendiary staff to improve research strength.
- Curriculum – (generally) Streamline and rationalize offerings.

### **B. 2010-11 Review of Academic Program and Curriculum**

#### **1. Undergraduate Program (Art and Culture, Studio Stream, BA: Spec; Arts Management, BA: Spec and Co-op; Art History, BA: Major, Minor; Studio, BA: Major, Minor)**

#### **The reviewers observed the following strengths:**

- Overall quality – the VPA unit contributes to the well being and existing reputation of UTSC.
- Self-study – the reviewers were impressed overall with the responses to the many internal questions posed by UTSC.

- Areas of strength – Arts Management program is unique, one of only two such undergraduate programs in Canada.

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

- Website – difficult to navigate for information on the VPA unit.
- Program – absence of a clearly outlined pathway for integrated study.

**The reviewers made the following recommendations:**

- Curricular change –
  - Area should develop a cohesive, interdisciplinary program of study for students interested in careers in the visual arts – an integrated collective comprised of Art History, Studio, and Arts Management.
  - Potential to establish a professional practice degree.
- Website clarification –
  - Provide a rationale for the VPA's existence.
  - Improve navigation of specialist versus interdisciplinary studies.
- Arts Management –
  - It is unclear whether or not Arts Management should remain a separate specialization, given the wide differentiation among specialized visual art practices.
  - Internship and practicum opportunities – could be bolstered, given that arts management positions are often filled by people who learned the majority of their skills on the job.
  - The program could be streamlined as a practical pathway to careers in the arts by establishing curricular streams applicable to the visual and performing arts.
  - Opportunities for future expansion –
    - Online study and distance learning options.
    - Postgraduate certificate or diploma.
- Art History –
  - Potential to create a program in Curatorial Studies –
    - Strength of resources such as the Doris McCarthy Gallery.
    - Could enfranchise multiple cultural perspectives in sensory communication, and engage in key debates around the relationship of historical and contemporary art, global versus culturally-distinct aesthetics, art networks and art institutions, and so on.
    - Would be energized by the inclusion of Indigenous art history and a continued commitment to Canadian/North American art history.
    - Would require practicum component.
    - Existing courses in Arts Management could support a curatorial directive for VPA.
- Studio –
  - Potential to establish a new master's program, a major in New Media Arts, and a specialist in Studio –
    - Faculty have already demonstrated an admirable pedagogical fluidity.
    - New master's –
      - Could be configured to be different than the successful MVS on the St. George campus.
      - Students should be provided with both teaching and curatorial experience along with the time and resources to develop their own studio work.
      - Students could be provided with a one term Teaching Fellowship that could aid the staffing of undergrad program expansion.
      - Enrolment does not have to be large – e.g. 6 students in any two-year cycle – for accruing advantages to be felt.
      - Could be shared between the Studio, Art History, Curatorial Studies, and Theatre and Performance Studies streams or be distinct for one or more areas.
  - Recruitment could be bolstered with improvements to studio space.

### 3. Faculty/Research

**VPA group is currently a relatively loose amalgamation of disciplinary strengths.**

**The reviewers observed the following strengths:**

- Art History – faculty demonstrate solid curatorial/museological strength.

- Studio – faculty have recognized career achievements in a number of new media and interdisciplinary practices which could be built on.

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

- Separation of faculty into teaching and research streams

**The reviewers made the following recommendations:**

- Hires - Retirement replacement hires should be in Canadian/North American art, including Indigenous art.

**ADMINISTRATIVE RESPONSE – Appended**



31 January 2012

Office of the Dean & Vice-Principal (Academic)

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

Dear Cheryl,

Administrative Response,  
External Review of the Academic Programs in VPA/VPS

The report by Professors Clive Robertson and Anna Hudson is encouraging. They appreciate the uniqueness of the Arts Management Specialist Program and the “unusually solid curatorial/museological strength” in Art History. They also raise a number of critical points that we have discussed carefully with the faculty in these programs.

The reviewers recommend “cultivation of practicum/internships/work-study opportunities in arts management and curatorial studies.” The Arts Management group agrees wholeheartedly with this. Toronto is rich with opportunities for internships and practica in arts organizations. We are working with the group to replace the existing co-op approach with practica that are more closely integrated with the curriculum. They have had great success with a fieldwork-based reworking of one of their courses this semester. We hope to have the new model in place in the fall of 2013.

At the same time the Arts Management group is very skeptical about online and distance options as a mechanism for growth or otherwise, as suggested by the reviewers. First, we have no interest in growth for its own sake. For the sake of quality this is necessarily a limited enrolment program. Second, two faculty members have experience with online courses and appreciate what a time-consuming undertaking it is to develop them. The group does not have the resources to devote this. Finally, online courses cannot include the experiential component that is so important to the success of the existing program.

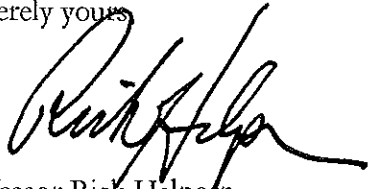
The faculty in Art History and Arts Management are open to a new program in Curatorial Studies, especially given the curatorial experience that some of them have. There are existing courses that integrate a curatorial point of view into various topics and critical approaches. However, such a new program would require physical space designed for teaching curating, staff to support experiential learning, and additional faculty.

Other new programs suggested by the reviewers are a specialist program in Studio, a major in New Media Arts, and a new Masters program. A specialist program in Studio will be

introduced in fall 2012. The Studio faculty are interested in developing a New Media Arts major together with faculty in the Media Studies minor. This would require additional faculty.

We expect to create a new Department of Arts, Culture and Media later this year that will include all the present programs in the visual and performing arts. A BFA degree is being discussed as one of the goals of the new department. This is envisaged as eventually leading to an MFA as suggested by the reviewers. A website for the new department is currently being developed. It will address the weaknesses in the current VPA website identified by the reviewers.

Sincerely yours,

A handwritten signature in black ink, appearing to read "Rick Halpern". The signature is fluid and cursive, with a long horizontal stroke extending to the right.

Professor Rick Halpern,  
Dean and Vice-Principal (Academic)

## REVIEW SUMMARY

<b>DIVISION/UNIT:</b>	UTSC <b>Department of Humanities French</b>
<b>DATE:</b>	July 7, 2011
<b>COMMISSIONING OFFICER:</b>	Dean & Vice-Principal (Academic), UTSC
<b>PROGRAMS OFFERED: Undergraduate</b>	French, BA: Specialist and Co-op and CTEP, Major and Co-op French as a Second Language, BA: Minor French for Francophones, BA: Minor
<b>Graduate:</b>	n/a
<b>EXTERNAL REVIEWERS</b>	Tamara El-Hoss, Professor, Brock University Mireille Tremblay, Professor, Université de Montréal
<b>PREVIOUS REVIEW DATES:</b>	2005
<b>SUMMARY FINDINGS AND RECOMMENDATIONS OF PREVIOUS REVIEW:</b>	<u>2005 Review of the Department of Humanities</u> <sup>1</sup> <ul style="list-style-type: none"><li>• Not clear to the reviewers that French has thoroughly thought through its distinctive identity at UTSC.</li><li>• Quebec should be considered for Co-op placement sites.</li></ul>
<b>RECENT OCGS REVIEW(s) DATE:</b>	n/a
<b>CURRENT REVIEW</b>	
<b>DOCUMENTATION PROVIDED TO REVIEWERS:</b>	UTSC Guidelines for Curriculum Review UTSC Undergraduate Degree Level Expectations Self-Study Curriculum Vitae Program Descriptions from 2011-12 UTSC Calendar List of Courses from 2011-12 UTSC Calendar Course Syllabi
<b>CONSULTATION PROCESS:</b>	The review did not include a site visit.

<sup>1</sup> Only the findings and recommendations pertaining specifically to the French program are summarized.



## **FINDINGS AND RECOMMENDATIONS - OVERALL ASSESSMENT AND SPECIFIC ISSUES IDENTIFIED IN REVIEW REPORT**

### **A. 2009/10 Review of the Administrative Structure: Department of Humanities (which then included English and Philosophy)**

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

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- Appointments –
  - (generally) Should emphasize cross appointments to build interdisciplinarity.
  - (generally) Reduce reliance on stipendiary staff to improve research strength.
- Curriculum – (generally) Streamline and rationalize offerings.

### **B. 2010-11 Review of Academic Program and Curriculum**

#### **1. Undergraduate Programs (French, BA: Specialist. Coop and CTEP, Major; French as a Second Language, BA: Minor; French for Francophones, BA: Minor)**

#### **The reviewers observed the following strengths:**

- Objectives – the French Program relates well to the goals and objectives of the Department.
- Concurrent Teacher Education Program (CTEP) – a strength.
- Admissions –

- Extension of the placement test to all students registering in a French course is a nice initiative.
- Entering OAC averages are good.
- Enrolments – increasing for the overall program.
- Program requirements and learning outcomes – clear and appropriate, except for the Minor.
- Curriculum –
  - Well thought out and coherent.
  - Offers a great variety and as such reflects the current state of French Studies.
  - Is appropriate for the level of the program.
- Evaluation- methods appear appropriate and effective.
- Program development – proposed new Major in Professional French is interesting and fits well with the objectives of the Department.

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

- Curriculum –
  - Linguistics – students are not offered the possibility to pursue phonetics and phonology at the C or D-levels.
  - Literature – only one D-level course is offered.
  - Specialist program –
    - The scarcity of D-level courses makes it difficult for students to develop their analytical skills beyond those of students in the Major program.
    - Unclear if it conforms to UTSC undergraduate degree level expectations.
  - There are no project courses, apart from the supervised reading course.
  - The status of the translation and interpreting unclear.
  - Unclear how Coop program is integrated into the curriculum, and how the internships take place.
  - Minor in French for francophones –
    - Admission requirements and learning outcomes need to be made explicit.
    - Program – lacks structure and a clear statement of function and academic goals.
- Program development – proposed new Major in Professional French –
  - Not clear if there will be sufficient permanent faculty committed to teaching core courses.
  - Employment prospects of graduates unclear.

**The reviewers made the following recommendations:**

- Admissions – requirements should be made more explicit for francophone students in the Minor.
- Curriculum – the Major should be eight credits (as opposed to seven) to be in line with the St. George French Department.
- Class size – language practice courses should remain capped at 30.
- Course offerings – syllabi should be more consistent, especially for different sections of the same course, and some should be more detailed.
- Evaluation – methods should more be consistent for courses of the same level or the same type.
- Success of graduates – graduates should be tracked.
- Program development – proposed new Major in Professional French –
  - Alignment with a tri-campus MA might be a more achievable goal.
  - Contacts with the Language Industry Association (AILIA) might be profitable.
  - Courses in language technologies would be a nice addition.
  - Need to clarify learning objectives and how it will meet the needs of francophone students.
  - Should be eight credits.

### 3. Faculty/Research

**The reviewers observed the following strengths:**

- Interdisciplinarity – the diversity of specializations among the faculty fits nicely with the overall interdisciplinary goals of the Department.

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

- Status –
  - There is a discrepancy with respect to status (tenure-stream vs. lecturer-stream) and scholarly record.
  - Out of the seven people who prepared the self-study, six were hired in the Lecturer stream.

- Difficult to establish if there are sufficient permanent faculty members committed to teaching core courses.

**The reviewers made the following recommendations:**

- Faculty complement –
  - Should be increased, especially if the proposed Major in Professional French is put into place.
  - The proportion of faculty with an active research profile should be increased to ensure the quality of C and D-level courses and possibly increase the number of students pursuing graduate studies.

**ADMINISTRATIVE RESPONSE – Appended**



31 January 2012

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

Dear Cheryl,

Administrative Response,  
External Review of the Academic Programs in French

The report by Professors Tamara El-Hoss and Mireille Tremblay is encouraging. They write, “for the most part, the program seems well thought out and coherent” and “the entering OAC averages of incoming students, along with the increases in program enrolments are good indicators that the program is successful.” They also raise a number of points that we have discussed carefully with the faculty in French.

The reviewers were concerned by the paucity of higher level courses, particularly for students in the Specialist Program. The French group has introduced two new D level language courses that emphasize critical thinking and intercultural skills. It has also worked together with the Linguistics group to modify existing Linguistics courses at the C and D levels so that they will be suitable for students studying French linguistics. As well, they have jointly introduced two new courses. However, low enrolments in D level courses and a lack of resources still are problematic.

The reviewers note that “it is sometimes difficult to establish whether or not there are sufficient permanent faculty members committed to teaching the core courses.” They also were concerned that the present faculty complement might be stretched too far if the proposed Major Program in Professional French were introduced. The permanent faculty are indeed stretched to cover the core courses in the French programs, and at present it is necessary to hire sessional instructors each year. The proposal for a Major in Professional French has been dropped for the time being. The reviewers also raise questions about the Minor in French for Francophones. This program has never had an enrolment of more than 3, and the group is considering dropping it.

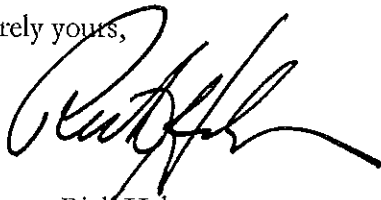
The reviewers were surprised that, according to the documentation they received, the Specialist Program in French did not conform to the UTSC Undergraduate Degree Learning Expectations. In point of fact, this was corrected in the spring of 2010. Since the beginning of the academic year 2010-11 the program has met the requirements of our DLEs. The reviewers also asked why the Major program requires only 7 credits, instead of 8, like the equivalent Arts and Science program. The French group is considering making this change.

Inconsistency in course syllabi concerned the reviewers. Some of them have been very general and rather vague about course objectives. The French faculty are taking this to heart and will review all syllabi in order to make them more uniform, particularly in their learning objectives and methods of evaluation. They certainly subscribe to the recommendation that language practice courses should be capped at 30. However, this is not always possible because of a lack of resources. We will review this issue with them.

The reviewers wonder about the role of the co-op program. In fact French is moving away from co-op and instead is introducing experiential elements into its courses and programs in other ways. Faculty have developed an exciting initiative, "French in Context", to enhance the two first year courses. It includes workshops with guest speakers and engagement with the Francophone community in Toronto. It will give first year students more opportunity to exercise their French language skills outside the classroom and give them a richer understanding of Francophone culture.

Lastly, the reviewers were concerned about the balance between tenure-stream and teaching-stream faculty in the French group. There are currently 3 tenure-stream members and 5 teaching stream. As French moves to becoming an autonomous unit in the current UTSC move toward departmentalization, the faculty will be considering carefully what the appropriate balance will be in the short- and medium-term future.

