



**TO:** Committee on Academic Policy and Programs

**SPONSOR:** Cheryl Regehr, Vice-Provost, Academic Programs

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**DATE:** April 3, 2013 for April 16, 2013

**AGENDA ITEM:** 1

**ITEM OF BUSINESS:**

**Semi-Annual Report on the Reviews of Academic Units and Programs**

**JURISDICTIONAL INFORMATION:**

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

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

The compendium of review summaries is forwarded, together with the record of the Committee’s discussion, to the Agenda Committee of the Academic Board, which determines whether there are any issues warranting discussion at the Board level. The same documentation is sent to the Executive Committee of the Governing Council for information. (*Policy*)

**PREVIOUS ACTION:**

Governing Council approved the *Policy for Approval and Review of Academic Programs and Units* in 2010. The *Policy* outlines University-wide principles for the approval of proposed new

academic programs and review of existing programs and units. Its goal is to align the University's quality assurance processes with the Province's Quality Assurance Framework through establishing the authority of the University of Toronto's Quality Assurance Process (UTQAP).

**HIGHLIGHTS:**

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

Ten external reviews of units and/or programs, all commissioned by Deans, were received by the Office of the Vice-President and Provost since the last report to AP&P. The submission to AP&P includes the signed administrative responses from each Dean, which highlight action plans in response to reviewer recommendations.

The overall assessments of the academic programs reviewed were positive. Common themes continue to be the excellence of our faculty and students, the strength of our research reputation, and the innovativeness and quality of programs. In addition, this set of reviews highlighted the uniquely rich array of cognate and affiliated units and faculty, library resources, and external partners that contribute to the excellence of these programs.

It should be noted that several reviews raised concerns about the recruitment and funding of international students; the professionalization of graduate students, including pedagogical training; and foreign language training. The reviews made important recommendations on how these matters could be improved. The administrative responses from the deans address these issues and others.

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

**FINANCIAL AND/OR PLANNING IMPLICATIONS:** n/a

**RECOMMENDATION:** For Information.



UNIVERSITY OF  
**TORONTO**

OFFICE OF THE VICE-PROVOST,  
ACADEMIC PROGRAMS

## **REVIEWS OF ACADEMIC PROGRAMS AND UNITS**

### **Semi-Annual Report**

Report to the Committee on Academic Policy and Programs  
April 16, 2013

# REVIEWS OF ACADEMIC PROGRAMS AND UNITS

## Semi-Annual Report

Report to the Committee on Academic Policy and Programs  
April 16, 2013

### *Divisional Reviews*

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

|  |   |
|--|---|
| Institute of Biomaterials and Biomedical Engineering (IBBME) and the following programs: | 1 |
| <i>Graduate:</i> Biomedical Engineering, M.A.Sc., Ph.D.<br>Clinical Engineering, M.H.Sc. |   |
| <i>Collaborative:</i> Collaborative Program in Biomedical Engineering                    |   |

#### **Faculty of Arts and Science**

|  |    |
|--|----|
| African Studies programs (New College):  | 13 |
| <i>Undergraduate:</i> African Studies, B.A., Hons.: Specialist, Major; Minor   |    |
| Caribbean Studies programs (New College):  | 22 |
| <i>Undergraduate:</i> Caribbean Studies, B.A., Hons.: Specialist, Major; Minor   |    |
| Classics, Department of and the following programs:  | 30 |
| <i>Undergraduate:</i> Classical Civilization, B.A., Hons.: Major; Minor<br>Classics (Greek and Latin), B.A., Hons.: Major<br>Greek, B.A., Hons.: Major; Minor<br>Latin, B.A., Hons.: Major; Minor              |    |
| <i>Graduate:</i> Classics, M.A., Ph.D.   |    |
| Italian Studies, Department of and the following programs:   | 41 |
| <i>Undergraduate:</i> Italian, B.A., Hons.: Specialist, Major; Minor<br>Italian Culture and Communication Studies, Minor<br>Second Language Learning (Italian), B.A., Hons.: Major                             |    |
| <i>Graduate:</i> Italian Studies, M.A., Ph.D.  |    |
| Psychology, Department of and the following programs:  | 52 |
| <i>Undergraduate:</i> Psychology, B.Sc., Hons.: Specialist, Major; Minor<br>Psychology Research, B.Sc., Hons.: Specialist<br>Environment and Behaviour: Minor  |    |
| Study of Religion, Department for the, and the following programs:   | 61 |
| <i>Undergraduate:</i> Religion, B.A., Hons.: Specialist, Major; Minor<br>Christian Origins, B.A., Hons.: Specialist<br>Islamic Studies, B.A., Hons.: Major<br>Buddhist Studies, B.A., Hons.: Specialist, Major |    |
| <i>Graduate:</i> Study of Religion, M.A., Ph.D.  |    |

## **Faculty of Medicine**

Biochemistry, Department of and the following programs: 70  
*Graduate:* Biochemistry, M.Sc., Ph.D.

Medical Biophysics, Department of and the following programs: 79  
*Graduate:* Medical Biophysics, M.Sc., Ph.D.

## **University of Toronto Mississauga**

Professional Graduate Programs Centre, *program only review* 87  
of the following programs:  
*Graduate:* Master of Management and Professional Accounting (MMPA)  
Diploma of Forensic and Investigative Accounting (DIFA)

**Appendix: Externally-commissioned reviews of academic programs since  
the last report to AP&P** 99

**REVIEW SUMMARY**

|                                       |  |
|---------------------------------------|--|
| <b>Program(s) under review:</b>       | Biomedical Engineering, MAsc, PhD<br>Clinical Engineering, MHSc<br>Collaborative Program in Biomedical Engineering   |
| <b>Division/Unit under review:</b>    | Institute of Biomaterials & Biomedical Engineering, Faculty of Applied Science and Engineering   |
| <b>Commissioning Officer:</b>         | Dean, Faculty of Applied Science and Engineering   |
| <b>Reviewers (Name, Affiliation):</b> | <ol style="list-style-type: none"> <li>1. Dr. Monique Frize, Professor Emerita, School of Information Technology and Engineering (SITE), University of Ottawa; Fellow of the Canadian Academy of Engineering; Officer of the Order of Canada</li> <li>2. Dr. Kevin Healy, Professor and Chair, Department of Bioengineering; Professor, Materials Science &amp; Engineering, University of California, Berkeley; Fellow of the American Institute of Medical and Biological Engineering</li> <li>3. Dr. Craig Henriquez, Professor and Chair, Department of Biomedical Engineering; Co-Director, Center for Neuroengineering, Pratt School of Engineering, Duke University</li> <li>4. Dr. William Wagner, Professor, Departments of Surgery, Bioengineering, and Chemical Engineering; Director of the McGowan Institute of Regenerative Medicine, UPMC/University of Pittsburgh Schools of the Health Sciences; Fellow of the American Institute for Medical and Biological Engineering</li> </ol> |
| <b>Date of review visit:</b>          | November 19-20, 2012   |

|   |   |
|---|---|
| <b>Previous Review Date:</b>                                    | 2005  |
| <b>Summary Findings and Recommendations of Previous Review:</b> | <p><b>1. Undergraduate and Graduate Programs</b></p> <p><b>The reviewers observed the following strengths:</b></p> <ul style="list-style-type: none"> <li>• Excellent international reputation</li> </ul> <p><b>The reviewers identified the following areas of concern:</b></p> <ul style="list-style-type: none"> <li>• Increasing enrolment is outstripping the physical and personnel resources of the Institute</li> </ul> <p><b>The reviewers made the following recommendations:</b></p> <ul style="list-style-type: none"> <li>• Consider prioritizing an increase in doctoral student enrolment and training</li> <li>• Strategically manage increasing undergraduate and graduate enrolment</li> </ul> <p><b>2. Faculty/Research</b></p> <p><b>The reviewers observed the following strengths:</b></p> <ul style="list-style-type: none"> <li>• Outstanding model for promotion and management of interdisciplinary research</li> <li>• Faculty research provides outstanding opportunities for students</li> </ul> <p><b>The reviewers made the following recommendations:</b></p> <ul style="list-style-type: none"> <li>• Consider recruitment in stem cell engineering and</li> </ul> |

|                                    |  |
|------------------------------------|--|
|                                    | <p>regenerative medicine</p> <p><b>3. Administration</b></p> <p><b>The reviewers observed the following strengths:</b></p> <ul style="list-style-type: none"> <li>Participating Faculties show great enthusiasm for IBBME</li> </ul> <p><b>The reviewers identified the following areas of concern:</b></p> <ul style="list-style-type: none"> <li>Critical need for a robust financial structure</li> </ul> <p><b>The reviewers made the following recommendations:</b></p> <ul style="list-style-type: none"> <li>Consider establishing a traditional department to support growth in undergraduate and doctoral training, retaining IBBME as a catalyst for multidisciplinary research</li> </ul> |
| <b>Recent OCGS Review(s) Date:</b> | <p>2003-04: Biomedical Engineering, MASc, PhD (Good Quality); Clinical Engineering, MHSc (Good Quality with Report)</p> <p>2005-06: Collaborative Program in Biomedical Engineering (Approved to Continue)</p>   |

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## CURRENT REVIEW

### DOCUMENTATION PROVIDED TO REVIEWERS:

Terms of Reference  
 Self-Study  
 Faculty of Applied Science & Engineering Annual Report, 2011: Performance Indicators  
 Report of the Previous External Review, 2005  
 University of Toronto Quality Assurance Process (UTQAP)  
 IBBME Core Faculty CVs

### CONSULTATION PROCESS:

The reviewers met with Dean Cristina Amon, Faculty of Applied Science and Engineering; Dean Catherine Whiteside, Faculty of Medicine and Dean Daniel Haas, Faculty of Dentistry; Professor Paul Santerre, IBBME Director; chairs of cognate FASE units (Departments of Chemical Engineering and Applied Chemistry; Materials Science and Engineering, Electrical and Computer Engineering; Mechanical and Industrial Engineering; Civil Engineering; and Engineering Science); graduate coordinators in cognate divisions (FASE, Dentistry, Medicine, Arts & Science, Pharmacy); junior and senior faculty members from IBBME and the Faculties of Medicine and Dentistry; administrative staff; undergraduate and graduate students; and members of the external community/technology partners (leadership of Techna (Dr. David Jaffray); Centre for Commercialization in Regenerative Medicine (Dr. Michael May); Centre for Research in Advanced Neural Implant Applications (Dr. Milos Popovic); Tony Easty Human Factors laboratory at the University Hospital Network; Dr. Geoff Fernie at the Toronto Institute for Rehabilitation).