Sincerely yours,

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

Professor Rick Halpern,  
Dean and Vice-Principal (Academic)

## REVIEW SUMMARY

<b>DIVISION/UNIT:</b>	UTSC <b>Department of Humanities History</b>
<b>DATE:</b>	June 1, 2011
<b>COMMISSIONING OFFICER:</b>	Dean & Vice-Principal (Academic), UTSC
<b>PROGRAMS OFFERED: Undergraduate</b>	History, BA: Specialist, Major, Minor
<b>Graduate:</b>	n/a
<b>EXTERNAL REVIEWERS</b>	Madhavi Kale, Professor of History, Bryn Mawr College Lara Putnam, Associate Professor of History, University of Pittsburg
<b>PREVIOUS REVIEW DATES:</b>	2005
<b>SUMMARY FINDINGS AND RECOMMENDATIONS OF PREVIOUS REVIEW:</b>	<u>2005 Review of the Department of Humanities<sup>1</sup></u> <ul style="list-style-type: none"><li>• Not clear to the reviewers that History has thoroughly thought through its distinctive identity at UTSC.</li></ul>
<b>RECENT OCGS REVIEW(s) DATE:</b>	n/a
<hr/>	
<b>CURRENT REVIEW</b>	
<b>DOCUMENTATION PROVIDED TO REVIEWERS:</b>	UTSC Guidelines for Curriculum Review UTSC Undergraduate Degree Level Expectations Self-Study Curriculum Vitae Program Descriptions from 2011-12 UTSC Calendar List of Courses from 2011-12 UTSC Calendar Course Syllabi
<b>CONSULTATION PROCESS:</b>	The review did not include a site visit.

<sup>1</sup> Only the findings and recommendations pertaining specifically to the History program are summarized.

## **FINDINGS AND RECOMMENDATIONS - OVERALL ASSESSMENT AND SPECIFIC ISSUES IDENTIFIED IN REVIEW REPORT**

### **A. 2009/10 Review of the Administrative Structure: Department of Humanities (which then included English and Philosophy)**

The review team for the 2009-10 review of the Department of Humanities was on campus from December 16 to December 18, 2009. They met initially with Dean Halpern, Vice Provost Regehr, and Dean Corman and subsequently with Chair Bowen (via Skype), students, groups of faculty organized according to individual programs or groups of programs (research as well as teaching stream faculty), groups of faculty according to rank (research stream full, associate, and assistant professors respectively [this latter meeting included newly hired lecturers as well]), the staff of various administrative units, and two newly appointed associate chairs. In addition, they met with six Humanities Graduate Chairs from the St. George campus and had a tour of the facilities at UTSC. In total, they commented in the introduction to their report, they had meetings with 15 students, approximately 17 group meetings with 120 faculty at UTSC (overlapping in various groups), meetings with 8 administrators from UTSC, as well as with 2 staff.

Because of the complexity of the Department, the 2009-10 report did not focus on individual programs. As a result, UTSC followed up in 2010-11 with a series of reviews focusing solely on academic programs and curriculum.

#### **The reviewers observed the following strengths:**

- Students – (generally) showed an energetic and authentic engagement with the Humanities curriculum.
- Undergraduate curriculum –
  - (generally) The integration of research with undergraduate teaching.
  - History has been quite strategic in structuring its curriculum.
- Hires – (generally) the quality and creativity of the Department's recent hires.
- Programs – (generally) the creation of a number of new interdisciplinary major and minor programs which they felt reflected "important new areas of growth and potential ways of creating synergies across disciplinary boundaries."

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

- Administrative structures – (generally) suggested that the construct of a Department of Humanities was outdated.
- Curriculum – (generally) offerings intermittent, unpredictable –
  - Resulting in delay in completion.
  - Making it difficult for student to follow a coherent path.

#### **The reviewers made the following recommendations:**

- Administrative structures – (generally) the creation of five departments (Philosophy, English, Language Studies, History and Area Studies (or Interdisciplinary Studies), and Visual and Performing Arts) which depending upon the model chosen might or might not be associated with an interdisciplinary Humanities Institute under the umbrella of a School of Humanities.
- Appointments –
  - (generally) Should emphasize cross appointments to build interdisciplinarity.
  - (generally) Reduce reliance on stipendiary staff to improve research strength.
- Curriculum – (generally) Streamline and rationalize offerings.

### **B. 2010-11 Review of Academic Program and Curriculum**

The History Program clearly contributes vitally to the growth and estimable reputation of both the Department of Humanities and UTSC.

#### **1. Undergraduate Program (History, BA: Specialist, Major, Minor)**

##### **The reviewers observed the following strengths:**

- Curriculum –
  - Imaginative and well-designed curriculum.
  - Re-designed curriculum characterized by matrix.
  - Breadth and depth of progression of courses – the reviewers have “enormous admiration for the care that has gone into creating a sequential structure within which skills and concepts as well as content knowledge build from one level to the next.”
  - Provides students with a range of course options and frameworks, while also developing their analytical and expository skills.
  - The reviewers are “truly inspired” by the dedication and inventiveness on display in many of the course syllabi, and the amount of written work required of students.
  - Provides good preparation for specialists, training them for post-graduate study and successful careers in teaching and research.
  - Emphasis on regional histories.
  - Specialist Program in History-Language – a laudable proactive step to prepare ambitious students for post-graduate study.
  - Courses provide elective options to students in other Humanities Programs.
- Objectives – supports University-wide mandate to meet the broad interests and needs of its diverse and dynamic student body.
- Quality indicators – data provided on enrollments, student satisfaction, and post-graduate attainment suggests the program is succeeding admirably.
- Evaluation – students given many opportunities to write.
- Teaching – the pedagogical modalities deployed in the courses, with smaller-group tutorials and electronic discussions, are appropriate.

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

- Curriculum –
  - Ambitious and highly structured, making it challenging
    - for faculty to advise students.
    - to offer sufficient courses required for students to complete program.
    - to provide students with adequate and level-appropriate assignments.
    - to provide adequate feedback on assignments.
  - Prerequisites – a historical hodge-podge.
  - Coverage – certain crucial regions are underrepresented among course offerings.
- Class size –
  - Not clear if one discussion tutorial every other week is adequate, given the widely varying degrees of academic preparation of students, and given that each tutorial may include as many as 25 students.
  - Class size may limit capacity to engage students in critical small group discussions.
- Advising – is one faculty member charged with sole responsibility for student advising sufficient?
- Time-to-completion – nearly twice as many students took five years to graduate as took four.

The program is attempting to implement a pedagogically optimal teaching model without the resources that either the small liberal arts college or large university models can

**The reviewers made the following recommendations:**

- Curriculum –
  - Regularize and simplify prerequisites so that students’ progress to degree is not hampered by the unavailability of required courses.
  - Coverage – address gaps in geographical coverage, especially the Caribbean and Latin America, and the relatively limited coverage of the pre-modern and early modern periods of world history.
- Advising – if one faculty member is charged with sole responsibility for student advising, he/she should have a reduced teaching load.
- Staffing – ensure that the number of teaching staff, both faculty and TAs, is sufficient to provide quality feedback on written work and class discussion time.

**2. Faculty/Research**

**The reviewers observed the following strengths:**

- Faculty – ongoing contributions to and stature in the discipline are commendable and inspiring.

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



- Staffing –
  - Does complexity of curriculum constrain faculty choice?
  - How do course reductions for faculty members, as well as sabbaticals and other leaves, affect students' ability to progress through the program?
  - Are the burdens of the curriculum fairly distributed between junior/non-tenure stream and senior faculty?

**The reviewers made the following recommendations:**

- Coverage - the University should give serious thought to committing to new, full-time, tenure-track appointments in the following areas:
  - The circulation and migration of peoples, goods, technologies, beliefs and practices through the Islamic and/or Indian Ocean worlds, and
  - The circulation and migration of peoples, goods, technologies, beliefs and practices in the Atlantic world with a focus on the Iberian peninsula and interactions between its polities and those in north and west Africa and the Caribbean/Latin America.

**ADMINISTRATIVE RESPONSE – Appended**



31 January 2012

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

Dear Cheryl,

Administrative Response  
External Review of the Academic Programs in History

The report by Professors Madhavi Kale and Lara Putnam is very encouraging. They describe the program as “imaginative and well-designed.” They applaud it for meeting “the broad interests and needs of our diverse and dynamic student body, as well as representing and disseminating the disciplinary perspectives and methods of historical studies.” They also raise a number of points that we have discussed carefully with the faculty in History.

Feedback and Advising:

The reviewers write, “UTSC seems to be attempting to implement a pedagogically optimal teaching model without the resources that either the small liberal arts college or large university models can provide.” It is certainly true that basic commitments to quality are complicated by budget realities. In particular, rising tutorial sizes and larger classes at the B and C level run up against efforts to teach not only basic historical information but also historical methods (as reflected, for example, in the key B level methods course). It often has been noted that our program, with a growing representation of courses in the Asian and African areas, is challenged to find well qualified TAs. The broad and diverse offerings of the program are not matched in the graduate program. Thus, especially for the African, South Asian, and East Asian classes, there are few adequately trained possible TAs. Still, it is notable that graduate students now regularly request teaching at UTSC, often citing our good undergraduates, interesting classes, and accessible faculty. The Dean’s Office will work together with the History group to optimize and improve the TA resources for the program.

As noted by the reviewers, the structure of the program does require greater access by students to different levels of advising. Currently, the administrative responsibilities of the program are divided among three persons: a staff person who answers specific questions of eligibility, pre-reqs, etc., handles the first level of advising; a faculty program supervisor handles more academic questions, including the correct preparation needed for graduate study; and finally, a program director oversees the general curricular delivery. In addition, there is an informal system of advising that flows organically from the relatively small size of

the program. Students tend to seek out professors with whom they have taken several classes for informal advice and guidance.

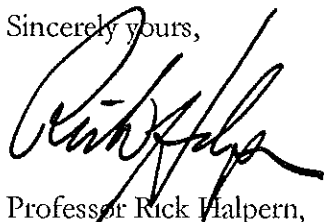
## Curriculum

The History faculty recognize and are concerned about the time it takes some students to pass through the program. They are not convinced that lengthier time to completion, however, is entirely a question of curriculum. They have asked students about this and have been cited work and family pressures that are especially pronounced in our diverse and low-income student body. Still, we want to present a program that allows students to complete on time with an outstanding education.

Several ways have been identified that can alleviate pressures on students seeking to move through the program in a reasonable length of time. First, faculty have begun to meet as a group to plan well-rounded course offerings for the upcoming year. Second, a concerted effort has been made to address the complicated issue of pre-requisites. The 2012-13 calendar will be far easier to follow and students will find it much easier to choose among a range of courses. Third, the History group has worked hard to balance the rigour they demand from B level offerings (mostly national or regional survey courses) with available teaching resources. A few targeted revisions that will appear in 2012-13 should make it easier for students to pass through the program in a timely fashion.

The reviewers also noted the absence of courses in areas such as Latin American/Caribbean that should be included in a program with such ambitious “epistemological and pedagogical objectives.” This matches our own concerns. The group is working to introduce courses that link the histories of Latin America/Caribbean to histories of Canada, United States, France, and the British Empire. Some have been proposed for 2012-13. The complement plan notes, and plans to address, the gaps in the areas identified by the reviewers. Together with the programs in African Studies, Global Asia Studies, and Women’s and Gender Studies positions in gender and Africa, and in Tamil Studies have been requested. Within History the importance of securing faculty who work centrally in the Latin America/Caribbean area has been acknowledged.

Sincerely yours,



Professor Rick Halpern,  
Dean and Vice-Principal (Academic)

## REVIEW SUMMARY

<b>DIVISION/UNIT:</b>	UTSC <b>Department of Humanities Theatre and Performance Studies Music and Culture</b>
<b>DATE:</b>	May 12, 2011
<b>COMMISSIONING OFFICER:</b>	Dean & Vice-Principal (Academic), UTSC
<b>PROGRAMS OFFERED: Undergraduate</b>	Theatre and Performance Studies, BA: Major, Minor Music and Culture, BA: Major, Minor
<b>Graduate:</b>	n/a
<b>EXTERNAL REVIEWERS</b>	Jerry Wasserman, Professor of English and Theatre and Head, Department of Theatre and Film, University of British Columbia  Brenda Ravenscroft, Associate Professor, School of Music, and Associate Dean (Studies), Faculty of Arts and Science, Queen's University
<b>PREVIOUS REVIEW DATES:</b>	2005
<b>SUMMARY FINDINGS AND RECOMMENDATIONS OF PREVIOUS REVIEW:</b>	<u>2005 Review of the Department of Humanities</u> <sup>1</sup> <ul style="list-style-type: none"><li>• Interdisciplinarity – the programs in Visual and Performing Arts (VPA) have been particularly innovative in their interdisciplinary and multidisciplinary approaches.</li></ul>
<b>RECENT OCGS REVIEW(s) DATE:</b>	n/a
<b>CURRENT REVIEW</b>	
<b>DOCUMENTATION PROVIDED TO REVIEWERS:</b>	UTSC Guidelines for Curriculum Review UTSC Undergraduate Degree Level Expectations Self-Study Curriculum Vitae Program Descriptions from 2011-12 UTSC Calendar List of Courses from 2011-12 UTSC Calendar Course Syllabi
<b>CONSULTATION PROCESS:</b>	The review did not include a site visit.

<sup>1</sup> Only the findings and recommendations pertaining specifically to the Theatre and Performance Studies and Music and Culture programs are summarized.

## **FINDINGS AND RECOMMENDATIONS - OVERALL ASSESSMENT AND SPECIFIC ISSUES IDENTIFIED IN REVIEW REPORT**

### **A. 2009/10 Review of the Administrative Structure: Department of Humanities (which then included English and Philosophy)**

The review team for the 2009-10 review of the Department of Humanities was on campus from December 16 to December 18, 2009. They met initially with Dean Halpern, Vice Provost Regehr, and Dean Corman and subsequently with Chair Bowen (via Skype), students, groups of faculty organized according to individual programs or groups of programs (research as well as teaching stream faculty), groups of faculty according to rank (research stream full, associate, and assistant professors respectively [this latter meeting included newly hired lecturers as well]), the staff of various administrative units, and two newly appointed associate chairs. In addition, they met with six Humanities Graduate Chairs from the St. George campus and had a tour of the facilities at UTSC. In total, they commented in the introduction to their report, they had meetings with 15 students, approximately 17 group meetings with 120 faculty at UTSC (overlapping in various groups), meetings with 8 administrators from UTSC, as well as with 2 staff.

Because of the complexity of the Department, the 2009-10 report did not focus on individual programs. As a result, UTSC followed up in 2010-11 with a series of reviews focusing solely on academic program and curriculum.