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

### 1. Undergraduate Program (no undergraduate programs)

### 2. Graduate Program (Biomedical Engineering, MASc, PhD; Clinical Engineering, MHSc; Collaborative Program in Biomedical Engineering)

**The reviewers observed the following strengths:**

- Overall quality
  - Very good quality doctoral programs
- Curriculum and program delivery
  - Strong concept for single core course for all programs
  - Clinical engineering training is “key strength”
  - Valuable collaborative program
- Quality indicators
  - Large number of first authored student publications and presentations at international meetings
  - Attracts students from across Canada
- Enrolment
  - Growth in doctoral student enrolment (nearly doubled since 2005 review); now on par with top programs globally

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

- Curriculum and program delivery
  - Courses may not fully reflect the breadth of Institute expertise; may not equally serve all cohorts
  - Content of single core course for all programs may not be ideal for all possible paths through IBBME; size of class may limit opportunities for improving communication skills
  - Need for an appropriate ethics course for all students
  - Minor administrative barriers can inhibit students from enrolling in courses elsewhere at U of T
  - Graduate students would like to have more IBBME-sponsored networking events to support career and professional development
- Quality indicators
  - Number of international applicants inconsistent with IBBME’s outstanding research reputation; IBBME’s programs may not be readily visible to international students who would look for biomedical engineering department
- Program Administration
  - Limited staff for the collaborative program frustrates students seeking advice and support for meeting core requirements

**The reviewers made the following recommendations:**

- Curriculum and program delivery
  - Define critical knowledge for each of the research areas and ensure appropriate curriculum is in place
  - Consider growing and positioning clinical engineering as a model curriculum for bioengineering innovation and design, to draw students from Canada and beyond
  - Develop ethics course including ethical decision-making, codes of ethics, applying for ethics clearance, societal impact of biomedical engineering technologies
  - Find ways to bring students together to expose them to international biomedical engineering research
- Quality indicators
  - Continue to develop strategies to market the programs and recruit international students, including considering the creation of a Department of Biomedical Engineering and clearly identifying available degree programs
- Enrolment
  - Consider growth in clinical engineering if sufficient faculty resources exist
- Program Administration
  - Increase staff for the collaborative program

**3. Faculty/Research**

**The reviewers observed the following strengths:**

- Overall quality
  - Internationally recognized, pioneering research; several faculty are world-leaders
  - Exemplary integration of faculty in engineering and the physical sciences with the life sciences to solve problems in medicine, dentistry and rehabilitation



- Research
  - Research publications and citations on par with top programs worldwide
  - Particular strengths in biomaterials and tissue engineering, imaging, rehabilitation science and neuroengineering
  - Neural, sensory systems and rehabilitation faculty research is known internationally because of its direct clinical application
  - Very impressive, unique simulation laboratory for the study of usability and safety of medical devices; supports projects that lead to improved quality of life for people who are disabled
- Faculty
  - Growth of complement since last review; excellent junior faculty
  - Successfully attracts excellent core and associated faculty

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

- Research
  - Lack of space could limit retention of junior faculty and recruitment of senior faculty with large laboratories
  - Nanotechnology and neural systems areas do not yet have critical mass

**The reviewers made the following recommendations:**

- Research
  - Consider strategic core facilities that can be implemented immediately to integrate and accelerate excellent research programs
  - Consider developing a strategic plan (including student training) in the area of brain and peripheral nerve stimulation leveraging IBBME's clinical focus to promote leadership in this area
- Faculty
  - Nanotechnology and neural systems areas could benefit from additional faculty

#### **4. Administration**

**The reviewers observed the following strengths:**

- Relationships
  - Very good faculty morale; faculty are proud and enthusiastic to belong to IBBME
  - Graduate students "quite pleased" to belong to IBBME
  - Excellent partnerships and communication with associated Faculties, hospital partners, translational organizations and local industry
  - IBBME research has resulted in products of clear benefit to society, nationally and internationally
- Organizational and financial structure
  - MOU and governance document support excellent organizational and financial structure
- Planning / Vision
  - Outstanding leadership of Director
  - Reviewers encouraged by development of plan to support alumni relations

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

- Organizational and financial structure
  - "Severe space restriction" "severely limits growth, academic production and international visibility"

**The reviewers made the following recommendations:**

- Relationships
  - Build and maintain budding relationships with local institutions focused on translation and technology transfer
- Organizational and financial structure
  - In the short term, consider allowing IBBME programs to use space freed up by movement of non-IBBME faculty into new building
  - In the long term, consider including space for IBBME faculty, core support facilities and teaching laboratories in proposed "mega" building

- If a Department of Biomedical Engineering is established to support the graduate programs, retain the Institute to manage cross-faculty research
- Improved space could improve revenue generation through improved success in applications for research and philanthropic funding
- Consider committing additional resources to research grant support
- Consider raising additional resources to support the collaborative program

**ADMINISTRATIVE RESPONSE – Appended**



UNIVERSITY OF TORONTO  
FACULTY OF APPLIED SCIENCE & ENGINEERING

*Cristina Amon, Dean*

March 18, 2013

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

Dear Cheryl

Thank you for your letter of January 24, 2013 regarding the November 2012 External Review of the Institute of Biomaterials and Biomedical Engineering (IBBME). We consider the external review an important opportunity to critically reflect on the strengths, opportunities and future plans for our academic units and for the Faculty as a whole. We take great pride in the high quality of the people, research and teaching programs at IBBME and we look forward to incorporating the feedback received through this review in the strategic planning of the Institute.

I write in consultation with Dean Catharine Whiteside of the Faculty of Medicine, and Dean Daniel Haas of the Faculty of Dentistry in response to the reviewers' recommendations, specifically in the four areas you identify. For ease of reading, a summary of each area identified in the review is followed by the Faculty's administrative response.

**1. Resources to support programs**

- *The reviewers commended the successful growth of the Institute and its programs, but noted the significant challenges space restrictions pose for continued growth, recruitment, academic production and international visibility.*

**Administrative response:**

The space restriction issue is acknowledged to be a serious challenge for IBBME growth.

Short-term action

IBBME will continue working with its existing partner departments (14 collaborative departments and 8 teaching hospitals) to identify opportunities for space in their facilities and to share common core faculty recruits. The next IBBME Director will be encouraged to cement these collaborative relationships.

Medium-term action

IBBME will work with the Deans of the Faculty of Applied Science and Engineering and the Faculty of Medicine to identify swing space in either the Lassonde Mining Building or Rosebrugh Building or rental space in a close-by facility (e.g. new MaRS tower), and to capitalize on under-utilized and/or available opportunities as they materialize.

Long-term action

IBBME will continue to seek partnerships in new capital funding projects conceived by the Faculties of Applied Science and Engineering, Medicine and Dentistry, such as the initiative led by the Faculty of Medicine to establish a state-of-the-art biomedical sciences facility on the St. George Campus in close proximity to the College/University area, and the Faculty of Applied Science and Engineering plan to build the Centre for Engineering Innovation and Entrepreneurship. (The Centre might be used to draw dry lab activity out of potential wet lab space in the Lassonde Mining and Rosebrugh buildings, thereby making those areas available for renovation and occupancy by IBBME).

IBBME will also seek such partnerships with the Faculty of Dentistry and with the Faculties of Arts and Science and Pharmacy, with whom it shares collaborative graduate programs.

IBBME has recently launched a five-year alumni and advancement strategic plan, and will continue to work with the Advancement Offices in Engineering, Medicine and Dentistry to support efforts in drawing donor support towards capital initiatives.

- *The reviewers emphasized the strengths of the collaborative program, but recommended assessing its staff support to ensure students have access to appropriate advising and support for meeting core requirements.*

**Administrative response:**

There are currently 64 students registered in IBBME's Collaborative Program in Biomedical Engineering through one of the 14 collaborating graduate units and the Institute<sup>1</sup>. (For comparison, during the same time period, there are 185 students registered in the Core Biomedical Engineering Program, and 38 students registered in the Biomedical Engineering Clinical Program.) The collaborating graduate units are responsible for their students' admissions, records, financing, course registration and degree requirements, but students often come to the IBBME graduate office as a first point of contact for these services because they do not anticipate that there is a difference between themselves and core BME graduate students resulting from the location of registration. IBBME is committed to addressing the challenges of supporting these students using the following strategies.

Short-term action

IBBME will discuss the issues raised in the external review report with the collaborating departmental units, focusing on how to best leverage the funds that the parent graduate units receive to support the collaborative students between the partners, in order to ensure that opportunities for collaborative students are balanced as evenly as possible between IBBME and its partner departmental units. Solutions will be identified and implemented to improve communications with collaborative students so they better understand what their resources will be at the time of selecting their home unit. These may include refining text on the website, asking collaborative graduate units to add text to their graduate handbooks, and putting this information in the letter of acceptance from the IBBME graduate office as well as the home department.

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<sup>1</sup> 2012-2103 count, as of Winter 2013

**Medium- and long-term actions**

IBBME will identify a model to develop a resources that will help manage the continued demand from the Collaborative Program students. This may be a fee applied to the home unit or programs that support interdisciplinary education initiatives (although in most cases these are catalyst grants and not viable long-term budget funding opportunities).

IBBME will consider addressing the opportunity for some internal awards and for student affairs support drawn from IBBME's operational funds.

**2. Curriculum**

- *Given the expansion of the program since the last review, the reviewers recommended ensuring that an appropriate curriculum is in place for each of the current research areas, and that appropriate ethics training is included.*

**Administrative response:****Short-term action**

Although IBBME offers a broad selection of courses<sup>2</sup>, it does not prescribe fundamental course requirements in the four research theme areas, thereby allowing students to take courses outside their specialization. IBBME will reconfigure the course selection list with theme representatives from each theme area to review the available course selections across the Institute's network, and to align course requirements with the fundamental, specialized, technical electives and non-technical electives developed by other Engineering graduate units.

**Medium- and long-term actions**

IBBME will continue developing a proposal for a combined undergraduate/MEng program, which will make several new specialized technical and non-technical 500-level courses available across the Institute's graduate program, including a core research/BME ethics course. These courses will expand the scope of the graduate curriculum to more appropriately reflect the full potential of each individual theme area.

IBBME will explore broader opportunities to offer research and medical ethics training, for example, negotiating for dedicated spots in research ethics courses currently offered by other units on campus (such as MSC1051H "Research Bioethics" offered by IBBME's collaborative partner, the Institute of Medical Sciences). The Institute will also look for opportunities to integrate ethics seminars into BME1450 "Introduction to Biomedical Engineering" or to introduce it as a high-lighted topic in the BME graduate seminar course.

**3. Students**

- *The reviewers noted that graduate students were pleased to be part of the Institute and recommended that it find more ways to bring students together to support career and professional development, including exposing them to international biomedical engineering research.*

<sup>2</sup> See Appendix A for a full graduate course selection list by theme

**Administrative response:**

IBBME has identified communications as one of its top four priorities, with the goal of informing the internal and external community of the research work being done within the Institute. Its strategies for fostering communications outreach will be as follows.

Short-term action

Plans to foster communications include: producing communications tools such as a monthly newsletter and news stories; distributing annual reports and a student journal; posting BME-specific jobs; producing a community calendar that will enhance the website and engage active alumni; and supporting the Biomedical Engineering Student Association's (BESA) social and professional events.

A second iteration of IBBME's website is currently undergoing development with the intent of providing more interactive features, including social networking tools. It will be supported by a new full-time staff appointment, with a proposed launch in time for September 2013 and available for the 2013-14 academic year.

The MHSc in Clinical Engineering program has established significant networks for IBBME students' career development. Efforts are being made to merge the MHSc and MASc/PhD communities for social and professional development events.

IBBME graduate students have a significant number of national and international travel opportunities during the course of their program to present their research work. The Institute will facilitate the sharing of those experiences with other students in their respective theme areas.

A new five-year strategic plan for alumni outreach and engagement with IBBME's current student body was unveiled in January 2013. This plan calls for the organization of several annual events that will connect biomedical engineering alumni to current students, for the purpose of supporting career and professional development. Two upcoming events are a career day in May and an alumni breakfast with IBBME alumni, faculty and graduating students in June 2013.

IBBME's distinguished lecture series will continue in 2013 with three international speakers who, in addition to giving a keynote talk to students and the community, have a lunch with students from the guest's area of expertise.

Medium- and long-term action

IBBME will continue to provide financial support to engage in open communication with the student club BESA, and to bring new career development opportunities to the forefront of activity within the Institute.

IBBME, in conjunction with the Faculty of Applied Science and Engineering's Office of Advancement, will continue to establish research exchange travel funds from philanthropic fundraising activities in order to draw more international visiting scientists, and to enable our students to travel to other laboratories to learn about new research methods and expertise.

#### 4. Recruitment and International Student Enrolment

- *The reviewers observed that the number of international students was low in relation to the Institute's outstanding research reputation. The reviewers suggested that recruitment might be supported by locating the degree programs within a department or by finding other ways to clearly advertise the degree programs available through the Institute. What are the opportunities and challenges of increasing the percentage of international graduate students?*

##### **Administrative response:**

IBBME will continue its efforts to increase its international footprint, as this is one of the key priorities in the Institute's strategic communications plan.

Historically, IBBME has refrained from converting from an "Institute" to a traditional "Department" as a means of safe-guarding the innovative branding of the Institute's trans-disciplinary activities. The traditional structure of a department does not capture the expanse of opportunities that IBBME's graduate students currently enjoy at the University of Toronto. The Institute is recognized for its networking excellence which is linked to research-intensive work across three core Faculties, two affiliate Faculties through the graduate Collaborative Program, 14 departments, and eight research/teaching hospitals. This unique cross-disciplinary network has become a hallmark of the Institute and is viewed as a significant asset to its operations.

##### Short-term action

IBBME will launch its revised website and implement its international public relations strategy.

A high proportion of the Institute's students, almost 26%, are recruited from international destinations<sup>3</sup>. To increase this number further, IBBME will generate a list of existing special student scholarships programs associated with geographical jurisdictions that promote specific graduate stipend programs with the University of Toronto, such as the exchange programs with Mexico, Brazil and China, and match these with international student applicants. These opportunities will be actively promoted among the 107 faculty members currently supervising IBBME students.

##### Medium-term action

IBBME will table its strategic recruitment plan in Spring 2013, and initiate implementation by July 2013 with a goal of establishing strategic partner University agreements with key international jurisdictions. The plan will focus heavily on reaching out to cross-Canada domestic, USA, and international students. The USA and international strategy will be to target specific University Institutions that the IBBME wishes to partner with for student exchanges, rather than a universal broad sweeping approach.

IBBME will table its strategic plan for internationalizing IBBME's research activity and initiate implementation by July 2013 with the goal of pursuing applications for funding opportunities from global non-governmental agencies as well as government programs, and increasing the Institute's research funding activity with industry.

<sup>3</sup> 2012-2013 count, as of Fall 2012

Long-term action

IBBME will enhance the recruitment of international graduate students by growing scholarship opportunities for them, thereby enabling supervisors to take them on without the additional burden of the differential fees. IBBME will continue to focus its philanthropic fundraising efforts on creating these opportunities in conjunction with the Office of Advancement in the Faculty of Applied Science and Engineering. A goal is to increase the percentage of international students from 10% to 25% over the next five years.

Thank you very much for the opportunity to provide a response to the report of the external review team. We look forward to the continued development of the future directions of the Institute of Biomaterials and Biomedical Engineering.

Sincerely

A handwritten signature in black ink that reads "Cristina Amon". The signature is written in a cursive style with a large, prominent initial 'C'.

Cristina Amon

c.c. Professor Daniel Haas, Dean, Faculty of Dentistry  
Professor Catharine Whiteside, Dean, Faculty of Medicine



## **Appendix A: Graduate Course Selection List by Theme**

### Neural, Sensory Systems and Rehabilitation (5 courses)

- BME1452H: Signal Processing
- BME 1458H: Pattern Discovery Methods for Biomedical Engineering
- JEB 1444H: Neural Engineering
- JEB 1447H: Sensory Communications
- JEB 1451H: Cellular Bioelectricity

### Biomaterials, Tissue Engineering and Regenerative Medicine (6 courses)

- BME1453H: Cell and Tissue Engineering
- BME 1454H: Regenerative Medicine
- DEN1070H: Advances in Dental Materials Science
- DEN1081H: Bone Interfacing Implants
- JMB 1050H Biological Materials
- JTC1331F: Biomaterials Science

### Nanotechnology, Molecular Imaging and Systems Biology (8 courses)

- BME 1457H: Biomedical Nanotechnology
- BME1459H: Protein Engineering
- BME1460H: Quantitative Fluorescence Microscopy: Theory and Application --to Live Cell Imaging
- BME 1480H: Experimental Design and Multivariate Analysis in Bioengineering
- ECE1475H: Bio Photonics
- JCB 1349H: Molecular Assemblies: Structure/Function/Properties
- JTB2010H: Proteomics and Functional Genomics
- JTB2020H: Applied Bioinformatics

### Engineering in a Clinical Setting (9 courses)

- BME 1456H: Changing Health Care Technologies, People, and Places
- JEB 1365H: Ultrasound: Theory and Applications in Biology and Medicine
- JEB 1433H: Medical Imaging
- JPB 1022H: Human Physiology as Related to Bioengineering
- JPB 1055H: Bioengineering for Life Scientists
- BME 1405H: Clinical Eng. Instrumentation I \*\*\*Only open to students enrolled in the Clinical Engineering Program at IBBME\*\*\*
- BME 1436H: Clinical Engineering Surgery \*\*\*Only open to students enrolled in the Clinical Engineering Program at IBBME\*\*\*
- BME 1439H: Clinical Engineering Instrumentation II \*\*\*Only open to students enrolled in the Clinical Engineering Program at IBBME\*\*\*
- BME 4444Y: Practice in Clinical Engineering \*\*\*Only open to students enrolled in the Clinical Engineering Program at IBBME\*\*\*

**REVIEW SUMMARY**

|                                       |   |
|---------------------------------------|---|
| <b>Division/Unit under review:</b>    | Review of program only (program housed in New College)  |
| <b>Commissioning Officer:</b>         | Dean, Faculty of Arts and Science   |
| <b>Program(s) under review:</b>       | African Studies, Honours BA: Specialist, Major; Minor   |
| <b>Reviewers (Name, Affiliation):</b> | <ol style="list-style-type: none"> <li>1. Dr. Bruce Berman, Professor Emeritus, Department of Political Studies and Director, Ethnicity and Democratic Governance, Queens University</li> <li>2. Dr. Kamari Maxine Clarke, Professor of Anthropology and International and Area Studies, and Chair, Yale Council on African Studies, Yale University</li> </ol> |
| <b>Date of review visit:</b>          | February 3rd, 2012  |

|   |                           |
|---|---------------------------|
| <b>Previous Review Date:</b>                                    | N/A                       |
| <b>Summary Findings and Recommendations of Previous Review:</b> |                           |
| <b>Recent OCGS Review(s) Date:</b>                              | N/A (No graduate program) |

**CURRENT REVIEW**

**DOCUMENTATION PROVIDED TO REVIEWERS:** Terms of Reference  
Self-Study  
Site Visit Itinerary

**CONSULTATION PROCESS:** Reviewers met with the Associate Dean, Undergraduate (FAS); the Principal and Vice-Principal of New College; Director of the Writing Centre; Chairs and Director of Cognate Units; Advisory Board Members; Librarian of Ivey Library (New College).