#### **The reviewers observed the following strengths:**

- Students – (generally) showed an energetic and authentic engagement with the Humanities curriculum.
- Undergraduate curriculum – (generally) the integration of research with undergraduate teaching.
- Hires – (generally) the quality and creativity of the Department's recent hires.
- Programs – (generally) the creation of a number of new interdisciplinary major and minor programs which they felt reflected "important new areas of growth and potential ways of creating synergies across disciplinary boundaries."

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

- Administrative structures – (generally) suggested that the construct of a Department of Humanities was outdated.
- Curriculum – (generally) offerings intermittent, unpredictable –
  - Resulting in delay in completion.
  - Making it difficult for student to follow a coherent path.

#### **The reviewers made the following recommendations:**

- Administrative structures – (generally) the creation of five departments (Philosophy, English, Language Studies, History and Area Studies (or Interdisciplinary Studies), and Visual and Performing Arts) which depending upon the model chosen might or might not be associated with an interdisciplinary Humanities Institute under the umbrella of a School of Humanities.
- Appointments –
  - (generally) Should emphasize cross appointments to build interdisciplinarity.
  - (generally) Reduce reliance on stipendiary staff to improve research strength.
- Curriculum – (generally) Streamline and rationalize offerings.
- Space – properly equipped space is urgently needed for studio instruction.

### **B. 2010-11 Review of Academic Program and Curriculum**

The Theatre and Performance Studies program has been functioning successfully, albeit under significant strain. The Music and Culture program has many excellent qualities, and is a very valuable part of the Humanities Department; however, the program is still in transition and is at a critical phase of its evolution.

#### **1. Undergraduate Programs (Theatre and Performance Studies, BA: Major, Minor; Music and Culture, BA: Major, Minor)**

**The reviewers observed the following strengths:**

- Theatre and Performance Studies –
  - Objectives –
    - The program has been successful in meeting both qualitative and quantitative expectations.
    - Meets the Department's goals on interdisciplinarity, experiential learning and a multiple-perspective approach.
  - Curriculum –
    - Appropriate, ensuring competency, depth, and comprehensiveness.
    - Properly integrates textual analysis, theatre theory, and theatre history with practical performance and production issues so that students learn experientially and holistically.
    - Progressive sequence of courses logical and sensible.
  - Is well integrated within the Department through its involvement in the Art and Culture and Arts Management programs, as well as the large proportion of students with double majors and major-minors.
  - Experiential learning – provides a number of links with the world outside the classroom.
  - Learning outcomes clearly articulated and distinguish it from other U of T programs.
  - Student satisfaction –
    - Students appear to be passionately loyal to the program.
    - The program has been able to positively shape the post-graduate plans of students.
- Music and Culture –
  - Objectives –
    - The program is exemplary in its efforts to maintain its relevance within the Humanities Department and to respond to current research in the discipline.
    - Meets UTSC Degree Level Expectations.
  - Curriculum –
    - Innovative changes have been occurring within a solid program framework.
    - Increasing modernist / contemporary and world music focus.
    - Appropriate emphasis on interactive learning through in-class and online discussion, inquiry-based learning, and experiential and collaborative learning.
    - Students gain an invaluable array of skills and competencies.
    - Successfully prepares students for post-graduate activities in a number of music-related fields.
    - Clear and appropriate distinction between C and D-level courses.
    - Effective emphasis on research and presentation skills in upper-year courses.
    - The rotation of courses has been carefully planned to allow students to meet their program requirements.
  - Experiential learning – many opportunities for students to enrich their learning through activities outside of the classroom.
  - Enrolments –
    - Seem healthy and viable.
    - Class sizes are relatively small.

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

- Theatre and Performance Studies –
  - Curriculum –
    - The program because of its dual nature – as an academic discipline *and* as a practical set of applied skills – is enormously resource intensive.
    - Relies on the English program to provide a number of its required dramatic literature courses.
    - Offers D-level academic work through Supervised Studies and Independent projects rather than regularly scheduled courses.
  - Faculty resources –
    - Small contingent of three full-time faculty.
    - Core courses cannot be taught every year.
    - Reliance on Supervised Study and Independent projects taught off-load increases pressure on faculty.
    - Substantial use of sessional instructors, not unusual in theatre programs.

- The annual production is directed by a graduate student, but should be directed by a faculty member.
    - Name – the reviewer wonders about the name change to “Performance Studies,” given the curriculum research profiles of the faculty.
  - Music and Culture –
    - Curriculum –
      - Required courses still framed fairly traditionally.
    - Faculty resources –
      - Very stretched.
      - Insufficient faculty to mount additional D-level courses.
      - Not always possible to meet the stated goal of offering a minimum of four C-level courses each year.
      - Student frustration with course rotation. Risk of students not being able to complete their degrees in a timely way.
    - Physical resources – appear to be “woefully” inadequate.
    - Student preparation – students enter the program with varying levels of musical background.

**The reviewers made the following recommendations:**

- Theatre and Performance Studies –
  - Physical resources – there is a need for a larger rehearsal space.
  - Requires additional faculty.
- Music and Culture –
  - Curriculum –
    - The program has an opportunity to shape itself as a truly distinct program by capitalizing on its unique strengths in contemporary and world music studies and other areas such as media and technology.
    - More C-level courses should be offered each year.
    - Given the students’ varying levels of musical background, continue to reshape the program so that the need for strong musical literacy is minimized, and so that the program’s objectives and the students’ achievements can be more consistently aligned.
  - Physical Resources –
    - The program should have booking priority for rooms with pianos and staff notation.
    - The Music Studio should perhaps be devoted to the program rather than being shared with the studio and drama programs.
    - Ideally, the university should create more specialized space for these programs.

**2. Faculty/Research**

**The reviewers observed the following strengths:**

- Theatre and Performance Studies –
  - Faculty – are “heroically” committed to teaching, coaching, directing and advising students.
- Music and Culture –
  - Faculty –
    - Maintain a remarkably high level of scholarly activity.
    - Are highly dedicated, collegial and responsive to change.
    - Committed to bringing their scholarship into the classroom in a purposeful way.

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

- Theatre and Performance Studies –
  - Links to scholarship and rigour in the discipline are somewhat problematic –
    - None of the faculty have full professor status.
    - Research output is limited perhaps largely due to demands on their time for teaching, supervision and administration.
    - CVs are “relatively thin.”
  - Acute shortage of full-time faculty –
    - Potential for burnout given the commitments in addition to teaching (coaching, directing, supervising).
    - Status-quo unsustainable.
- Music and Culture –
  - Teaching staff –

- Small tenure-track complement (3) and limited additional teaching resources.
- Faculty are very stretched in ability to deliver program.

**The reviewers made the following recommendations:**

- Theatre and Performance Studies –
  - Workload – the time-intensive work of supervision, direction, production must be shared among *all* the faculty.
  - Faculty resources –
    - The reviewer strongly recommends that an additional faculty member be hired – the program’s ability to develop would be compromised if the complement remains at three.
    - Failing that, another full-time practitioner should be hired, perhaps at the lecturer level, who can teach practical courses, supervise practical projects, and provide additional administrative support.
- Music and Culture –
  - Faculty resources – the reviewer strongly recommends that a new tenure-track position be considered a priority.
  - Faculty input – the two recently hired faculty should play a central role in designing the program structure as it continues to evolve.

**ADMINISTRATIVE RESPONSE – Appended**





31 January 2012

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

Dear Cheryl,

Administrative Response  
External Review of the Academic Programs in TAPS/VPM

The report by Professors Jerry Wasserman and Brenda Ravenscroft is encouraging. They write of the Music and Culture program, “the faculty should be commended on their level of responsiveness and willingness to strengthen the program’s offerings and to align it with emerging directions.” “The TAPS program has been largely successful in meeting both qualitative and quantitative expectations.” They also raise a number of critical points that we have discussed carefully with the faculty in these programs.

The reviewers identified as the principal weakness of the TAPS program the inadequate number of faculty to support the program. They write, “the status quo of three full-time faculty members in the program is neither satisfactory nor sustainable...The extent to which the program provides links with scholarship and rigour in the discipline is somewhat problematic, connecting directly to the issue of workload and the small faculty contingent.” They also express concern about the effect the heavy workload is having on the research of the present faculty. Unquestionably, the demands of running the program have been detrimental to the research and scholarship of the faculty, which is a great concern, particularly as, in the longer term, this could have an adverse impact on how well the program is informed by cutting edge scholarship in the field. We greatly appreciate what the present faculty have achieved nonetheless, and note that they have managed to keep abreast of current scholarship. We hope to find further resources to support them as soon as possible.

The reviewers are concerned about a shortage of D level courses that leads to a reliance on supervised study courses. The TAPS group has been able to introduce two new D level courses that will alleviate this dynamic somewhat. They share the concern about their ability to offer core courses every year. Until there is an additional faculty member these courses will have to be cycled.

The reviewers write that they do not see “any signs of a new Performance Studies emphasis in curricular plans.” The discussion of curriculum in the self-study that they saw dated from 2010. Since then the new faculty member in the TAPS program has completely revamped

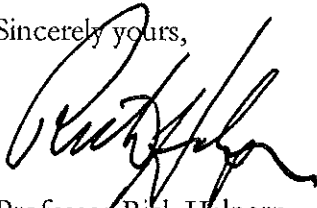
the three core theatre history courses, so that they cover many historical and contemporary forms of performance, which cannot be strictly categorized as “theatre” and therefore are studied as “performance.” For example, in VPDB10, Studies in Theatre History I, he covered “mumming” in its many incarnations, as well as ancient North American Aboriginal ritual dramas. It also should be noted that another faculty member has always taken a performance studies point of view in her courses.

The reviewers suggest that the Music and Culture program adopt an even stronger “modernist/contemporary and world music focus” to capitalize on its unique strengths. The Music group recently has reshaped their program to move it in this direction. These revisions also address the realities of incoming students with varying levels of musical literacy, another of the suggestions of the reviewers.

As the reviewers point out, the faculty in Music are too stretched to mount more senior level courses. This will become easier when one of them completes his term as an academic administrator and returns to full-time teaching. In the long run the program does need an additional faculty appointment.

For both TAPS and Music the reviewers remark that specialized and consolidated space is badly needed. We are very aware of this and are looking for ways to improve their situation as we gain more space for the campus as a whole as development on our north side continues.

Sincerely yours,

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

Professor Rick Halpern,  
Dean and Vice-Principal (Academic)

## REVIEW SUMMARY

<b>DIVISION/UNIT:</b>	UTSC <b>Department of Humanities Women and Gender Studies</b>
<b>DATE:</b>	April 28, 2011
<b>COMMISSIONING OFFICER:</b>	Dean & Vice-Principal (Academic), UTSC
<b>PROGRAMS OFFERED: Undergraduate</b>	Women and Gender Studies, BA: Major, Minor
<b>Graduate:</b>	n/a
<b>EXTERNAL REVIEWERS</b>	Lise Gotell, Professor, Women's Studies, University of Alberta Barbara Crow, Associate Dean, Research, York University
<b>PREVIOUS REVIEW DATES:</b>	2005
<b>SUMMARY FINDINGS AND RECOMMENDATIONS OF PREVIOUS REVIEW:</b>	<u>2005 Review of the Department of Humanities<sup>1</sup></u> <ul style="list-style-type: none"><li>• Interdisciplinarity – the programs in Women's Studies have been particularly innovative in their interdisciplinary and multidisciplinary approaches.</li></ul>
<b>RECENT OCGS REVIEW(s) DATE:</b>	n/a
<hr/>	
<b>CURRENT REVIEW</b>	
<b>DOCUMENTATION PROVIDED TO REVIEWERS:</b>	UTSC Guidelines for Curriculum Review UTSC Undergraduate Degree Level Expectations Self-Study Curriculum Vitae Program Descriptions from 2011-12 UTSC Calendar List of Courses from 2011-12 UTSC Calendar Course Syllabi
<b>CONSULTATION PROCESS:</b>	The review did not include a site visit.

<sup>1</sup> Only the findings and recommendations pertaining specifically to the Women and Gender Studies program are summarized.

## **FINDINGS AND RECOMMENDATIONS - OVERALL ASSESSMENT AND SPECIFIC ISSUES IDENTIFIED IN REVIEW REPORT**

### **A. 2009/10 Review of the Administrative Structure: Department of Humanities (which then included English and Philosophy)**

The review team for the 2009-10 review of the Department of Humanities was on campus from December 16 to December 18, 2009. They met initially with Dean Halpern, Vice Provost Regehr, and Dean Corman and subsequently with Chair Bowen (via Skype), students, groups of faculty organized according to individual programs or groups of programs (research as well as teaching stream faculty), groups of faculty according to rank (research stream full, associate, and assistant professors respectively [this latter meeting included newly hired lecturers as well]), the staff of various administrative units, and two newly appointed associate chairs. In addition, they met with six Humanities Graduate Chairs from the St. George campus and had a tour of the facilities at UTSC. In total, they commented in the introduction to their report, they had meetings with 15 students, approximately 17 group meetings with 120 faculty at UTSC (overlapping in various groups), meetings with 8 administrators from UTSC, as well as with 2 staff.

Because of the complexity of the Department, the 2009-10 report did not focus on individual programs. As a result, UTSC followed up in 2010-11 with a series of reviews focusing solely on academic program and curriculum.

#### **The reviewers observed the following strengths:**

- Students – (generally) showed an energetic and authentic engagement with the Humanities curriculum.
- Undergraduate curriculum –
  - (generally) The integration of research with undergraduate teaching.
  - WGS has been quite strategic in structuring its curriculum to compensate for limited offerings.
- Hires – (generally) the quality and creativity of the Department's recent hires.
- Programs – (generally) the creation of a number of new interdisciplinary major and minor programs which they felt reflected "important new areas of growth and potential ways of creating synergies across disciplinary boundaries."

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

- Administrative structures – (generally) suggested that the construct of a Department of Humanities was outdated.
- Curriculum – (generally) offerings intermittent, unpredictable –
  - Resulting in delay in completion.
  - Making it difficult for student to follow a coherent path.

#### **The reviewers made the following recommendations:**

- Administrative structures – (generally) the creation of five departments (Philosophy, English, Language Studies, History and Area Studies (or Interdisciplinary Studies), and Visual and Performing Arts) which depending upon the model chosen might or might not be associated with an interdisciplinary Humanities Institute under the umbrella of a School of Humanities.
- Appointments –
  - (generally) Should emphasize cross appointments to build interdisciplinarity.
  - (generally) Reduce reliance on stipendiary staff to improve research strength.
- Curriculum – (generally) Streamline and rationalize offerings.

### **B. 2010-11 Review of Academic Program and Curriculum**

For a program with limited resources, Women's and Gender Studies is growing and engaging in innovative curricular development. Reviewers complained of lack on information on a broad range of specific issues including method used to produce self-study, relationship of program with the other WGS programs at the University, detailed course descriptions and information on how courses are offered etc.