**FINDINGS AND RECOMMENDATIONS - OVERALL ASSESSMENT AND SPECIFIC ISSUES IDENTIFIED IN REVIEW REPORT****1. Undergraduate Program (African Studies, Honours BA: Specialist, Major; Minor)**

**The reviewers observed the following strengths:**

- Overall quality
  - International reputation as “a leading centre” of African studies and “the leading centre” in Canada
  - Strong Swahili language program
- Objectives
  - Program’s academic plans consistent with Faculty’s learning objectives, especially in relation to development of critical thinking, reasoning and communication skills, and breadth and depth of knowledge
  - Course curriculum clearly articulates learning objectives
- Admissions requirements
  - Appropriate for program learning outcomes

- Curriculum and program delivery
  - Program structure, curriculum, length
    - Structure and requirements appropriate and in keeping with peer programs
    - “Impressive” and “cutting edge” course offerings “appear rigorous”
  - Student learning beyond the classroom
    - African Student organization is “energetic hub for participation”
    - Fieldtrips enrich understanding of African socio-political contexts
    - Some interesting initiatives to give students opportunity to visit Africa
  - Student research experience
    - Opportunities exist for student research beyond the classroom
    - Possibility of serving as faculty research assistants encourages optimal student performance
- Assessment of learning
  - Syllabi clearly connect evaluation and assessment to learning objectives
- Quality indicators
  - Assessment of program against international comparators
    - “Easily compares” with peer programs in North America in size, quality of courses and number of faculty whose primary focus is Africa
  - Applicants and admitted students
    - “Exceptionally able” students with “impressive passion” for the field
  - Quality of the educational experience, teaching, and graduate supervision
    - Students value “community of intellectual fellowship”; most were pleased with their educational experience
  - Post graduation employability
    - Large numbers of graduates have excelled in top graduate programs and professional careers related to African Studies
- Enrolment
  - Enrolment increase (2005 = 71; 2009 = 157) reflects high degree of student interest in Africa
  - Growing number of African nationals and 1st generation students
  - Swahili language classes consistently large

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

- Curriculum and program delivery
  - Program structure, curriculum, length
    - Humanities underrepresented in course offerings
  - Content/delivery
    - Instability of course offerings
    - Problems accessing African-content courses in other departments
  - Student learning beyond the classroom
    - No regular programming to ensure that students have opportunity to study and work in Africa as integral part of educational experience
- Quality indicators
  - Applicants and admitted students
    - GPA figures do “not reflect exceptionalism or excellence” but without data for cognate disciplines cannot make comparative ranking of performance
- Student funding
  - Limited travel/research grants for the study of Africa (as opposed to other regions) deters undergraduates from pursuing African studies and disadvantages graduate students in the field
- Faculty resources
  - Few dedicated permanent appointments in African Studies to offer program’s courses, support African student organization, and assist graduate and professional school students interested in Africa

**The reviewers made the following recommendations:**

- Curriculum and program delivery
  - Program structure, curriculum, length

- Consider developing interdisciplinary Master's program in African Studies to strengthen undergraduate/graduate African studies community, increase undergraduate teaching resources and enhance graduate student preparation
  - Student learning beyond the classroom
    - Develop international dimension of program to ensure all students have an opportunity to study and work in Africa as an integral part of their experience (university exchanges, summer internships with Canadian and international NGOs)
- Faculty resources
  - Increase teaching resources with cross-appointments in disciplinary departments (would support the program, facilitate integration of African studies into Faculty curriculum, and support development of graduate program)
- Outreach / Promotion
  - Improve marketing of program to convey its achievements and goals to students, researchers, University, community and potential donors

## 2. Faculty/Research

### The reviewers observed the following strengths:

- Overall quality
  - "Impressive" faculty expertise; "many of the top Africanist faculty in Canada"
  - Faculty and students have "played an important role in development of the Canadian Association of African Studies and its highly regarded journal"
- Research
  - Level of activity relative to national and international comparators
    - "Impressive" publication output
  - Research facilities
    - Library's Africa collection is one of the best in Canada
- Faculty
  - Complement
    - Number of faculty spending part of their time working on Africa and/or interested in African studies is increasing
  - Hires / Recruitment
    - Program can easily attract the best faculty across Canada and beyond

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

### The reviewers made the following recommendations:

- Faculty
  - Complement
    - Suggest priority replacements of two lost senior appointments in anthropology and expansion of Africanist humanities faculty

## 3. Administration

### The reviewers observed the following strengths:

- Relationships
  - Morale of faculty, students and staff
    - Faculty, staff and students show "strong enthusiasm for and commitment to" program
  - Scope and nature of relationships with cognate Faculties, academic departments and units
    - Positive relations with Caribbean Studies
  - Social impact in terms of outreach and impact locally and nationally
    - Students appreciate important outreach programs with Afro- and Caribbean-Canadian communities
    - Mutually valuable connections to communal and cultural organizations
- Organizational and financial structure
  - Resource allocation, including space and infrastructure support

- New College provides students institutional focus and “excellent” facilities for work and social interaction

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

- Relationships
  - Morale of faculty, students and staff
    - Faculty and students frustrated with lack of resources to support program courses and hires
  - Scope and nature of relationships with cognate Faculties, academic departments and units
    - Unclear relations with disciplinary departments where most of the established Africanist scholars are appointed; no incentives for faculty in other departments to commit to regular course offerings in African Studies
- Organizational and financial structure
  - General
    - Advisory Board “quite weak”; lacks participation of wide array of faculty
  - Resource allocation, including space and infrastructure support
    - Limited office space (no space dedicated to program); student groups access space subject to New College approval
    - New College location limits program’s visibility to students elsewhere at St. George and at UTM and UTSC; lower visibility results in lower enrolment and limits number of students taking African studies as an elective integrated within a broader arts and science curriculum
  - Staff
    - Budget cannot support a part-time dedicated staff member
- Planning / Vision
  - Development/fundraising initiatives
    - African Studies does not seem to be a top fundraising priority

**The reviewers made the following recommendations:**

- Relationships
  - Scope and nature of relationships with cognate Faculties, academic departments and units
    - Clarify relationship between African Studies, other area studies programs and Munk School of Global Affairs regarding teaching, research and access to Munk School resources (especially if a graduate program is contemplated)
    - Coordinate African Studies across the three campuses so that students can access entry-level courses at their home campus and upper-level courses and the African Studies student community at St. George
    - Develop links with Asian Studies and the Centre for Diaspora and Transnational Studies
    - Faculty conducting research in Africa without expertise in the region would benefit from the expertise of their Africanist colleagues
  - Partnerships with other universities and organizations
    - Build on existing faculty contacts to develop opportunities for student and faculty exchanges with African universities and facilitate outreach activities
    - Further develop relations with other major Canadian centres of African research (especially York) to foster creative development of curriculum and research
- Organizational and financial structure
  - General
    - Strengthen governance structure to increase program’s institutional authority and put more resources in faculty hands (including affiliated faculty who need to become full participants in the program)
    - Departmentalization “clearly not feasible”
  - Resource allocation, including space and infrastructure support
    - Increase office space in line with increasing needs
  - Staff
    - Increase staff in line with increasing needs
- Planning / Vision
  - Development/fundraising initiatives

- Pursue funding opportunities to support student research, travel, internships, study abroad and increased faculty complement, postdoctoral fellowships or work study grants

**ADMINISTRATIVE RESPONSE – Appended**



UNIVERSITY OF TORONTO  
FACULTY OF ARTS & SCIENCE

25 March 2013

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

**Re: Review of the African Studies undergraduate program**

Dear Cheryl,

Along with the faculty, staff and students of the African Studies program, I am very pleased with the external reviewers' positive assessment of the program (Honours BA: Specialist, Major; Minor). The reviewers recognize that "the Faculty of Arts & Science houses many of the top Africanist faculty in Canada and its reputation as a node for the study of Africa prevails throughout the country." The reviewers also acknowledge that "the size of the major, quality of courses, numbers of faculty committed to Africa as the main focus is quite competitive with any top funded American African Studies programme (many of which benefit from significantly more government funding)." They observed that our students "showed an infectious enthusiasm and involvement that went far beyond their high regard for the course offerings in African studies to real commitment to its interdisciplinary character and pleasure in the socio-cultural dimensions outside of the classroom."