## 1. Undergraduate Programs (Women and Gender Studies, BA: Major, Minor)

### The reviewers observed the following strengths:

- Curriculum –
  - The reviewers were impressed with –
    - Clusters used to organize the thematic focuses of the program which match the research interests of the faculty to the program.
    - Remarkable breadth, with courses spanning the Humanities and Social Sciences, in diverse fields, many of which are taught from a global or transnational perspective.
    - Depth and rigour of many of the course outlines.
    - Composition of the A level courses that provide a sophisticated introduction to concepts, debates and theories in WGS.
  - Students are clearly provided with –
    - Theoretical and methodological tools to frame analytic and research inquiry, and a strong foundation for graduate level or professional training.
    - Many opportunities to develop their oral and written communications skills.
  - A and B level courses are very rigorous.
  - There is a clear distinction between C and D level courses.
  - The minor program is successful and popular.
- Student interest – enrolment has doubled in the past five years.
- Student satisfaction – students appear to be highly satisfied with the program.

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

- Curriculum –
  - Not clear how this program will sustain the four clusters given the small pool of full-time faculty.
  - The reviewers were surprised, given that one of the clusters focused on “Health Sexualities and the Gendered Body,” that there was little mention of the significant queer and trans scholarship of the past two decades.
- Course offerings –
  - A lack of stability in course offerings and the turnover of sessional instructors appears to be the cause of student anxiety about program planning.
  - Lack of consistent syllabi.
- Administration –
  - Beyond the attention given to core competencies, there appears to be little reason for the placement of the program in the Humanities Department.
  - Why is the program not in the Department of Social Sciences, given that most of the courses seem to be Social Science focused, and most of the students combine their concentrations in WGS with majors or minors in Social Science disciplines?
- Enrolment –
  - High given faculty complement.
  - Why are there no students with majors or minors from outside of the Humanities and Social Sciences (such as Biological Sciences)?
- Objectives –
  - Unclear how this program is distinctive from other WGS programs at U of T.
- Student engagement –
  - Not clear if there is a WGS student group.
  - Are students involved in the governance of the program and curriculum planning?
  - Are there awards and other forms of recognition for students?
- Student performance – the average GPA is somewhat low.

### The reviewers made the following recommendations:

- Curriculum –
  - Clusters –
    - The program should consider reducing the number of clusters to two or three, given the number of core faculty and course offerings.
    - Clusters 3 and 4 (“Gender, Equity and Human Rights” and “Gender, Local and Global Communities and Diaspora”) could be combined, as there is some overlap.

- The program should engage in a curriculum review to develop a manageable number of courses, as 25 courses may not be sustainable given the faculty complement.
- Senior courses should be developed in the core area of sexualities and masculinities. Until there is an appointment in this area, these courses could be taught by qualified sessional instructors.
- A community service-learning course should be developed, provided that there is campus-level support in the form of partnership development.
- A course outline template should be developed to ensure consistency across the curriculum.
- Given that there is a strong commitment to methodological and research training, the program should find some ways of profiling or showcasing this.
- Guidelines for cross-listed courses should be in place to ensure that students will have access and to make sure that the course content is aligned with program goals and not repeated in core courses.
- Student engagement – the program should encourage the formation of a WGS Student Association.
- Student success – program needs to track student outcomes.
- Website – the program must develop its webpage in order to provide a history of WGS at UTSC, a picture of the strengths and uniqueness of the program, and a link to course descriptions.

## **2. Faculty/Research**

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

- Participation – limited participation of associate and full professors in this program.
- Resources – the program appears to be under-resourced.

### **The reviewers made the following recommendations:**

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

## **ADMINISTRATIVE RESPONSE – Appended**



31 January 2012

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

Dear Cheryl,

Administrative Response  
External Review of the Academic Programs in Women's and Gender Studies

The report by Professor Lise Gotell and Professor Barbara Crow is very encouraging. They write that “for a program with limited resources, Women’s and Gender Studies is growing and engaging in innovative curricular development.” They also raise a number of points that we have discussed carefully with the faculty in Women’s and Gender Studies.

Curriculum

The reviewers recommend that “the program should consider pursuing two to a maximum of three clusters. We suggest that Clusters 3&4 be combined. Our recommendation is based on the number of core faculty, course offerings, and what we consider to be overlap in two of the clusters.” Each of the four thematic clusters represents a crucial area of focus. Given the complement challenges the program is facing, the reviewers’ point about amalgamating two of the clusters makes sense. The WST faculty currently are discussing which clusters to combine – there are slight differences of opinion regarding whether to combine 1&2 or 3&4. The reviewers identified a gap within the program in the core area of Sexualities and Masculinities. The WST group identified “sexualities” as a core area to enhance the program several years ago and took several measures to address the gap. First, the top priority for a tenure-stream hire for the program is in the area of feminist theory with a strength in sexualities. Second, each WST course offering addresses issues of sexuality. Third, in the absence of a new tenure-stream position, the 2012-2013 offering of WSTD03 *Senior Seminar in Health, Sexualities and the Gendered Body/ Representations and Construction of Women and Gender* will be focused on sexualities and masculinities. There is an understandable reluctance to mount new courses that do not have continuing faculty to teach them.

Developing a course template is a good idea; the group plans to address this in the coming year. While allowing flexibility of design, it will provide students with a better sense of what they can expect from a WST course.

The reviewers suggest that the program should proceed to develop a community service-learning course. Almost every one of the WST courses offered by continuing faculty includes an experiential learning component. The WST group strongly agrees that a practicum/service learning course would benefit our program and our students. In 2012-2013, the course *WSTC30 Selected Topics in Women's and Gender Studies* will be offered as a pilot for a practicum or service-learning course.

#### Faculty Complement

Issues of faculty complement and a reliance on sessional instructors have had a negative impact on the program in terms of stability of course offerings and ability to support the four cluster areas. Despite the quality of individual instructors, reliance on sessional instructors overall also has had an impact on continuity in relation to students' expectations of instructors being available from year to year and upon overall program morale with regards to planning. As a first step the position of the senior lecturer in the WST group has been increased from a 60% to a 100% appointment. As noted above, the top priority in the present Department of Humanities is a tenure-stream hire in feminist theory with a strength in sexualities.

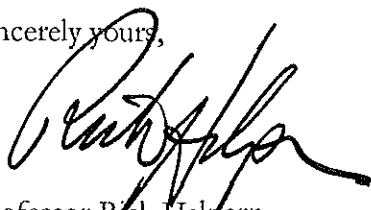
#### Student Engagement

Another recommendation of the reviewers is that a Women's and Gender Studies Student Association be formed. Starting last fall, the Program Director has been working with students to establish an Association. Two students have come forward as de facto coordinators. They plan to apply for Association status with the student union in the winter term.

#### Administration

The reviewers wonder why Women's and Gender Studies is not located in the Department of Social Sciences. The debate over where WST belongs is a longstanding one. In its early years, WST was hosted and funded alternatively by Humanities and Social Sciences. It is not clear how it finally ended up in Humanities. In the discussions about the departmentalization of the current Department of Humanities, the WST group sees a natural home for itself in the new Department of Historical and Cultural Studies. At the same time the Department of Social Sciences is dividing into four discipline-based departments and two EDUs. There is no obvious home for WST in any of these new units, though there are opportunities for collaboration, cross-listing of courses, and possibly shared appointments.

Sincerely yours,



Professor Rick Halpern,  
Dean and Vice-Principal (Academic)



## REVIEW SUMMARY

<b>DIVISION/UNIT:</b>	UTSC <b>Department of Philosophy</b>
<b>DATE:</b>	April 10, 2011
<b>COMMISSIONING OFFICER:</b>	Dean & Vice-Principal (Academic), UTSC
<b>PROGRAMS OFFERED:</b>	
Undergraduate	Philosophy, BA: Spec, Maj, Min
Graduate:	n/a
<b>EXTERNAL REVIEWERS</b>	Henry Jackman, Professor, Department of Philosophy, York University Peter Loptson, Professor, Department of Philosophy, University of Guelph
<b>PREVIOUS REVIEW DATES:</b>	2005
<b>SUMMARY FINDINGS AND RECOMMENDATIONS OF PREVIOUS REVIEW:</b>	<u>2005 Review of the Department of Humanities<sup>1</sup></u> <ul style="list-style-type: none"><li>• Departmentalization – Rationales presented for Philosophy did not deal with the student experience, interdisciplinarity, outreach or globalism but rather focused primarily on faculty prestige and careers and the relationship with cognate units at St. George.</li><li>• Identity – it is not clear that Philosophy has thoroughly thought through its distinctive identity at UTSC.</li></ul>
<b>RECENT OCGS REVIEW(s) DATE:</b>	n/a
<b>CURRENT REVIEW</b>	
<b>DOCUMENTATION PROVIDED TO REVIEWERS:</b>	UTSC Guidelines for Curriculum Review UTSC Undergraduate Degree Level Expectations Self-Study Curriculum Vitae Program Descriptions from 2011-12 UTSC Calendar List of Courses from 2011-12 UTSC Calendar Course Syllabi
<b>CONSULTATION PROCESS:</b>	The review did not include a site visit.

<sup>1</sup> Only the findings and recommendations pertaining specifically to the Philosophy programs are summarized.

## **FINDINGS AND RECOMMENDATIONS - OVERALL ASSESSMENT AND SPECIFIC ISSUES IDENTIFIED IN REVIEW REPORT**

### **A. 2009/10 Review of the Administrative Structure: Department of Humanities (which then included English and Philosophy)**

The review team for the 2009-10 review of the Department of Humanities was on campus from December 16 to December 18, 2009. They met initially with Dean Halpern, Vice Provost Regehr, and Dean Corman and subsequently with Chair Bowen (via Skype), students, groups of faculty organized according to individual programs or groups of programs (research as well as teaching stream faculty), groups of faculty according to rank (research stream full, associate, and assistant professors respectively [this latter meeting included newly hired lecturers as well]), the staff of various administrative units, and two newly appointed associate chairs. In addition, they met with six Humanities Graduate Chairs from the St. George campus and had a tour of the facilities at UTSC. In total, they commented in the introduction to their report, they had meetings with 15 students, approximately 17 group meetings with 120 faculty at UTSC (overlapping in various groups), meetings with 8 administrators from UTSC, as well as with 2 staff.

Because of the complexity of the Department, the 2009-10 report did not focus on individual programs. As a result, UTSC followed up in 2010-11 with a series of reviews focusing solely on academic program and curriculum.

#### **The reviewers observed the following strengths:**

- Students – (generally) showed an energetic and authentic engagement with the Humanities curriculum.
- Undergraduate curriculum – (generally) the integration of research with undergraduate teaching.
- Hires – (generally) the quality and creativity of the Department's recent hires.
- Programs – (generally) the creation of a number of new interdisciplinary major and minor programs which they felt reflected "important new areas of growth and potential ways of creating synergies across disciplinary boundaries."

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

- Administrative structures – (generally) suggested that the construct of a Department of Humanities was outdated.
- Curriculum – (generally) offerings intermittent, unpredictable –
  - Resulting in delay in completion.
  - Making it difficult for student to follow a coherent path.

#### **The reviewers made the following recommendations:**

- Administrative structures – (generally) the creation of five departments (Philosophy, English, Language Studies, History and Area Studies (or Interdisciplinary Studies), and Visual and Performing Arts) which depending upon the model chosen might or might not be associated with an interdisciplinary Humanities Institute under the umbrella of a School of Humanities.
- Appointments –
  - (generally) Should emphasize cross appointments to build interdisciplinarity.
  - (generally) Reduce reliance on stipendiary staff to improve research strength.
- Curriculum – (generally) Streamline and rationalize offerings.

### **B. 2010-11 Review of Academic Program and Curriculum**

#### **1. Undergraduate Program (Philosophy, BA: Spec, Maj, Min)**

#### **The reviewers observed the following strengths:**

- "This is clearly an excellent undergraduate philosophy program."
- Objectives –
  - The program meets its declared goals and objectives extremely well.
  - Appear to fit well with UTSC degree-level expectations.
- Curriculum –

- General structure of the programs is good.
- Covers all of the major areas usually offered in contemporary departments.
- Course offerings –
  - An appropriate mix of large lectures and seminars at appropriate levels.
  - Delivered in interesting, engaging, and good-quality format.
  - Include important, basic interdisciplinary or service courses (eg. Business Ethics) and very interesting non-standard courses.
- Evaluation – methods seem entirely appropriate.
- Student engagement – healthy and growing at the major and minor levels.
- Graduates –
  - The program is producing majors and specialists of the highest quality.
  - Placement of students into top graduate programs is impressive.

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

- Course offerings –
  - Not enough D-level courses are offered.
  - Overreliance on “Independent Study” courses to meet its D-level requirement.
  - Many comparatively small classes are offered at the B-level, which is surprising given the extremely thin offerings at the D-level.
  - Enrolments are too large in some C-level courses.
  - The distinction between C- and D-level courses could be made clearer. Some C-level courses may be covering material that would be better served at the D-level.
- Faculty/student ratio – UTSC has the highest of the three undergraduate philosophy programs at UofT.
- Time to completion – pattern of specialist students transferring to the St. George campus.

**The reviewers made the following recommendations:**

- Course offerings –
  - D-level offerings should be increased –
    - To retain more specialist students.
    - To strengthen the link between the program and scholarship and rigour in the discipline.
    - So that D-level courses can be required for major students.
  - The two new courses designed for majors (B99H3 and C99H3) should be revisited after a few years to see if they should be kept or even made mandatory.

**3. Faculty/Research**

**The reviewers observed the following strengths:**

- Faculty –
  - “A very impressive group of contemporary academic philosophers.”
  - Committed to the program.
  - Actively engaged in cutting edge scholarship in the discipline, with publications in top journals and leading publishers.
- Mentoring of students – the strong record of student placement in graduate programs suggests that mentoring is very successful.

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

- Faculty complement – too small, which is preventing program growth at the specialist level and resulting in an over-reliance on sessional instructors.
- Research – some specializations are lacking, most notably ancient philosophy, ethical theory, early modern empiricism, and philosophy of biology.

**The reviewers made the following recommendations:**

- Faculty complement – should be increased so that more courses, especially D-level, can be offered and gaps in coverage can be addressed.

**ADMINISTRATIVE RESPONSE – Appended**



31 January 2012

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

Dear Cheryl,

Administrative Response,  
External Review of the Academic Programs in Philosophy

The report by Professors Henry Jackman and Peter Loftson is very encouraging. They write, "The strengths of the UTSC philosophy program are very substantial. They may be found in the c.v.s of its faculty, in the curriculum which they have assembled, and in particular deliveries of particular courses of the curriculum." They also raise a number of points that we have discussed carefully with the department.