Their overall impression was that our program "easily compares with top programs throughout North America", and the prevailing realities of the understudy of Africa and underfunding of African Studies Programs across North America "presented... opportunities ahead for the University of Toronto's African Studies Program to re-establish itself as the premier leader for the study of Africa." The external reviewers also pointed to factors which undermined the potential to be a truly excellent program. They were particularly concerned about two interrelated problems: "the lack of faculty committed to teaching relevant core courses" and the lack of consistent and dependable electives in cognate departments.

As per your letter of 1 October 2012, I am writing to address the areas of the review report that you identify as key. The African Studies Program has seriously considered the reviewers' comments and a number of changes have been instituted over the past few months to respond to their suggestions.

***Curriculum***

- *The reviewers observed that student access to required courses is impeded both by unstable course offerings, and by enrolment restrictions on African-content courses in other department.*

Since the last planning cycle, new courses at second, third and four hundred levels have been introduced that provide coherence and depth to its core curriculum. While the non-retirement of some Africanists has meant the disappearance of some core courses, new

appointments in several departments have meant there has not been a noticeable change in the size of Africa-focussed courses across the Faculty.

New College will be assisting cognate departments to increase the number of TAs in relevant courses (e.g. POL301Y) with the provision that an appropriate number of spaces be reserved for African Studies students. The Dean's Office is providing 70 hours of TA for 2013-14 and 2014-15 to help African Studies negotiate access to these high demand courses. At the end of this time period, the Dean's office, New College and African Studies will evaluate the program's success at increasing access to high demand courses in key departments.

- *While the reviewers characterized current course offerings as “impressive” and “cutting edge” they noted the lack of humanities-focused courses.*

In the short term, an enhanced interdisciplinary approach has been incorporated in NEW451H Special Topics in African Studies, that focused this year on postcolonial cities. The program's core faculty will examine other possibilities for additional key courses. For the longer term, it is clear that there are several Arts & Science humanities department and units with which, depending on area of specialization, the African Studies program can explore sharing of a faculty appointment. The Director will be engaging in discussions with chairs to explore such options.

- *The reviewers suggested that opportunities for student learning beyond the classroom could be enhanced, for instance they suggested developing international opportunities for students.*

Following receipt of the report, the African Studies program is now working with New College to establish internship opportunities for upper year students with Africa-focused organizations as part of the experiential learning experience. To date, highly valued internships with Toronto-based organizations have been set up. Summer internship opportunities with Canadian and International NGOs based in and out of Toronto are actively being sought.

Although many African Studies students work and study on the African continent while in the program or in between graduation and further education, on their own initiative, there are presently no formal exchange arrangements between U of T and African universities to facilitate our students spending a semester at African institutions. As an immediate step, discussions are underway between the program and the Summer Abroad Program based at Woodsworth College to establish a NEW course in Ethiopia. There are currently no NEW courses offered by the Summer Abroad. This new course in Ethiopia will serve as a foundation to develop closer ties that may lead to a more formal and structured exchange agreement. Africanist faculty have strong relationship with African universities and research networks which, with institutional encouragement, can be used to develop formal linkages with African universities. In the longer term, such endeavors will need to be coordinated with the Faculty and University.



- *The reviewers suggested that a new interdisciplinary Master's program could foster contacts between graduate and undergraduate students, provide increased resources for undergraduate teaching and enhance graduate student preparation.*

Africanists across disciplines have registered strong support for the creation of an MA program. Over the course of the 2013-14 academic year, the program Director will explore more systematically the feasibility of creating a collaborative MA program as a first step. Some basic conditions are needed: determining the best administrative home for such a program, the availability of senior faculty to teach the core course or courses, and gauging the commitment from cognate units with respect to the resources needed to run a high-quality program.

### ***Relationships and Governance***

- *The reviewers recommended that relationships with other departments, extra-departmental units and cognate programs on other campuses be clarified and enhanced.*

We agree with the reviewers' recommendation that efforts be made to clarify the program's relationships with departmental units and other cognate programs as this will enhance our access to teaching and research resources that can be used to advance our curriculum and pedagogic ambitions. As noted above, the program Director will continue to engage in discussions with cognate units and programs. The Dean's Office has suggested that the African Studies Advisory Board include a few cognate chairs and directors, as appropriate, in order to strengthen relationships with these units.

- *They further suggested that the governance structure should be strengthened.*

We believe that under the current University of Toronto setup, the African Studies governance structure is amongst the most robust areas studies governance structures. The African Studies Advisory Board is made up of Africanist faculty from the three campuses and it is a forum for faculty input on curriculum development and planning. This recommendation may be influenced by the different experience of the institutional location and governance of area studies programs in major US universities.

In addition to the matters that you had highlighted as key for our response, the review report also notes a further matter we would like to address:

- *The reviewers also noted that "the greatest challenge facing African Studies is stabilizing its faculty positions and finding additional resources to support its future development."*

In coordination with the Principal, the Dean's Office is developing plans to stabilize the program's complement. As with all Arts & Science interdisciplinary and college-based programs, links with departments, EDU:A and EDU:B are critical as faculty are appointed within these units. Indeed, one of the foundations for the establishment of interdisciplinary/areas studies programs is for us to take advantage of the expertise residing in these units. The reviewers, within several of their recommendations, highlighted the importance of making connections to cognate academic units, including their chairs and directors, and I encourage these connections to explore possible joint hiring of teaching staff. The Principal of New College and I have met to discuss possible

options for funding a tenure-stream position with a specialization in international relations to be shared with a cognate unit in Arts & Science. I look forward to receiving requests for this position to the Arts & Science Faculty Appointments Committee that advises me on the allocation of annual academic appointments.

The review report provides a thoughtful analysis of the African Studies Program. We appreciate that the reviewers identified its strengths and noted areas for development. Both the Director and New College have begun to move forward with plans to address the key recommendations highlighted by the reviewers.

Yours sincerely,



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

cc. Dickson Eyoh, Director, African Studies Program  
Yves Roberge, Principal, New College  
Horatio Bot, Director of Financial Services, Arts & Science

**REVIEW SUMMARY**

|                                       |   |
|---------------------------------------|---|
| <b>Division/Unit under review:</b>    | Review of program only_(program housed in New College)  |
| <b>Commissioning Officer:</b>         | Dean, Faculty of Arts and Science   |
| <b>Program(s) under review:</b>       | Caribbean Studies (Honours BA: Specialist, Major; Minor)  |
| <b>Reviewers (Name, Affiliation):</b> | 1. Dr. C. Rhonda Cobham-Sander, Professor of Black Studies and English, Amherst College, United States<br>2. Dr. Holger Henke, Assistant Provost, York College, City University of New York (CUNY), United States |
| <b>Date of review visit:</b>          | January 27, 2012  |

|   |                                  |
|---|----------------------------------|
| <b>Previous Review Date:</b>                                    | 2004, with Department of History |
| <b>Summary Findings and Recommendations of Previous Review:</b> |                                  |
| <b>Recent OCGS Review(s) Date:</b>                              | N/A (no graduate program)        |

**CURRENT REVIEW**

**DOCUMENTATION PROVIDED TO REVIEWERS:** Terms of Reference  
Self-Study  
Site Visit Itinerary

**CONSULTATION PROCESS:** The Reviewers met with the Associate Dean, Interdisciplinary (FAS); the Principal & Vice-Principal of New College; Directors of Cognate Units; Librarian of Ivey Library (New College); Director & Co-ordinator of Writing Centre (New College); Advisory Board members; Teaching Faculty; and Undergraduate & Graduate Students

**FINDINGS AND RECOMMENDATIONS - OVERALL ASSESSMENT AND SPECIFIC ISSUES IDENTIFIED IN REVIEW REPORT****1. Undergraduate Program (Caribbean Studies, Honours BA: Specialist, Major; Minor)****The reviewers observed the following strengths:**

- Overall quality
  - Program makes “invaluable contribution to the curriculum, the scholarly productivity, and the international reputation of the University” and to “the diversity of intellectual traditions at the University”
- Objectives
  - “Exemplary” academic offerings in relation to FAS Degree Learning Objectives and Requirements
  - Students’ depth and breadth of knowledge acquired through the program “inspires them to draw meaningful connections..., interpret situations, arrive at judgments, solve problems, and make decisions in an informed and responsible manner, as well as participate meaningfully as leaders and community partners.”
- Curriculum and program delivery
  - Program structure, curriculum, length

- “Cutting-edge” use of topics within the disciplinary boundaries of History and English
    - Innovative new collaborative courses (currently in development with Latin American, African and Equity Studies)
  - Student learning beyond the classroom
    - Student-run academic journal enables students to form connections and ask and answer critical questions through academic exchange
    - Students take lead on organizing many community events, enriching their intellectual lives and those of faculty and community members
- Assessment of learning
  - Wide variety of assessment tools
  - Students “eloquently articulated the achievement of learning objectives”
- Quality indicators
  - Assessment of program against international comparators
    - Compares favorably to other Caribbean and Black Studies programs in North America
  - Quality of the educational experience, teaching, and graduate supervision
    - Students and alumni gave “high marks” to courses, co-curricular activities and instructors for “for connecting academic questions with issues of broader relevance within the community and ...[to] their future lives and career choices”
    - “Rich educational environment”; students describe program’s influence on “general intellectual growth”; graduate students from other departments find their “intellectual home” here
    - “Strong camaraderie” among faculty and students; students find instructors accessible and rated them highly; wide variety of student faculty interactions (close mentorships; careful supervision of graduate students in a variety of disciplines and departments)
- Support
  - Reviewers “impressed by” mentorship for students with varying levels of academic preparation, including many first-generation university students; faculty, in partnership with Writing Centre and New College Library, provide support to improve students’ basic academic skills and to help them connect their lived experiences with academic interests