The reviewers note that the program could be strengthened through increased resources in ancient philosophy, ethics, early modern empiricism, and philosophy of biology. The department is working to address these areas. It is currently conducting two searches: one in Ethics and one in Political Philosophy. The department academic plan (May 2011) identified hiring in Value Theory to be the very top complement priority and a position in the History of Philosophy as the second priority. It also argued for a second Ethics position. Further priorities were less precise, though the plan notes that an appropriately chosen Philosopher of Science could interact very productively with either the Health Studies or Environmental Studies programs.

The reviewers point out that the program offers very few D level courses and instead relies largely on independent studies courses. The department recognizes the problem. Unfortunately, historically the D level courses offered have attracted a very small number of students. The department is currently looking into the causes of this and is considering possible solutions.

The reviewers suggest that a particularly serious consequence of the lack of upper level courses is that Specialist students are transferring to the St. George campus to complete their programs and students in the major graduate without being required to complete any D level courses. The department states that this comment in the self-study was in fact based on anecdotal evidence. It is going to secure actual numbers to determine whether this is a real

problem. The department hopes that as it grows and the program takes shape, this concern will become moot.

The two new courses, PHLB99 (Writing Philosophy) and PHLC99 (Proseminar in Philosophy) are imaginative experiments that have received substantial support from the Dean's Office. As the reviewers suggest we will evaluate their success after a few years.

Sincerely yours,

A handwritten signature in black ink, appearing to read "Rick Halpern". The signature is fluid and cursive, with a long horizontal flourish extending to the right.

Professor Rick Halpern,  
Dean and Vice-Principal (Academic)

## REVIEW SUMMARY

<b>DIVISION/UNIT:</b>	<b>Department of Biological Sciences, UTSC</b>
<b>DATE:</b>	December 19 to 20, 2011
<b>COMMISSIONING OFFICER:</b>	Dean and Vice Principal, UTSC
<b>PROGRAMS OFFERED:</b>	Biodiversity, Ecology & Evolution, B.Sc. (specialist and major), Cell and Molecular Biology, B.Sc. (specialist and co-op), Human Biology, B.Sc. (specialist and major), Industrial Microbiology, B.Sc. (specialist and joint with Centennial College), Integrative Biology, B.Sc. (specialist and major); and Paramedicine, B.Sc. (specialist and joint with Centennial College)
<b>Undergraduate</b>	
<b>Graduate:</b>	n/a
<b>EXTERNAL REVIEWERS</b>	Dr. Stanley Boutin, Professor, University of Alberta, Department of Biological Sciences Dr. Carl J. Douglas, Professor, University of British Columbia, Department of Botany Dr. Donald Hine Edwards, Jr., Professor, Georgia State University, Neuroscience Institute
<b>PREVIOUS REVIEW DATE:</b>	The Department of Biological Sciences was created in 2007 from the previous Life Sciences Department. That department was most recently reviewed in March 2006.
<b>SUMMARY FINDINGS AND RECOMMENDATIONS OF PREVIOUS REVIEW:</b>	Undergraduate program <ul style="list-style-type: none"><li>The program in Neuroscience is valuable and promising. Every effort should be made to continue it</li></ul> Administration <ul style="list-style-type: none"><li>That the existing department be divided into two disciplinary departments: Biology and Psychology</li><li>A lack of communication has eroded the morale and confidence of the faculty with few or no meetings between or within the disciplines</li><li>Technical staff is dispirited and demoralized</li></ul>
<b>RECENT OCGS REVIEW(s) DATE:</b>	
<b>CURRENT REVIEW</b>	
<b>DOCUMENTATION PROVIDED TO REVIEWERS:</b>	Terms of Reference, Biological Sciences UTQAP Self Study Guidelines, Biological Sciences Self-Study, 2011 Program Descriptions (from 2011-12 UTSC Calendar) Course Descriptions (from 2011-12 UTSC Calendar) Course Syllabi Program Self Studies <ul style="list-style-type: none"><li>1<sup>st</sup> Year Biology Task Force Report, 2010</li><li>Physiology Task Force Report, 2010</li></ul> New Program Proposal, Masters in Conservation and Biodiversity Biological Sciences Academic Plan, 2010-11 Governance – Department of Biological Sciences, 2011-12

External Review Report, Dept. of Life Sciences, March 2006  
 External Review Summary and Admin Response, 2006  
 OCGS Consultants Report, CSB, 2007  
 OCGS Consultants Report, EEB, 2007  
 Student Services Statement, Biological Sciences, 2011  
 UTSC Library Statement, 2011  
 Faculty CVs  
 Site-Visit Schedule  
*Towards 2030* Framework  
 UTSC Strategic Plan, 2008  
 UTSC Annual Review, 2010  
 UTSC Viewbook.

**CONSULTATION PROCESS:** The reviewers met with the Vice- Provost, Graduate Education and Vice- Provost Academic Programs; Dean and Vice-Principal (Academic), Vice-Dean Undergraduate, Vice-Dean, Graduate Education and Program Development and Assistant Dean; Graduate Chairs (CSB; EEB); Vice-Principal, Research; Chair; junior and senior faculty members by rank and stream; administrative staff; technical staff; students (graduate and undergraduate).

## **FINDINGS AND RECOMMENDATIONS - OVERALL ASSESSMENT AND SPECIFIC ISSUES IDENTIFIED IN REVIEW REPORT**

Praise for energetic, thoughtful, and productive research and teaching programs.

### **1. Undergraduate Program**

**The reviewers observed the following strengths:**

- Overall quality
  - High quality, interactive program
  - “Top-notch”
  - Organized to meet goals and interests of diverse student body
  - Compare very favourably to national and international norms
  - Selection of courses, learning objectives and curriculum structure are appropriate
  - Teaching and learning environment very positive
- Areas of strength
  - Commitment to delivery of laboratory and experiential learning components is outstanding
- Objectives
  - Programs appropriately structured to accommodate student interests and needs
- Applicants
  - Quality is “reasonably high”
- Admissions
  - Tend to equal or exceed those of other departments
- Curriculum
  - In good to excellent shape, well thought out and well delivered programs
  - Foundations Skills for Scientist programming innovative and timely
    - Program appropriately prepares students for subsequent specialization
  - Excellent core program
    - Integrated first year lab highly successful
    - 2<sup>nd</sup> year core appropriate preparation for Specialist and Major
  - Cell and Molecular Biology: well established and popular, meets norms of similar programs
  - Human Biology: successful; provides opportunity to establish UTSC brand
  - Integrative Biology: Broad program appropriate for students who wish a higher degree of flexibility in their program
  - (Joint) program in Industrial Microbiology and (Joint) program in Paramedicine: successful and rigorous
  - Majors: entirely appropriate for students seeking broader undergraduate education

- Experiential learning
  - Co-op program “outstanding”, one of the more distinctive aspects of program in Biological Sciences
  - Attractive to the best students
  - “very innovative” in structure
- Research experience
  - BIOC99H3 biology team research particularly interesting and innovative
- Graduation rate
  - Within the norm for Canadian universities
- Student engagement
  - High level of student satisfaction
  - Students are universally happy

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

- Overall quality
  - BEE program probably the most vulnerable of those offered by the Department of Biological Sciences at UTSC.
    - Program is not a natural choice of students that choose to attend UTSC
    - Faculty show different levels of commitment to program
- Curriculum
  - Core BEE program will have difficulty creating an identity as a leader in context of numerous strong programs
  - Focus on conservation would help attract students, however, program lacks strength necessary to expand focus on conservation

**The reviewers made the following recommendations:**

- Overall quality
  - BEE program's future requires
    - more faculty
    - aggressive marketing
    - effort to encourage faculty enthusiasm
- Admissions
  - Broader recruitment (geographically) to bolster programs such as BEE
- Curriculum
  - Add new courses in mathematical or computational biology and bioinformatics to both undergraduate and graduate programs to explicitly address increasingly quantitative and computational aspects of biological enquiry.
    - Develop computational components in Laboratory courses that provide training in bioinformatics, in modeling, and in quantitative data analysis.
    - Training in quantitative thinking will provide an essential toolkit to students
  - Increase diversity of upper level courses, particularly in the molecular biology, cell biology, and human biology areas (particularly in area of Virology and Immunology)
- Experiential learning
  - Support and expand Co-op program, particularly for BEE students (to expose them to possible employment opportunities)
  - Seek opportunities and contacts in the resource sector to broaden scope for students
- Mode of delivery
  - Consider judicious and targeted expansion of web-based course delivery.
    - Viewed positively by students.
    - Potential to increase the learning experience and teaching efficiency
- Graduation rate
  - Increase efforts to track students post-graduation
- Student/faculty ratio
  - advisable to reduce size of some 3rd year courses
- Physical resources
  - Improvement would enhance aspects of programming as discussed the below



## 2. Graduate Program

### The reviewers observed the following strengths:

- Student engagement
  - Happy with supervision and quality of their graduate experience

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

- Program development
  - Proposed MSc in Conservation and Biodiversity faces challenges
    - Lack of faculty
    - Faculty lack connection to resource use and agricultural sectors
      - Risks leaving students with limited understanding of complexity of conservation issues
      - Risks limiting co-op opportunities

## 3. Faculty/Research

### The reviewers observed the following strengths:

- Overall quality
  - Strong research enterprise, doing well by several metrics
- Research
  - Enthusiastic motivated group
  - Have helped to identify and support specific research foci from which clear areas of strength have emerged including Neurobiology of Stress
- Faculty complement
  - Research broadened and strengthened through new faculty hires
  - Good mix of senior prominent faculty and developing new hires with real potential
  - New hires an unusually large group. Feel included.
  - Lecturer stream:
    - cadre of instructors who specialize in undergraduate instruction have become first-rate.
- Productivity
  - Publication rate and research funding above average
- Research funding
  - Most faculty have been quite successful in the NSERC system and have average to above average NSERC Discovery Grants
- Research facilities
  - Impressed by well-equipped labs and generally high quality research infrastructure
  - CNS facility impressive
  - Vivarium and Aquatics facilities improved to meet minimum standards
  - Plan growth facilities adequate

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

- Research funding
  - apart from senior faculty, there is little in the way of funding from NSERC Strategic or CREATE grants
- Hires / Recruitment
  - current mentoring situation not deemed adequate
  - complement plan is behind schedule
- Research facilities
  - Lack of research grade greenhouse may be an impediment to plant biologists' program and expansion in medium to long term
- Long-range planning
  - Need to ensure faculty support before pursuing development of strategic initiatives including Environmental stress (natural fit), World hunger (more limited support)

### The reviewers made the following recommendations:

- Overall quality
  - Bolster teaching and research in quantitative and computational aspects of biological enquiry. Data gathering in the field and at the bench, and genomic and proteomic analyses all generate large data sets that require formal methods of organization and management.
- Faculty complement
  - Expand Lecturer stream to help increase course selection and reduce class size

- Make permanent teaching appointment to provide continuity and consistency within first year biology program
- Hires / Recruitment
  - Fundamental that the junior faculty receive strong mentorship on a number of levels. In particular, they need explicit guidance on grant preparation and prioritization of activities to build their research labs and successfully move through the tenure and promotion process
- Research funding
  - Explore alternative sources of research funding.
    - Look beyond traditional NSERC Discovery Grants, to industry and government partnerships, NSERC Strategic Grants, the NSERC CREATE program, etc.
    - Securing additional funding sources would allow them to expand their programs and increase the Departmental research profile.
    - Assistance and guidance for preparation of NSERC Strategic/CREATE Grants, stronger support for CHIR grant applications, and non Tri- Council funding would be useful.
- Research facilities
  - Expansion and modernization of Vivarium and Aquatics facility – ideally as part of a new building – critical to long term viability and competitiveness of research program

#### 4. Administration

##### The reviewers observed the following strengths:

- Leadership
  - Wise and energetic leadership at departmental and university levels
  - Emphasizes consensus and trust
- Governance
  - Department well run
  - Clear lines of communication and collegial departmental atmosphere
  - Committee structure appropriate, opportunity for meaningful service by faculty
- Staff
  - Staffing appropriate
- Organization
  - Praise for amicable nature of process that led to creation of the new unit out of former Department of Life Sciences
  - Collegial relationship with Dean's Office
- Morale
  - High; near unanimity in the feeling of community and of a positive working climate.
- Resources
  - Creative rearrangements of space
- Collaboration / Relationships
  - Strong ties with other academic departments
    - Psychology (through Neuroscience program)
    - Physical and Environmental Studies (Biological Sciences)
    - St George depts. Cell and Systems Biology and Ecology and Environmental Biology , through graduate appointments
  - Internal connections serve to
    - amplify instructional programs
    - help faculty attract graduate students
    - provide foundation for visible research programs
  - Strong external connections with Centennial College (2 joint programs) and Toronto Zoo (course on the role of zoos in conservation)
  - Relationships with other external organizations through co-op
- Reputation / Profile
  - Faculty participation in national and international professional organizations, government and academic advisory panels
- Planning / Vision
  - “very reasonable”

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

- **Morale**
  - Staff members noted they sometimes felt out of the loop concerning decisions on space and other important matters that directly affect them
  - Some instances of low morale as a result of uncertainty about rising demands on staff and faculty resulting from increasing enrolment in the face of limited resources and especially space
- **Location**
  - long and unpredictable travel times and absence of efficient public transport
    - negatively impact productivity and morale of Biology Department members, from faculty to graduate students
    - the ability of department members to interact with colleagues at the St. George campus and to fully participate in the UT academic
- **Resources**
  - “Pervasive challenge of limited space”
  - Lack of high quality teaching and laboratory space the “greatest potential barrier to growth and increased stature”
  - Reduction in teaching lab space (due to conversion to research labs) is making it difficult and stressful to keep the undergraduate lab program running at current capacity.
  - Expansion of the research programs of the large cohort of junior faculty, and envisioned departmental growth will require new and modern research space, and a concerted effort by the UTSC administration to work towards this goal.
  - Failing obtaining funding for a new building, departmental strategic planning may require recruitment of new faculty members that need little lab space, or other creative measures

### **The reviewers made the following recommendations:**

- **Leadership**
  - Strong, collaborative, and effective leadership by Chair will be crucial for ability to:
    - Achieve consensus in a push for research depth (in ~two strategic foci) in targeted areas of growth to balance current emphasis on disciplinary breadth
    - Mentor and support for the large junior faculty cohort as they approach evaluation for tenure
    - Delegate responsibilities; make use an executive and build on individual strengths and abilities to contribute at different levels
    - Provide budgetary leadership and work with the upper administration as the department makes choices and deals with an ever-decreasing budgetary carry forward
  - Open discussion of demands and limitations on department and available options.
- **Governance**
  - Formalization of departmental record keeping and decision-making
  - Periodic staff/faculty meetings
  - Include staff in departmental meetings
- **Morale**
  - Improve communications to ensure members of department “feel in the loop”
- **Organization**
  - Appoint graduate coordinator to ensure graduate teaching meets departmental needs
  - Need to address yearly budgetary shortfall (gradually depleting accumulated surplus)
- **Reputation/Profile**
  - Work towards developing a UTSC Biology “brand”.
    - broad recognition of UTSC as the home of unique expertise in the biological sciences, that attracts outstanding undergraduates, graduate students, faculty, and financial gifts will require a conscious effort to focus research and teaching efforts
    - will require larger distinctive organizational structures that are distinctive from what exists on the St George campus
    - focus on one or two themes that are responsive to broad public needs and interests, and that are distinct from those at UT St. George.
      - Possible themes: “Environmental Change” and “Human Biology”.
      - Collaboration with other UTSC units, such as the Department of Physical and Environmental Sciences, to enhance distinctiveness
- **Resources**
  - Increased equipment maintenance
- **Alumni engagement**

- Build a unique UTSC Biology alumni framework
- Location
  - Improve travel and communications between UTSC and ST George campus [Shuttle; Less restrictive parking regulations]
  - Make fuller use of video participation in St George seminars etc

**ADMINISTRATIVE RESPONSE – Appended**



Office of the Dean & Vice-Principal (Academic)

7 March 2012

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

Dear Cheryl,

**Administrative Response, External Review of the Department of Biological Sciences**

Thank you for your letter of 14 February 2012 requesting my administrative response to the external review of the Department of Biological Sciences. I am very grateful to the reviewers for their careful consideration of the department and their praise for the research success of faculty, the high morale of students, staff, and faculty, and of the department's outstanding commitment to providing students with excellent programs with many opportunities for laboratory and other experiential learning experiences. I am also grateful for the reviewers' assessment of the challenges facing the department and for their many helpful recommendations. The external review was sent to all members of the department, and I met with them on 1 March 2012 to initiate discussion about the review and the search for a new Chair. This meeting was well attended and I was pleased with the range and vigor of the discussion that took place. We are taking the recommendations of the reviewers seriously and already have begun to act upon them.

Let me now address the specific points you raise in your letter of 14 February.

*Recruitment*

- *The reviewers recommend identifying distinct aspects of the various programs in the department in order to assist with student recruitment.*

Since becoming a new department in 2007, the faculty in Biological Sciences have had extensive discussions aimed toward branding and, in particular, toward differentiating the department from cognate biology departments across the University of Toronto (Biology at the University of Toronto Mississauga; and Cell and Systems Biology, and Ecology and Evolutionary Biology in the Faculty of Arts and Science).

The department agrees with the reviewers' suggestion that "Environmental Change" and "Human Biology" might be two branding themes to consider building upon, particularly for undergraduate instruction and for undergraduate recruitment. To this end, over the past several years the department has put much effort toward the development and launch of the Biodiversity, Ecology and Evolution (BEE) major and specialist programs. In part, these programs are aimed toward those students with a strong interest in the environment and environmental biology. As well, during the 2011-12 academic year, the department launched a new major program in Human Biology to

complement their already well-established Human Biology specialist program. That program has the highest enrolment of the specialist programs offered by the department, and the response to the major program already has been overwhelmingly positive.

A third natural pillar of the undergraduate curriculum of the department is in the area of Cell and Molecular Biology. This is an area of long-standing interest and demand by students and has the additional advantage of including a very successful co-op component that differentiates it within the University of Toronto tri-campus system and attracts some of the department's best students. Finally, a fourth pillar that also is distinguished by its unique nature is the joint programs (Paramedicine, and Applied Microbiology) that are run in conjunction with Centennial College. These demanding programs attract students that might not otherwise be considering a university degree.

While "environment," "human biology," and "cell and molecular biology" are all excellent themes to develop for the purposes of branding the department's undergraduate teaching strengths, the branding of its research scholarship is more strongly focused toward differentiating it within the University of Toronto and beyond. In part, this process of differentiation aligns very well with the department's two major graduate education initiatives. The department sees "Environmental and Stress Biology" as a natural area of strength and differentiation to build upon and brand the scholarship of faculty. The department is currently working to establish an environmental and stress biology concentration within the current Environmental Science Ph.D. program housed at UTSC. The department's five-year faculty complement plan also has been strongly informed by its goal to further strengthen and differentiate in this area of biology. Complementing this initiative (as well as their undergraduate BEE initiative) is the proposal to establish a Professional M.Sc. program in Conservation and Biodiversity (MCB). The external reviewers provided some excellent insight and suggestions for this initiative. In particular, the department could be well positioned to further differentiate the MCB by including a focus on urban conservation. For this, the program can clearly capitalize on its location. The UTSC campus is situated on the edge of extensive natural surroundings (the Highland Creek and Valley) within a greater urban environment; it also sits in very close proximity to what will be Canada's first national urban park in the Rouge Valley. Such a park will be a nationally significant trial-ground to establish the strategies and expertise needed to conserve nature in an extensively urban area.

#### *Curriculum and Program Design*

- *The reviewers suggest that the quantitative and computational aspects of biological science could be enhanced.*

The department agrees that formal methods to organize and manage data are becoming an ever more important component of biological enquiry as larger and more complex data sets are generated both in the field and at the bench. For this reason, all of the department's undergraduate specialist programs require courses in Mathematics, Physics, Statistics, and Computer Science. This provides students with a strong foundation in quantitative thinking that is augmented by many of the department's biology courses that incorporate computational approaches applicable to the particular subject matter. Further, in response to the reviewers' suggestion, the department has begun to tailor other existing courses toward more quantitative approaches. The department's recognition of the importance of quantitative and computational approaches to biology is also reflected in their complement plan, which includes hiring a computational biologist within the next five years.

- *The reviewers recommend considering expanding the department's participation in the co-op program*

There has been a long-standing interest and demand by students for programs in Cell and Molecular Biology that has been further enhanced by the thriving co-op component. This co-op component has been so successful, in fact, that the reviewers suggest establishing an effective co-op stream in the new BEE specialist program as well. Given that this is a resource-intensive activity, the department and campus will need to give this recommendation a thorough analysis to determine, first and foremost, the potential to establish the employer partners needed to provide high-quality and remunerative placements for students. Initial impressions, however, are that this is an excellent suggestion to pursue because the establishment of like partners already will be taking place in parallel, as part of development of the Professional Masters in Conservation Biology program.

- *The reviewers urged the department to follow other UTSC academic units and consider web-based delivery of several large enrolment courses*

The department is interested in providing students with "live lectures," as members see this as critical to engaging students in their learning and more generally enriching the students' university experience. For this reason, the department has not in the past considered "web-only" delivery of any of its courses. However, the department does have several large courses in which live lectures are subsequently posted online, or in which there is a web-only section of the course. In response to the reviewers' suggestion, the department will further consider other options for delivery of the large first year biology courses. Currently, each of these courses has two lecture sections, so one model to consider would be to deliver one of these sections live and the second as web-only. This would preserve some degree of choice for students to attend a live lecture while, at the same time, moderately bolstering the teaching capacity of the department.

Related to teaching capacity, the external reviewers also commented on the large average size of the department's third year courses, particularly high-demand courses in the area of cell and molecular biology. The department already has taken some important steps to address this point. Beginning in the 2012-13 academic year, two new third year courses (Immunology; Cell Biology: Intracellular Compartments and Protein Sorting) will be offered annually. The addition of these new courses will bolster both the cell and molecular biology and human biology programs, as well as provide some needed enrolment relief across the department's third year offerings. The launch of immunology is particularly timely as the external review team specifically recommended the addition of just such a course.

#### *Space*

- *The reviewers identified space, especially laboratory space, as a continuing challenge.*

The external review team has recognized as a key challenge the need for teaching laboratory space, which is becoming critical in all of UTSC's science departments. Over the past twelve years, several teaching laboratories have been lost. They have been converted to research laboratories to meet an imperative for additional faculty complement. However, it should be emphasized that undergraduate laboratory instruction remains a highlight of the curriculum, as noted by the reviewers. In response to the external review, the department has developed a proposal to partially relieve the shortage of teaching lab space through the re-purposing of an existing common-use classroom. The UTSC Executive is considering this proposal. Finally, it should be emphasized that quality research laboratory and support space is also in short supply, but that the department does have a strong space planning process in place that will allow continued faculty recruitment in the

near term. In the longer term, a new Science Building is now the highest-priority infrastructure project for the campus.

#### *Faculty*

- *The reviewers identified the need for better mentoring of pre-tenure faculty.*

While the reviewers recognized that a well-structured mentoring program already is in place in the department, they were not satisfied that it was being effectively implemented. In particular, the reviewers highlighted the need for effective mentoring in grant writing. The reviewers noted the department's remarkable demographic: approximately half of the faculty are pre-tenure or pre-promotion, and more than eighty percent of the faculty have been recruited since 2000. This factor, coupled with the doubling of undergraduate enrolment over that same time period has strained all faculty. Nevertheless, faculty mentoring is an area in which the department is committed to redoubling its efforts. It has established a Research Grants Committee whose mandate includes the enhancement of mentoring of junior faculty, particularly in the area of grantsmanship. Also, the outgoing department chair will meet individually with all junior faculty to establish whether the specific mentorship arrangements in place for them are sufficient or could be enhanced.

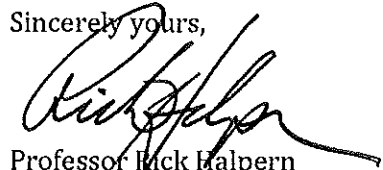
#### *Leadership*

- *Leadership and communication were viewed to be essential as the Department continues to grow and evolve.*

In the coming year, UTSC will have new Chairs in many of its academic units. The Dean's Office has begun to develop a series of workshops for the Chairs and Directors, which will complement the sessions provided by the Provost's Office. Leadership and effective communication will be important elements of the discussion. With regard to the Department of Biological Sciences in particular, I note that this department already has an excellent governance structure in place that includes protocols for effective communication among its members. I have every expectation that these high standards will continue to be upheld and serve as an exemplary model for other academic units at UTSC.

By way of conclusion, I would like to reiterate my sincere gratitude to the reviewers for their affirmation of the excellence of the Department of Biological Sciences and their constructive recommendations. Together with the Chair and colleagues in the department, we will continue in the coming year to carefully consider and incorporate these recommendations.

Sincerely yours,



Professor Rick Halpern  
Dean and Vice-Principal (Academic)



## REVIEW SUMMARY

**DIVISION/UNIT:** UTSC, Department of Computer and Mathematical Sciences  
**DATE:** Nov. 10-12, 2011  
**COMMISSIONING OFFICER:** Dean, UTSC  
**PROGRAMS OFFERED:**  
**Undergraduate** Computer Science, BSc: Spec, Maj, Min, Co-op  
Mathematics, BSc: Spec, Maj, Co-op  
Mathematics and its Applications, BSc: Spec, Co-op  
Quantitative analysis, BSc: Spec  
Statistics, BSc: Maj, Min Co-op

**Graduate:**

**EXTERNAL REVIEWERS** Joseph Halpern, Chair, Dept. of Computer Science, Cornell Univ.  
Helene Massam, Dept. of Mathematics and Statistics, York Univ.  
Haynes Miller, Associate Head, Department of Mathematics, MIT

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**PREVIOUS REVIEW DATE:** 2007 (reported to AP&P, 2008-5-13)

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

The review highlighted the high quality of the research and teaching.

**Programs**

**Areas of Strength:**

- Co-op program a tremendous asset

**Areas of concern:**

- Missed opportunity to exploit the potential of integration / cross-fertilization between the disciplines.
- Few courses are offered in the summer
- Level of enrolment on computer Science and math has been stagnant or declined

**Recommendation:**

- That the department capitalize on its expertise across mathematics, comp science and stats and create a specialist degree integrating the three areas.
- Review courses to ensure that the needs of their own students and students in other departments are being served, are fresh, and are relevant.
- Develop additional advanced topics courses to add depth to all programs.
- Excellent programs will depend on improvement of out of classroom activities including student participation in research, student –run activities and colloquia open to students
- Heighten profile of programs and activity for students

**Faculty/ Research**

**Areas of Strength:**

- High quality of research
- Quality and dedication of faculty and teaching staff to undergraduate education

**Area of concern:**

- Impediment to creation of a scholarly community of competing demands on research faculty of commitments on St George campus
- Gender balance highly skewed

**Recommendation:**

- Increase strength in statistics (faculty and courses)

## Administration

### Areas of Strength:

- Excellent sense of collegiality and morale.

### Recommendations

- Improve sense of community by consolidating faculty within a single location on campus, create seminar space.
- Establish a retreat to provide an opportunity to focus on activities.

**RECENT OCGS REVIEW(s)**

**DATE:**

n.a.

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## CURRENT REVIEW

### DOCUMENTATION PROVIDED TO REVIEWERS:

Terms of Reference, CMS  
UTQAP Self Study Guidelines, CMS  
Self-Study, 2011  
Program Descriptions (from 2011-12 UTSC Calendar)  
Course Descriptions (from 2011-12 UTSC Calendar)  
Course Syllabi  
Program Self Studies:

- Computer Science
- Mathematics
- Statistics

CMS Academic Plan, 2010-11  
External Review Report, CMS, April 2007  
External Review Summary and Admin Response, 2007  
OCGS Consultants Report, Computer Science, 2007  
OCGS Consultants Report, Mathematics, 2009  
OCGS Consultants Report, Statistics, 2009  
Student Services Statement, CMS, 2011  
UTSC Library Statement, 2011  
Faculty CVs  
Site-Visit Schedule  
*Towards 2030* Framework  
UTSC Strategic Plan, 2008  
UTSC Annual Review, 2010  
UTSC Viewbook.

### CONSULTATION PROCESS:

The reviewers met with the Vice-Provost, Graduate Education; Dean and Vice-Principal (Academic), Vice-Dean Undergraduate, and Assistant Dean; Graduate Chairs/designate (Computer Science, Mathematics, Statistics); Vice-Principal, Research; Chair and Associate Chairs; junior and senior faculty members (research stream and teaching stream); Co-op administrative staff; Dept. administrative staff; students.

## FINDINGS AND RECOMMENDATIONS - OVERALL ASSESSMENT AND SPECIFIC ISSUES IDENTIFIED IN REVIEW REPORT

The reviewers endorsed the Departmental goal to make CMS “a destination of choice for undergraduates in the mathematical sciences.”