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

- Curriculum and program delivery
  - Program structure, curriculum, length
    - Greater diversity of disciplinary approaches would be desirable, especially social sciences (similar limitations in peer programs)
    - Program does not develop multilingual competency (similar limitations in peer programs)
    - Caribbean Studies courses offered by other disciplines are not all equally well aligned to issues/concerns of the Caribbean region
  - Content/delivery
    - Problems accessing courses may have caused drop in enrolment (2005 = 27; 2010 = 13)
- Assessment of learning
  - No comprehensive or capstone courses to demonstrate achievement of learning objectives
  - Some syllabi did not clearly state learning objectives or how those would be assessed
- Quality indicators
  - General
    - “Relative paucity” of current data
  - Applicants and admitted students
    - Mean entering student GPA has fallen (2004 = 84.5%; 2009 = 79.7%)
- Faculty resources
  - Lack of full-time faculty and instability of funding will could affect program’s academic integrity and limit its impact and sustainability as it grows

**The reviewers made the following recommendations:**

- Curriculum and program delivery
  - Program structure, curriculum, length
    - Stronger social science component would be desirable
    - Stabilize support for shared quantitative reasoning course on Canadian census

- Explore incorporating (elective) second language option
    - Supporting collaborative courses currently in development could incubate new ideas for academic community as a whole and support Caribbean Studies program in particular
    - Regular curriculum review and renewal will help maintain the program's academic integrity and support commitment to diversity and community outreach
  - Content/delivery
    - More stable resources could improve access to courses and therefore also increase program enrolment
- Quality indicators
  - General
    - Program should use quantitative and qualitative data to demonstrate commitment to diversity and community outreach; educational value added (e.g. by comparing entering and graduating GPA for its students vs. university overall), especially given program's high number of first-generation university students; and its role in preparing students for life after university
- Support
  - Program could "incubate new programs, which can experiment with new pedagogical methods for providing first generation university students with foundational skills and a meaningful sense of the relationship between academia and the world beyond"
- Faculty resources
  - Additional faculty resources would strengthen program offerings
- Outreach / Promotion
  - Increased and regularly updated web presence and systematic marketing would help recruit students who would benefit from its innovative pedagogy to the program and the University more broadly

## 2. Faculty/Research

### The reviewers observed the following strengths:

- Overall quality
  - Faculty appointees have strong and diverse research and scholarly interests, and visibility within the wider profession and as public intellectuals
  - Faculty appointed in other departments contribute to the program's profile
- Research
  - Appropriateness of activities for the undergraduate and graduate students in the programs
    - No graduate program, but faculty "provide strong support" for students working on Caribbean Studies projects in other departments
  - Research facilities
    - Thomas Fisher Rare Book Library owns a "jewel of Caribbean cultural primary materials"

**The reviewers identified the following areas of concern:** None

### The reviewers made the following recommendations:

- Research
  - Appropriateness of activities for the undergraduate and graduate students in the programs
    - Strong student interest in research at graduate and undergraduate levels could be harnessed for more deliberate activities within the undergraduate curriculum
    - Proposal to create postdoctoral fellowships based in the program makes good sense
  - Research facilities
    - Thomas Fisher Rare Book Library collection could be a nucleus of further acquisitions, which could attract new researchers to the program

## 3. Administration

### The reviewers observed the following strengths:

- Relationships

- Morale of faculty, students and staff
  - “Admirable fervor and engagement” of faculty and students in support of the program’s mission and “a mutually supportive environment for intellectual work”
- Scope and nature of relationships with cognate Faculties, academic departments and units
  - Mutually supportive relationships with New College library, other interdisciplinary programs within New College and beyond
- Partnerships with other universities and organizations
  - Active links with the University of the West Indies support student exchanges and student and faculty research; ties to academic institute in Cuba facilitate student research; annual student conferences and shared instructors support useful links with Ryerson University and York University
- Social impact in terms of outreach and impact locally and nationally
  - Public forums allow interaction with wider community, supporting strong relations between the University and Caribbean diasporic communities in Canada and beyond
  - Community activities facilitate student research and activism, provide opportunities for intellectual renewal and contribute to the visibility, reputation and societal relevance of the University

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

- Relationships
  - Morale of faculty, students and staff
    - Faculty and students “visibly frustrated – even demoralized – with regard to their relation to the University as a whole”; perception that they “receive little recognition and fewer resources despite their unique achievements in fostering community relationships and incubating innovative curricular projects”
- Planning / Vision
  - Development/fundraising initiatives
    - Limited faculty resources are an obstacle to donor cultivation and other fundraising activities

**The reviewers made the following recommendations:**

- Relationships
  - Scope and nature of relationships with cognate Faculties, academic departments and units
    - Create opportunities for conversations about how small programs may be able to incubate curricular innovation to align with learning outcomes
    - Strengthen relationship with departments from which program receives the majority of its graduate TAs (e.g., Political Science, Sociology, and Education) to ensure reciprocity
- Planning / Vision
  - Development/fundraising initiatives
    - Fundraising efforts coordinated with and supported by the development office could help establish a mid- and long-term funding base to benefit the program and its students

**ADMINISTRATIVE RESPONSE – Appended**



28 March 2013

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

**Re: Review of the Caribbean Studies undergraduate program**

Dear Cheryl,

Along with the faculty, staff and students of the Caribbean Studies program (Honours BA: Specialist, Major; Minor), I am very pleased that the reviewers commended the program's courses, co-curricular activities and faculty for providing a rich environment for students that supports the University's commitment to critical and creative thinking, knowledge integration and global citizenship. The reviewers also highlighted the program's accessible and supportive faculty, highly engaged students, innovative mentorship of first-generation students, and strong community profile and outreach activities.

As per your letter of 1 October 2012, I am writing to address the areas of the review report that you identify as key. The Caribbean Studies Program (CSP) members and New College Principal has seriously considered the reviewers' comments and a number of changes have been instituted over the past few months to respond to their suggestions.

***Curriculum***

- *The reviewers note that, while the program makes "cutting-edge" use of History and English based approaches to the interdisciplinary field of Caribbean Studies, a stronger social science component would be desirable*

Since the external review, Caribbean Studies engaged in a review of their curriculum and the program has enhanced the social science component of course offerings. The following is a list of new or existing courses available for students starting in 2013-14:

- NEW320H1F: The Historical Geography of the Caribbean, Fall 2013
- NEW324H1S: The Contemporary Caribbean in a Global Context, Winter 2014
- JQR360H1S: The Canadian Census (existing course)
- NEW421H1S: Global Perspectives on the Haitian Revolution, Winter 2014
- NEW428H1S: Caribbean Migrations and Diasporas, Winter 2014

In addition, the program is revisiting the list of 'A' and 'B' courses offered in other units that can be cross-listed as Caribbean Studies courses. This will lead to more courses with a social science focus. The Advisory Board already approved a social and environmental science course with Latin American Studies and the Director will bring further options to the Advisory Board in the Fall of 2013.

- *The reviewers suggest that the program consider offering an elective second language component*

The Director is also seeking priority enrolment for Caribbean Studies Majors to relevant language courses on a model similar to that worked out with the Department of History. This could result in the incorporation a 1 FCE foreign language requirement in French or Spanish into the Caribbean Studies Major and Specialist.

The addition of language courses is far too fundamental a transformation in the program's offerings to be left to rely on soft funding. The language requirement under consideration will most likely lead to approximately 10-12 students registering in French or Spanish as a second language courses based on their placement test scores. The Director has met with the Departments of French and Spanish & Portuguese to discuss this possibility of introducing a foreign language requirement beginning in 2014-15. The Chairs of these Departments are willing to open up spaces in their required language courses for Caribbean Studies students but require some funding for additional TA support to accommodate the additional students. Caribbean Studies estimates 140 hours of TA funding per year to be spread over several French and Spanish courses would be needed to implement the language requirement. In support of this initiative, the Dean's office has agreed to provide half of the TA funding (70 hours) to the Caribbean Studies programs on a two year pilot basis for 2014-16. At the end of this period, the Dean's office, New College and Caribbean Studies will evaluate the success of the language requirement and funding needs.

### ***Assessment***

- *While the reviewers observed many ways in which the program's alignment with broader learning objectives was exemplary, they noted that the program did not include comprehensive or capstone courses that would allow students to demonstrate achievement of these objectives*

Even before the External Review, there was an awareness that Curriculum Renewal required the CSP to find ways to mount 400-level 'capstone' courses, and an exploration of options for offering such courses had begun. Arts & Science curriculum renewal specifies that these courses should normally be hosted by units that require them for their degrees, rather than having units 'borrow' them from others. As a result, several new capstone courses will be introduced in 2013-14 (NEW421H Global Perspectives on the Haitian Revolution that draws on the program's strengths in history; NEW427H Advanced Topics: The Hispanic Caribbean, that builds on faculty strength in the interdisciplinary study of the Spanish-speaking Caribbean; and NEW428H Caribbean Migrations and Diasporas, that draws on current faculty specializing in geography, sociology and history, but could in the future bring in disciplinary perspectives from, for example, law and economics). CSP is also exploring the possibility of partnering with other units to get priority access to relevant courses for Caribbean Studies students. There are many examples of 400-level courses offered in other units that would help establish 'learning pathways' if the CSP were given priority access and they were made options for Caribbean Studies.



### ***Enrolment***

- *The reviewers suggested that the recent drop in student enrolment could be related to students' inability to access courses*

The Director has discussed this trend with students in the program. Several pointed to the uncertainty about whether or not they will be able to get all of the courses they need in order to complete a Caribbean Studies degree as a factor in deciding whether or not to declare a major. Additionally, the program's current required courses offerings are almost all 'Y' courses. This was a decision taken years ago in order to ensure that students would have the credits needed for a major or a specialist degree. In recent years most cognate units in the Faculty of Arts and Science have moved to a half course model for most courses (at least beginning at the 300 level). It is therefore difficult for some students to take Caribbean Studies courses or to pursue a degree, as there are years when they cannot fit a 'Y' course into their schedules. Many of these courses had also been taught for over a decade, and were first introduced at a time when there were no faculty in other units teaching Caribbean – focused courses (there are now at least four tenured faculty members who teach such courses in History, Spanish and Portuguese, and Women's and Gender Studies). For pedagogical reasons it was time to review the program's required and core course offerings to make sure there was not too much overlap with courses taught in other units.

Using this information, the Caribbean Studies Advisory Board undertook a major restructuring of the program's required, core and cross-listed courses. The key changes include changes to several of the program's longstanding offerings (NEW223Y, NEW324Y and NEW326Y). These have either been re-weighted as 'H' courses or replaced entirely with new 'H' courses. This will make these courses easier for students to schedule and free up 1.5 full FCEs for the offering of new courses. In support of the program, New College is covering the cost of a new 0.5 FCE course, in addition to the 4.0 FCES they are already covering in 2013-14. The reweighting of the Y courses and the funding support provided by New College are designed to enhance both the diversity and accessibility of courses.

The program has also secured priority access for Caribbean Studies students in HIS294Y "Caribbean History and Culture, Indigenous Era to 1886". Beginning in the Fall of 2013 students will be able to count HIS294Y as a requirement for a major, minor or specialist degree in Caribbean Studies, and will be able to take either NEW224Y or HIS294Y in order to fulfill their 200-level requirement. The Department of History has agreed to cover costs associated with increasing enrolment for HIS294Y from the current 90 students to 110. This priority access agreement serves as a model that can be followed to strengthen our course offerings with resources already available in the university through greater synergy with other units.

- *The reviewers suggested increasing and regularly updating the program's web presence and marketing to recruit students to the program and the University*

The Caribbean Studies program director has initiated more regular updates to the program's web site. As well, the director has met with New College advancement and IT to update its database of alumni in order to then feature alumni on the website and expand the network for the program.

### ***Program Development***

- *The reviewers identify several ways in which the program might grow or support broader Faculty initiatives (e.g. the incubation of new curricular approaches, recruitment and support of first-generation students, community outreach) but suggest that limited and unstable resources prevent the full realization of this potential and put the future academic integrity of the program at risk*

As a first step, the program has proposed and started to implement a variety of curricular initiatives that can be undertaken to improve and strengthen the program within its current resources. In addition to its current complement of a 1.0 FTE Senior Lecturer and 0.3 FTE Associate Professor (with 0.7 FTE in Women and Gender Studies), the program has negotiated a 1 FCE per year of a CLTA position shared with the Department of History for the next 5 years. This position will enable the program to mount 1 full FCE of new courses beginning in 2013. The positive external review of the CSP represents an opportunity to pursue additional creative solutions. For example, there are several tenure-stream faculty members whose research focuses on the Caribbean other units across Arts & Science. With faculty support, Caribbean Studies would like to find ways to take greater advantage of the expertise of Caribbeanists in these units in ways that will help to strengthen the future viability of the program, and work out arrangements to give Caribbean Studies students greater access to their expertise and their courses.

To conclude, the review report provides a thoughtful analysis of the Caribbean Studies Program. We appreciate that the external reviewers identified its strengths and noted a few areas for development. The Program Director and Principal of New College have already implemented and/or have begun to move forward with plans to address the key recommendations highlighted by the reviewers.

Yours sincerely,



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

cc. Melanie J. Newton, Director, Caribbean Studies Program  
Yves Roberge, Principal, New College

**REVIEW SUMMARY**

|                                       |  |
|---------------------------------------|--|
| <b>Program(s) under review:</b>       | Classical Civilization, B.A., Honours: Major; Minor Classics (Greek and Latin), B.A., Honours: Major Greek, B.A., Honours: Major; Minor Latin, B.A., Honours: Major; Minor Classics, MA, PhD   |
| <b>Division/Unit under review:</b>    | Department of Classics   |
| <b>Commissioning Officer:</b>         | Dean, Faculty of Arts and Science  |
| <b>Reviewers (Name, Affiliation):</b> | <ol style="list-style-type: none"> <li>1. Dr. Susanna Braund, Professor of Latin Poetry and its Reception, Canada Research Chair, and Interim Head, Department of Classical, Near Eastern and Religious Studies, University of British Columbia</li> <li>2. Dr. Michael Gagarin, James R. Dougherty, Jr. Centennial Professor of Classics and former Chair, Department of Classics, University of Texas at Austin</li> <li>3. Dr. Jeffrey Henderson, William Goodwin Aurelio Professor of Greek Language and Literature, Department of Classical Studies, and former Dean of Arts and Science, Boston University; member, American Academy of Arts and Sciences</li> </ol> |
| <b>Date of review visit:</b>          | October 15-16, 2012  |

|   |  |
|---|--|
| <b>Previous Review Date:</b>                                    | November 2006  |
| <b>Summary Findings and Recommendations of Previous Review:</b> | <p><b>1. Undergraduate Program</b></p> <p><b>The reviewers observed the following strengths:</b></p> <ul style="list-style-type: none"> <li>• Strong enrolments in all areas</li> </ul> <p><b>The reviewers identified the following areas of concern:</b></p> <ul style="list-style-type: none"> <li>• Segregation of program's various streams make it difficult to achieve interdisciplinarity</li> <li>• "Impersonal atmosphere" of very large undergraduate first-year courses</li> </ul> <p><b>The reviewers made the following recommendations:</b></p> <ul style="list-style-type: none"> <li>• Continue to enhance interdisciplinary scholarship and research and ensure it is reflected in structure of undergraduate programs</li> <li>• Consider smaller discussion groups</li> <li>• Consider intensive summer language courses to enhance language training</li> </ul> <p><b>2. Graduate Program</b></p> <p><b>The reviewers observed the following strengths:</b></p> <ul style="list-style-type: none"> <li>• Strong program</li> <li>• Strong enrolments in all areas</li> <li>• Good graduate funding</li> </ul> <p><b>The reviewers made the following recommendations:</b></p> <ul style="list-style-type: none"> <li>• Continue to enhance interdisciplinary</li> </ul> |

|                                     |   |
|-------------------------------------|---|
|                                     | <p>scholarship and research and ensure it is reflected in structure of graduate program</p> <ul style="list-style-type: none"> <li>• Consider loosening structure of M.A.</li> <li>• Consider adding more theory in early program years</li> <li>• Consider greater pedagogical training and professionalization of graduate students</li> </ul> <p><b>3. Faculty/Research</b></p> <p><b>The reviewers observed the following strengths:</b></p> <ul style="list-style-type: none"> <li>• Strong faculty publication records</li> </ul> <p><b>The reviewers made the following recommendations:</b></p> <ul style="list-style-type: none"> <li>• Consider new hire in Roman Literature as priority, with additional appointments in Roman and Greek Social History, and Material Culture</li> </ul> <p><b>4. Administration</b></p> <p><b>The reviewers observed the following strengths:</b></p> <ul style="list-style-type: none"> <li>• Impressive energy, optimism</li> <li>• Strong relations with Women's Studies and collaborative program in Ancient History with York University; excellent, close relations with Department of Philosophy and Centre for Medieval Studies</li> <li>• Current building is vast improvement over previous building</li> </ul> <p><b>The reviewers made the following recommendations:</b></p> <ul style="list-style-type: none"> <li>• More attention could be given to "collaborative teaching between departments" or to other collaborations with other units</li> <li>• Consider closer links with Art and with Comparative Literature</li> <li>• Space insufficient for Department's needs; not conducive to collegial interactions</li> </ul> |
| <b>Last OCGS Review(s) Date(s):</b> | 2003-04: Good Quality   |

## CURRENT REVIEW

### DOCUMENTATION PROVIDED TO REVIEWERS:

Terms of Reference  
Self-Study  
Site Visit Itinerary

### CONSULTATION PROCESS:

Example:  
The reviewers met with the Dean and Vice Dean, Graduate Education & Program Reviews, Faculty of Arts and Science; faculty; UTM/UTSC faculty; affiliated faculty from York University; cognate department chairs; administrative staff; undergraduate and graduate students.