### 1. Undergraduate Program (Computer Science, BSc: Spec, Maj, Min, Co-op; Mathematics, BSc: Spec, Maj, Co-op; Mathematics and its Applications, BSc: Spec, Co-op; Quantitative analysis, BSc: Spec; Statistics, BSc: Maj, Min Co-op)

#### The reviewers observed the following strengths:

- Curriculum
  - **Mathematics Program:**
    - Well thought out
  - **Computer Science Program**
    - Courses offered are sufficient for students to take a “reasonable” specialist program
    - Students are happy with their options
  - **Statistics Program**
    - Good with a reasonable offering of basic courses
    - Comparable to St George program although there is less choice
  - **Service Courses**
    - Revised in close consultation with user departments
- Experiential learning
  - An important, distinctive element of all programs.
- Teaching
  - Teaching staff are dedicated
  - Students feel teaching is better and more personalized at UTSC
- Program development
  - Development of integrated Quantitative Analysis Specialist program (combining Comp Sci, Mathematics, and Statistics)

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

- Curriculum
  - **Mathematics Program:**
    - Thin final year course offerings with very small (sometimes vanishing) enrolment.
    - Tenure stream faculty stretched thin
  - **Computer Science Program**
    - Lack of resources to offer significant number of upper level courses
    - Unable to offer flexibility to students comparable to (recently) less structured downtown program
  - **Statistics Program**
    - Could benefit from additional streams
  - **Quantitative Analysis**
    - Has turned in a Mathematics for Finance program (not necessarily a bad thing)
- Teaching
  - Training and oversight of TAs is unsystematic.

#### The reviewers made the following recommendations:

- Curriculum
  - Enhance emphasis in all programs in mathematical or scientific communication (writing and oral presentations) to match commitment to advanced training in mathematical reasoning
  - Consider giving credit to faculty to encourage them to offer reading or project courses
  - **Mathematics Program:**
    - Offer more reading courses and project courses to make up for thin array of final year courses.
  - **Computer Science Program:**
    - That the program remove CSCB09H3 as a requirement
    - Increase flexibility within program

- **Statistics program**
  - Expand (course and program) offerings in Statistics and encourage student awareness of opportunities in area.
- **Quantitative Analysis program**
  - Rethink the balance within the program
- Program development
  - Exploit distinctive synergies offered by department
    - Consider creation of special stream or program in Machine learning/Data Mining (possibly in cooperation with Computer Science and Mathematics) which would lend itself to co-op element.
    - Consider creation of new programs Statistics or Joint Specialist in Mathematics or Computer Science and Statistics (rather than a stream in Statistics), exploiting the unique characteristics of the CMS Department.
- Experiential learning
  - Enhance the co-op program, especially in Mathematics
- Research experience
  - Create research experiences for undergraduate students during the academic year
- Students
  - Enrich interactions with undergrad students through activities including coaching and supporting competition teams, faculty lectures to undergraduates, supporting student outreach to high schools
- Teaching
  - Enhance undergraduate teaching assistantships by providing peer support, faculty mentorship, requiring enrolment in teaching seminars.

## 2. Faculty/Research

### The reviewers observed the following strengths:

- Overall quality
  - Graduate departments highly ranked internationally, UTSC faculty representative of them
- Research
  - Excellence of research, faculty highly active
  - Involvement of some teaching faculty in education research
- Faculty complement
  - Growth of faculty complement (Comp. Sci. and Stats.)
- Productivity
  - Most of research occurs on St. George campus (grad students and research seminars are there)
- Hires / Recruitment
  - New hires are excellent.
  - Informal mentorship occurs

### The reviewers made the following recommendations:

- Faculty
  - Make additional hire in Statistics if warranted by enrolment
  - Review teaching load for all tenure stream faculty
  - Establish formal mentorship program for junior faculty
- Research
  - Recognize excellence of faculty research
  - Support teaching faculty research in education

## 3. Administration

### The reviewers observed the following strengths:

- Leadership
  - Significance of chairs excellent leadership in ensuring harmony of unit.
  - Greater degree of integration encouraged through weekly gathering for faculty and staff .
- Morale
  - harmoniousness of the department despite presence of three distinct units and two categories of faculty (research and teaching).

- Integration of teaching faculty
- Location
  - Consolidation of department in a single new building with adequate space has contributed to harmony

**The reviewers made the following recommendations:**

- Organization
  - Establishment of an occasional retreat to focus on departmental issues
  - Institutionalize Mondays as UTM and UTSC day to minimize competing activities
- Alumni engagement
  - Make a greater effort to maintain connection with alumni

**ADMINISTRATIVE RESPONSE – Appended**



28 February 2012

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

Dear Cheryl,

**Administrative Response, External Review of the  
Department of Computer and Mathematical Sciences (CMS)**

Thank you for your letter of 9 February 2012 requesting my administrative response to the external review of the Department of Computer and Mathematical Sciences. I am very grateful to the reviewers for their careful consideration of the department and their recognition of the very high caliber of faculty research, the strength of the programs, and the dedication of faculty to student learning. I am also grateful for their assessment of the challenges facing the department and for their many helpful recommendations. The external review was sent to all members of the department, and I met with them on 13 February 2012 to initiate discussion about the external review and the search for a new Chair. This meeting was well attended and I was pleased with the discussion that took place. We are taking the recommendations of the reviewers seriously and already have begun to act upon them.

Let me now address the specific points you raise in your letter of 9 February.

*Curriculum and Program Delivery*

1. The department agrees with the reviewers' suggestion that all programs in the department would benefit from a greater emphasis on mathematical and scientific communication. This is fundamentally a result of constrained TA and faculty resources, as effective pedagogical instruments to exercise and improve communication skills are resource intensive. We are pleased to note that, in comparison to cognate U of T programs on other campuses, the CMS programs have more required elements related to communication. Specifically, the specialist programs in computer science require that students take a course, "Social Impact of Information Technology," that involves student essays and presentations. Likewise the specialist program in Quantitative Analysis requires a research project. Nevertheless, there are additional steps that can be taken within the bounds of existing resources to further improve the communication skills of CMS students. At a recent departmental meeting, CMS instructors who have experimented with pedagogical elements that rely heavily on communication (group projects, student contributions to Wikipedia, etc.) described their experiences to their colleagues. We are hopeful that this will motivate other instructors to adopt such practices. To that end, the

department will continue engaging in periodic discussions on this matter.

2. The department agrees with the reviewers' observation that there is a relative dearth of upper-level courses, especially at the D-level. This is also fundamentally a matter of resources. Reading courses are not a solution, as they are typically even more resource intensive than regular D-level courses. However, the department makes reading and project courses available to students, at instructors' discretion. It is worth noting that, since 2007, the number of D-level courses offered by CMS in the three disciplines (excluding project and independent study courses) has increased considerably: in Computer Science it increased from five to seven courses, with an eighth course to be introduced in Fall 2012; in Mathematics it increased from zero to four; and in Statistics it increased from zero to two, with two more D-level courses to be introduced in Fall 2013. In the coming years I will continue to work with the department to find resources to support the increase of courses at the upper-level.

With regard to the reviewers' suggestion of allowing students in the computer science program greater flexibility in course selection, considerable changes have been made to the specialist program that will introduce greater flexibility. The changes include a reduction of the overall course requirements by one FCE, the introduction of a new course on artificial intelligence, the broadening of the scope of electives in the program, and the streamlining of prerequisites making several courses accessible to more students. These changes are expected to be in place for the Fall 2012. The department believes that the design of the new program is sound and makes responsible use of the available teaching resources.

3. The reviewers' suggestion of creating one or more additional streams in the statistics program is being given serious consideration by the discipline. Colleagues are hard at work examining how to take advantage of the two new faculty members (one tenure- and one teaching-stream) who joined last year. At this stage the following directions have emerged from these discussions:
  - a. The Specialist Program in Quantitative Analysis will be refocused to the Finance stream, which is the stream that has attracted nearly all students. It will be redesigned with a richer and more appropriate repertoire of courses. The provisional name for the resulting program is "Specialist in Quantitative Finance."
  - b. A new specialist program will be introduced, provisionally named Specialist in Statistical Machine Learning and Data Mining.
  - c. A new minor in Applied Statistics will be introduced aimed at students in the Health Studies bundle of programs being developed at UTSC, as well as students in the Biological Sciences, Psychology, and Management.

The department hopes to formulate full proposals for these programs in time for the 2012-13 curriculum cycle.

4. With regard to the reviewers' recommendation to enhance the co-op option, the opportunities for student research, and opportunities for student engagement outside the classroom, the department notes that the co-op program in computer science is healthy and recognizes that the mathematics co-op program is not as well subscribed as it might be. The department does not have a good grasp on the root causes for this and is presently exploring the question in conjunction with the UTSC Arts & Science Co-op Office.

The department agrees with the reviewers' recommendation that more opportunities for

student engagement outside the classroom should be made available. Possible actions to that end were explored at a recent departmental meeting. These include taking a more systematic approach to engaging students in research through Undergraduate Summer Research Awards and University of Toronto Excellence Awards, and the organization of a lecture series aimed at introducing different research areas and ideas to undergraduates. The department will continue this discussion and will find ways to offer students more opportunities for engagement.

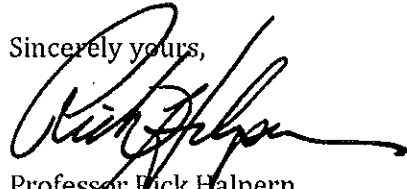
5. The reviewers recommended enhancing the training for Teaching Assistants. TAs in CMS receive the standard training provided to all TAs, and have access to additional support and resources provided through UTSC's Centre for Teaching and Learning. The department understands the reviewers' comment not primarily as a recommendation regarding training, but as a recommendation to take advantage of the greater opportunity that CMS undergraduate students have to act as TAs and to develop special programs and co-curricular activities in the context of a prestigious "undergraduate teaching association." The department is intrigued by this idea and is seeking ways to implement it in consultation with the Dean's Office.

#### *Faculty*

With regard to the reviewers' suggestion that mentorship of junior faculty members could be enhanced, before the end of his term the outgoing chair intends to replace the informal mentoring system presently in effect with the more formal one that the reviewers recommended.

By way of conclusion, I would like to reiterate my sincere gratitude to the reviewers for their affirmation of the excellence of the Department of Computer and Mathematical Sciences and their constructive recommendations. Together with the Chair and colleagues in the department, we will focus in the coming year to carefully consider and incorporate these recommendations.

Sincerely yours,



Professor Rick Halpern  
Dean and Vice-Principal (Academic)



## REVIEW SUMMARY

<b>DIVISION/UNIT:</b>	<b>Department of Psychology, UTSC</b>
<b>DATE:</b>	December 6 and 7, 2011
<b>COMMISSIONING OFFICER:</b>	
<b>PROGRAMS OFFERED:</b>	
<b>Undergraduate</b>	Mental Health Studies BSc. – specialist, major and co-op Psychology – specialist, major and co-op
<b>Graduate:</b>	
<b>EXTERNAL REVIEWERS</b>	Dr. Richard Beninger, Head Professor at the Department of Psychology at Queen's University Dr. Ellen Bialystok, Professor in the Department of Psychology at York University Dr. Jennifer Crocker, Professor in the Department of Psychology at Ohio State University
<b>PREVIOUS REVIEW DATE:</b>	The Department of Psychology was created in 2007 from the previous Life Sciences Department. That department was most recently reviewed in March 2006.
<b>SUMMARY FINDINGS AND RECOMMENDATIONS OF PREVIOUS REVIEW:</b>	<b>Undergraduate program</b> <ul style="list-style-type: none"><li>• The program in Neuroscience is valuable and promising. Every effort should be made to continue it</li></ul> <b>Administration</b> <ul style="list-style-type: none"><li>• That the existing department be divided in to two disciplinary departments: Biology and Psychology</li><li>• A lack of communication has eroded the morale and confidence of the faculty with few or no meetings between or within the disciplines</li><li>• Technical staff is dispirited and demoralized</li></ul>
<b>RECENT OCGS REVIEW(s) DATE:</b>	
<b>CURRENT REVIEW</b>	
<b>DOCUMENTATION PROVIDED TO REVIEWERS:</b>	Terms of Reference, Psychology UTQAP Self Study Guidelines, Psychology Self-Study, 2011 Program Descriptions (from 2011-12 UTSC Calendar) Course Descriptions (from 2011-12 UTSC Calendar) Course Syllabi Program Self Study: <ul style="list-style-type: none"><li>• Program Review</li><li>• Student Survey</li></ul> Psychology Academic Plan, 2010-11 External Review Report, Dept. of Life Sciences, March 2006 External Review Summary and Admin Response, 2006 OCGS Consultants Report, Psychology, 2009 Student Services Statement, Psychology, 2011 UTSC Library Statement, 2011 Faculty CVs

**CONSULTATION PROCESS:** The reviewers met with the Vice- Provost, Graduate Education and Vice- Provost Academic Programs; Dean and Vice-Principal (Academic), Vice-Dean Undergraduate, Vice-Dean, Graduate Education and Program Development and Assistant Dean; Graduate Chair (Psychology); Vice-Principal, Research; Chair; junior and senior faculty members by discipline; administrative staff; students (graduate and undergraduate).

## **FINDINGS AND RECOMMENDATIONS - OVERALL ASSESSMENT AND SPECIFIC ISSUES IDENTIFIED IN REVIEW REPORT**

### **1. Undergraduate Program (list programs)**

The reviewers observed the following strengths:

- Objectives
  - Programs offered and planned are consistent with mission and vision for campus
  - Students appear to be achieving learning outcomes including through lab courses research methodology, data analysis, scientific writing. D level courses teach skills in discussion and writing
- Admissions
  - High GPA of students in mental health studies
  - Competitive admissions to co-op specialists in mental health and psychology attract outstanding students with high GPAs
  - Best students in major and specialist “an impressive group”, “outstanding”
- Curriculum
  - Excellent job reflecting the current state of knowledge in psychology and mental health studies
  - Opportunity for students to learn about cutting edge research and methodologies in laboratories
  - A number of innovative courses
  - Mental health studies program unique and particularly attractive
  - Innovative development of wiki-based courses – excellent opportunity to develop writing skills
- Experiential learning
  - Coop programs in mental health studies and psychology relatively novel, excellent and innovative
  - Excellent fit for student population
  - High demand
- Research experience
  - Some students have opportunity to work in research lab for course credit
    - Experience essential for students interested in graduate work
- Enrolment
  - Psychology programs play a central role in the growth of enrolment of campus (80% of undergraduate students take a psychology course)
- Mode of delivery
  - Department has led the way in exploring alternative teaching options that have supported growth beyond capacity of available teaching space and accommodate commuter students (webOption)
- Student/faculty ratio
  - Well-resourced lab courses have small enrolments and support development of skills in research design, data collection and analysis, critical thinking and technical writing particularly critical for specialists. Demonstrate cutting edge methods
- Student engagement
  - Budding Scholars program available to top 2% of students, highly innovative and exemplary model for engaging best students in high-level work
  - Students who have opportunity to work in research lab are very happy

- Students
  - Department has responded well to the distinctive demographic characteristics of student body and addresses intellectual concerns of students and community appropriately
  - Positive and supportive attitude towards the community across the campus
- Physical resources
  - State-of-the-art lab facilities (resourced with equipment and dedicated space) providing a unique opportunity to learn about research technique and data analysis

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

- Applicants
  - Programs admit some “poor-achieving students” including transfers from other programs
  - Lower end of students admitted have very low GPAs and “little active engagement”
  - Struggling students can disproportionately require faculty time
  - Program willing to accept all students in order to help accommodate enrolment increases
- Curriculum
  - Missing some basic topics in cognition (attention, memory, language, and basic learning mechanisms) relevant to psychology and neuroscience programs and mental health programs
  - Quality highly variable and depends on whether students have the opportunity to be involved in labs and special initiatives
- Experiential learning
  - Some difficulty placing coop students in interesting and appropriate settings linked to comparative newness
- Evaluation of student learning
  - class size results in excessive reliance on multiple choice instruments and inability to effectively assess ability of students to think critically and express themselves in writing
- Time to completion / employability
  - No data available on time to completion
  - No systematic tracking of employment post graduation
- Student/faculty/ ratio
  - Very large size of classes at A, B, and C levels
  - Reliance on webOption
  - Large enrolments have negative effect on faculty and undergraduate education more generally
    - Limited opportunity to ask questions and engage in organized intellectual discussion with other students/faculty
    - Negative impact on student engagement (students do not have opportunity to get to know each other / faculty)
  - Only half the courses are taught by full-time teaching staff (tenure-stream and teaching stream)
- Student engagement
  - Large classes and webOption negatively effects ability of student population to develop the sense of belonging and engagement that has been linked to high academic achievement
  - Many students do not have the opportunity to work in research labs or are unclear on how to take advantage of opportunity

**The reviewers made the following recommendations:**

- Admissions
  - That department consider more stringent criteria for admissions to major and specialist comparable to St George program
    - GPA requirement, course prerequisite, or specific grade requirement for admission to introductory Psychology course
  - Campus as a whole (rather than psychology) must address problem caused by admissions of students who meet campus admissions standards but cannot secure admissions to a major program
- Experiential learning
  - Encourage Department to forge relationships with appropriate settings to support co-op program success
- Evaluation of student learning
  - Incorporate more methods of evaluating student learning in order to provide a richer experience
- Student/faculty ratio
  - Reduce sizes of some courses prior to the C and D level to allow increased opportunities for writing and discussion early in program

- Cap 3<sup>rd</sup> year courses in order to allow more direct contact with instructor, more opportunities for participation, richer evaluation methods
- Student engagement
  - Critical to create means of fostering student engagement
  - Provide better information on how students can become engaged in research labs
- Administration
  - Increase resources for student advising

## 2. Graduate Program (list programs)

### The reviewers observed the following strengths:

- Student Engagement
  - Graduate students are very satisfied with research experiences
  - Most have publications, indicating close collegial relationship with supervisor
- Program development
  - Plans to develop a Professional Masters in Brain Imaging and a PhD in clinical psychology are compatible with University and Campus strategic plans
    - Professional masters Brain imaging may be an opportunity for revenue generation
    - Professional masters Brain imaging in demand
    - Vision of accredited science-based PhD consistent with faculty research strength and recent hires
  - Increased graduate presence at UTSC would enhance undergraduate experience

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

- Program development: Clinical
  - Frustration with delay establishing clinical psychology program
  - Controversy between campuses and departments over Clinical proposal
  - Historically poor collaboration between Oise and UTSC Department of Psychology
  - Accredited clinical program will put a strain on resources
  - Placements intrinsic to clinical program require significant administrative support and supervision
  - Requirements of clinical program would divert resources
- Student funding
  - Graduate funding support is low

### The reviewers made the following recommendations:

- Program development
  - Open and flexible attitude towards potential of clinical proposal from all parties
  - Process followed for development of Brain imaging proposal be inclusive and open, and include neuroscientists fully

## 3. Faculty/Research

### The reviewers observed the following strengths:

- Overall quality
  - Quality of recent hires outstanding
  - Overall quality of research “very good”
  - Promise of excellence from junior faculty
  - Some “outstanding “ mid-career scholars
- Research
  - Strength developing in cognitive neuroscience
  - Strength in social psychology, appropriate to distinctive student population
- Faculty complement
  - Quality of teaching stream appointments
  - Teaching and research stream faculty appear to interact seamlessly and support common goals
- Productivity
  - Strong recent appointments promise more competitive research environment
- Research funding
  - Most of faculty have external funding indicating high level of research appropriate for university
- Mentoring of students / Student involvement

- Offers a “rich selection” of research opportunities to undergraduate and graduate students.

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

- Overall quality
  - Somewhat “variable”. Productivity and overall quality of more senior faculty less consistent
- Research
  - Some gaps in research coverage of basic/foundational elements of psychology that may affect quality of undergraduate education (memory, cognition, and language)
- Productivity
  - Large enrolment and webOption sections may negatively impact faculty research productivity
  - Record mixed: “large number” of faculty with modest career publications and impact figures

**The reviewers made the following recommendations:**

- Faculty complement
  - Expansion of teaching stream to alleviate overcrowding in C-level courses and improve balance of courses taught by regular full-time teaching staff
  - New hires should address gaps in basic content areas

**4. Administration**

**The reviewers observed the following strengths:**

- Leadership
  - Outstanding leadership of Chair
    - Fostering and creating a vision
    - Negotiating effectively for space and faculty positions
    - Outstanding support for faculty research
    - Fosters positive environment for staff
    - Praised innovative activities including “budding scholars initiative, Thursday mingles, weekly graduate lunch”
- Organization
  - Since establishment, department has worked hard to establish structures and programming that accommodate and reflect appropriately the many of the most modern elements in this rapidly changing field
- Morale
  - “Exceptionally high” morale amongst all sectors
  - Faculty enthusiasm about their research and departmental support despite pressure of high enrolment
  - Directly attributable supportive leadership style of Chair
- Collaboration / Relationships
  - Some fruitful partnerships with colleagues at Rotman Research Institute, York University
  - Possible relationship opportunities with hospitals
- Reputation / Profile
  - Work of some faculty has been featured in the media

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

- Staff
  - Large workloads
- Governance
  - Departmental meetings infrequent
  - No standing committees
- Collaboration / Relationships
  - Highly variable
  - Good relationship with social and personality psychology, UTM and St George
  - Relationship with OISE uneven
  - Strong connection between Neuroscience and Biology

**The reviewers made the following recommendations:**

- Leadership
  - Evaluate the extent to which current leadership style is suited to moving the Department into the future
- Governance
  - More consultation within department through more frequent faculty meetings, committee structure
- Resources
  - Department will need additional space, infrastructure and technical staff to support expanding research activities
- Collaboration / Relationships
  - Advocate for reinstatement of express bus to encourage greater collegiality

**ADMINISTRATIVE RESPONSE – Appended**



29 February 2012

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

Dear Cheryl,

**Administrative Response, External Review of the Department of Psychology**

Thank you for your letter of 9 February 2012 requesting my administrative response to the external review of the Department of Psychology. I am very grateful to the reviewers for their careful consideration of the department and their praise for the excellent and innovative coop program, the high quality of the curriculum and teaching facilities, the opportunities for research that are available to undergraduate students, and the high quality of the faculty. As the reviewers noted, the Department of Psychology's programs have played a key role in enrolment growth in the past and will continue to be central to plans for growth in the future. The exceptionally high morale of staff, faculty, and students is quite remarkable given the pressures of growth and change and is a credit to the whole department as well as to the leadership of the Chair. I am also grateful for the reviewers' assessment of the challenges facing the department and for their many helpful recommendations. The external review was sent to all members of the department, and I met with them on 27 January 2012 to initiate discussion about the external review and the search for a new Chair. This meeting was well attended and I was pleased with the discussion that took place. We are taking the recommendations of the reviewers seriously and already have begun to act upon them.

Let me now address the specific points you raise in your letter of 9 February.

*Admissions*

The department welcomes the reviewers' suggestion that admission criteria to the major and specialist programs be reviewed. It has undertaken an in-depth analysis of possible admission criteria, including the introduction of a high school Mathematics requirement and a minimum GPA in the UTSC "Introductory Psychology" courses as program entrance requirements. Admission criteria will be adopted once their value for departmental and campus-wide priorities are assessed.

*Curriculum*

The reviewers rightly identified that the curriculum is missing some basic topics in cognition. This is largely due to the recent loss of three senior cognitive scientists. Last year the department hired an outstanding new scholar who will gradually assume a full teaching load in the discipline. A search for another cognitive scientist was recently completed, and a new assistant professor will join the department in July to lend further reinforcement to this area. The department also has undertaken

a review of its course offerings in cognition and will determine how best to deploy its new teaching resources to address the concerns expressed by the reviewers.

#### *Program delivery*

The department shares the reviewers' concern about the impact of class size on student learning and engagement, the nature of assignments and grading, and faculty productivity. Undergraduate enrollments formed an important focus of the department's Self-Study because they are unduly high. The department has been remarkably successful at accommodating the ever-increasing enrollments that followed the double cohort, developing, for example, the highly successful Web Option LectureCast that allows delivery of web-captured lectures. Despite its successes, the department accepts the reviewers' observation that very high enrollments have an impact on student learning and engagement, the nature of assignments and grading, and on faculty productivity. As the department explores appropriate admission criteria for its major and specialist programs, we expect that the chosen criteria inevitably will have the effect of reducing enrollments. This is because enrollments in all but the first year are driven by program requirements. Another way of addressing high enrollments is with the addition of faculty complement. The department would need a significant infusion of new positions, both in the teaching stream and in the research stream, to create new courses and sections of courses. In the coming years I will continue to work with the department to find resources to support an increase in faculty complement.

As well, we share the concern expressed by the reviewers about the percentage of courses taught by non-full-time faculty members. The department's Self-Study includes data on courses taught on stipend, which show the use of stipendiary instructors peaking in 2009-10, but declining sharply thereafter as a result of recent hiring. This declining trend is continuing as new hires gradually assume their full teaching loads. When the problem posed by high enrollments is addressed as discussed above, reliance on non-full-time faculty will decline further.

#### *Resources and Program Planning*

The department regards the reviewers' observation that there are significant gaps in the breadth of research conducted by existing faculty members as being linked to the reviewers' earlier point on the place of cognition in the curriculum, rather than pointing to gaps in research conducted by existing faculty members. The department is keenly aware of leading edge trends in the science of psychology and is shaping its hiring strategy and complement plan to remain on that edge. The department tends to eschew hiring in traditional areas, such as animal behaviour or cognitive psychology, in favour of contemporary forms of scholarship in behaviour and cognitive neuroscience.

We are very pleased with the strong support given by the reviewers to the development of graduate programs in brain imaging and clinical psychology, and we note their concern about the potential for increased pressure to be placed on resources. As with all new graduate programs, we have conducted a careful cost analysis of the proposed program in clinical psychology and are satisfied that sufficient resources will be generated to ensure the sustainability of the program. A similar cost analysis has been conducted for the brain imaging program and we are satisfied that sufficient funds will be generated for additional faculty complement and for equipment needs.

#### *Governance*

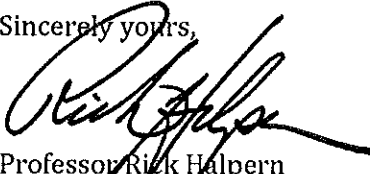
With regard to the recommendation to increase consultation within the department with respect to decision-making, it is worth noting that, when canvassed, faculty voted unanimously in support of the current arrangement. This affirmation notwithstanding, the department has given serious consideration to the reviewers' recommendation and has decided to heed the advice of the



reviewers. It will hold monthly faculty meetings on a fixed schedule. The Chair of the department will also institute a number of standing committees that will address, in conjunction with the faculty as a whole, matters of ongoing concern to the department.

By way of conclusion, I would like to reiterate my sincere gratitude to the reviewers for their affirmation of the excellence of the Department of Psychology and their constructive recommendations. Together with the Chair and colleagues in the department, we will continue in the coming year to carefully consider and incorporate these recommendations.

Sincerely yours,

A handwritten signature in black ink, appearing to read "Rick Halpern", written over a horizontal line.

Professor Rick Halpern  
Dean and Vice-Principal (Academic)

## APPENDIX

### Externally commissioned reviews of academic programs, completed September 2011 – March 2012

Additional reviews of programs are conducted by organizations external to the University most commonly for accreditation purposes. These reviews form part of collegial self-regulatory systems to ensure that mutually agreed-upon threshold standards of quality are maintained in new and existing programs. Such reviews may serve different purposes than those commissioned by the University. A summary listing of these reviews is presented below.

Traditionally, these reviews have been reported annually to AP&P each March as an appendix to the compendium of external reviews. Now that external reviews are presented biannually rather than annually to AP&P, this report is presented in two parts: in March/April and September.

Unit	Program	Accrediting Agency	Status
Faculty of Kinesiology and Physical Education	BKin in Kinesiology BPHE in Physical and Health Education	Canadian Council of University Physical Education and Kinesiology Administrators (CCUPEKA)	Accredited (next review 2018)
Toronto School of Theology and Conjoint Programs	<u>Undergraduate Second Entry/Basic Degrees</u> Master of Arts in Ministry and Spirituality (MA in Ministry and Spirituality) Master of Divinity (MDiv) Master of Pastoral Studies (MPS) Master of Religion (MRel)* Master of Religious Education (MRE) Master of Sacred Music (MSM) Master of Theological Studies (MTS) <u>Graduate/Advanced Degrees</u> Master of Theology (ThM) Doctor of Theology (ThD) Doctor of Ministry (DMin)	Association of Theological Schools (ATS)	Accredited (next review 2021)

\*Closure approved March 14, 2012.

School of Graduate Studies – OCGS Appraisals		
MASc/MEng/PhD Mechanical and Industrial Engineering	Faculty of Applied Science and Engineering	GOOD QUALITY AFTER REPORT
MMSt, Museum Studies	Faculty of Information	GOOD QUALITY AFTER REPORT
PhD, Information Studies MI, Information	Faculty of Information	GOOD QUALITY AFTER REPORT
MA/Med, History and Philosophy of Education	Ontario Institute for Studies in Education of the University of Toronto	Recommendation pending report due October 6, 2012