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

**1. Undergraduate Program** (Classical Civilization, B.A., Honours: Major; Minor; Classics (Greek and Latin), B.A., Honours: Major; Greek, B.A., Honours: Major; Minor; Latin, B.A., Honours: Major; Minor)

### The reviewers observed the following strengths:

- Overall quality
  - Revised curriculum an “outstanding success”
- Objectives
  - Revamped program well-structured to accomplish objectives and closely aligned with Faculty’s academic plan
  - Students well prepared for graduate work in Classics, secondary school teaching or museum work
- Curriculum and program delivery
  - Structure and curriculum provide excellent training and admirably reflect the state of the field
  - Appropriate number of credits for objectives and outcomes
  - Faculty devote a “great deal” of time to undergraduate teaching
  - Methods course provides students with useful tools regardless of career goals
  - Strengths in demographics and archaeological studies support training in quantitative reasoning
  - Required 400-level capstone engages students in supervised research
  - Recently introduced tutorials, along with writing instruction course for TAs, has improved a vital element of instruction in critical thinking and writing, and increased accuracy and constructiveness of evaluation
  - Classical Civilization: innovative, unique structure works “extremely well”
  - Classical Civilizations: high quality 300- and 400-level courses
  - Classical Civilizations: students tend to complete double majors that include a language requirement
  - Greek, Latin, Classics (Greek and Latin): effective, traditional programs
  - Introductory Greek: highly degree of selectivity allows Department to give more rigorous training to students who continue
- Assessment of learning
  - Appropriate and effective methods and standards for evaluating student achievement
- Quality indicators
  - Very high quality of teaching and educational experience in all programs
  - High student satisfaction matches that of smaller departments without graduate programs
  - Faculty hold undergraduates in high regard
  - Students praised high level of faculty-student interaction in and out of class
  - Classical Civilization: students “unanimous[ly]” praised curriculum, high quality faculty instruction
  - Greek, Latin, Classics (Greek and Latin): students praised faculty and graduate student teaching
- Students
  - Students are passionate about their studies; enthusiastic about student-organized extracurricular meetings
- Outreach / Promotion
  - UTSC and UTM classical civilization courses attract majors and minors for the Department; particularly high interest in ancient history
  - Active undergraduate club involves local high school students
- Physical Resources
  - Reviewers commend allocation of space to undergraduate students

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

- Curriculum and program delivery
  - Concerns about insufficient pedagogical training of graduate students who teach in the undergraduate program
  - Greek, Latin, Classics (Greek and Latin): “would be nice” if more introductory Latin courses and some other language classes could be taught by faculty
  - Classical Civilizations: program does not require two years of Latin or Greek, unlike many peers
  - Reviewers noted concerns from students regarding the following: night classes posing difficulties for commuters; lengthy days (8 hours of class in some cases) to fit in requirements; difficulty getting into some classes; a glitch in exam scheduling resulting in numerous direct conflicts; and a scarcity of study-abroad opportunities
- Quality indicators
  - Somewhat below average NSSE outcomes puzzling given students’ evident satisfaction and enthusiasm

- Introductory Greek: attrition rate is 50%, considerably higher than norm of 20-30%
- Students
  - Consider more regular communication with undergraduates
- Outreach / Promotion
  - Students noted that website can be confusing

**The reviewers made the following recommendations:**

- Curriculum and program delivery
  - Consider extending tutorials to CLA260H and two large 300-level courses
  - Consider offering additional training and supervision to advanced graduate students who teach 200- and 300-level courses
  - Consider larger sections of the Mythology course to free up instructional resources for other courses
  - Consider greater flexibility of night class policy for departments that do not offer multiple sections of popular or required courses
- Quality indicators
  - Consider collecting figures on post-graduate employment
- Outreach / Promotion
  - Enrolment growth at UTSC and UTM presents an opportunity for further growth in Classics

**2. Graduate Program (Classics, MA, PhD)**

**The reviewers observed the following strengths:**

- Overall quality
  - Best Classics program in Canada; “long ranked among the best in the world”
  - Program has deepened and broadened signature strengths
  - Renowned focus on philology with unusually broad array of classical research fields and methods; strengths in ancient philosophy, ancient thought/science; growing strength in ancient history, archaeology and material culture
- Admissions requirements
  - MA admissions requirements more rigorous than most programs
  - PhD admissions requirements in line with peer programs
- Curriculum and program delivery
  - “Bold” revision of curriculum and structure
  - Revised structure of qualifying stage is an improvement over previous; seems to be reducing PhD times-to-completion
  - Revised reading list is appropriate
  - Faculty fully engaged in graduate training
  - Supports inter- and multi-disciplinary initiatives with students from other units by offering courses that demand less language background
  - Tutorials for large undergraduate civilization courses and elementary language courses provide good opportunities for pedagogical training
  - Many opportunities for and facilities to support learning outside the classroom
  - Collaborative Program (*not part of this review*): excellent ancient history program with York
- Assessment of learning
  - Methods of evaluation entirely appropriate for MA and PhD learning outcomes and degree level expectations
- Quality indicators
  - Department attracts top tier international applicants
  - Highly selective MA and PhD recruitment
  - Many entrants bring external funding
  - High quality students
  - High level of satisfaction (especially in Philosophy)
  - Students have had “extraordinary success” in winning places on national and international conference programs
  - Good MA times-to-completion (somewhat better than peers)
  - Unusually high percentage of MA students advance to PhD study
  - PhD student times-to-completion are in line with disciplinary norms (7 years)

- Graduates continue to be high quality, professionally competitive, and win tenure-track placements at top national and international institutions
- Enrolment
  - Funded cohort has more than doubled; largest in North America
- Students
  - Successful graduate student conferences
- Student funding
  - Recent creation of endowed graduate fellowship supports international recruitment
- Faculty resources
  - Close association with Centre for Medieval studies enables seamless study of Greek and Latin after antiquity
- Physical resources
  - TAs have dedicated office space

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

- Curriculum and program delivery
  - Emphasis on philology deters or disqualifies students interested in historical research (very few current or recent students identify a historical research emphasis)
  - No formal history requirement for MA or PhD
  - Most students arrive (at U of T and peer programs) with insufficient linguistic preparation to undertake professional-level research in philology; some peer programs have relaxed linguistic expectations
  - Students (especially 1-year MA and students with less extensive language training) need more faculty guidance when preparing for qualifying (translation) exams and research paper; only 20-30% of the reading lists are covered in seminars
  - Restriction of research seminars to those who have passed the qualifying exams keeps out history students
  - Revised reading list retains a few texts that are more appropriate to a canonical list
  - Collaborative Program (*not part of this review*): some misalignment of York and U of T components can put U of T students at risk of losing funding at the dissertation stage
  - Collaborative Program (*not part of this review*): York contributed no courses this year
- Quality indicators
  - Small number of international students
- Student funding
  - Funding adequate but not competitive with US peers; results in loss of highly desirable applicants
  - Restrictions on international recruitment result in loss of highly desirable applicants
  - Timing of financial aid offers is not in line with international recruitment season
- Support
  - Current students feel consultation regarding new qualifying stage (reforms to reading list and qualifying exams) was not adequate
- Faculty resources
  - Recently hired faculty in ancient history not fully integrated into program; seldom teach their specialties; often teach reading courses based on reading list texts
  - Philological-literary faculty shoulder disproportionate share of supervisions
  - Programs of similar size and stature have larger faculty complements
- Physical resources
  - Some students would like office space for students who are not TAs

**The reviewers made the following recommendations:**

- Curriculum and program delivery
  - Consider redefinition of philological expectations to allow further integration of history and related areas, given that all potential classical scholars now need to have some expertise in historical methods and material culture, as well as an excellent grasp of Greek and Latin
  - More hands-on faculty guidance should address student concerns re qualifying stage
  - Consider enhancing focus on literary theory and reception in periods not already covered by Centre for Medieval Studies
  - Reconsider restriction of research seminars to those who have passed the qualifying exams

- Creating additional tutorial assistantships (e.g. in undergraduate classes requiring research papers) would further support graduate student pedagogical training
- Collaborative Program (*not part of this review*): consider greater alignment of components and tighter collaboration across York and U of T
- Collaborative Program (*not part of this review*): firmer commitments re mounting courses would be desirable
- Student funding
  - Funding packages should be announced earlier, in line with the international recruitment season
  - Explore ways to increase resources for international student recruitment
- Support
  - Reconsider modes of faculty-student communication to address general concerns and program changes
- Faculty resources
  - Planned hires should bring faculty complement in line with peers
  - Encourage further integration of classical specialists in other units (archaeology, material culture, law)
- Physical resources
  - Explore the possibility of providing individual desks for non-TA graduate students

### 3. Faculty/Research

#### The reviewers observed the following strengths:

- Overall quality
  - “Premier department in Canada”; “one of the largest and best” in the English-speaking world
  - Extremely successful and visible
- Research
  - Faculty expertise covers full range of Classics
  - “Extremely strong” in philology; excellent in history of Egypt in Greco-Roman era
  - Range of expertise provides best possible training for undergraduate and graduate students
  - Faculty “extremely productive” of highest quality research (as measured by SSHRC grants; book publication with major presses; fellowships; awards; editorships of journals; and articles published in the full roster of major international classical journals)
- Faculty
  - “Top-notch” faculty (junior to senior)
  - Through recent hires, nearly 50% of faculty specialize in history and related fields
  - Reviewers endorse replacement appointment at UTM

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

- Faculty
  - Renewal “urgently required” to maintain critical mass in Ancient Thought
  - Low proportion of women to men in department; senior women appear to be overworked in terms of administrative duties and PhD advising

#### The reviewers made the following recommendations:

- Faculty
  - Reviewers “strongly advocate” continuing support for Ancient Thought cluster; consider appointment
  - Consider gender balance in future hires

### 4. Administration

#### The reviewers observed the following strengths:

- Relationships
  - Extremely high tri-campus faculty and student morale
  - UTM and UTSC contribute significantly to the programs



- Joint programs with Philosophy and Centre for Medieval Studies are models of interdisciplinary collaboration
- New collaborations with other units at the graduate level (e.g. York collaborative program) provide opportunities for faculty and students to share research and network
- Close involvement in Ontario Classical Association
- Organizational and financial structure
  - Organizational structure works smoothly
  - Long-serving, very experienced and extremely happy staff
  - Good departmental funding
  - Funds successfully secured to support tutorials
  - “Stunning” space is well used
- Planning / Vision
  - “Extraordinarily well –run” department
- Department/unit/programs relative to the best in Canada/North America and internationally
  - “Powerhouse” department: “dominant” Classics department in Canada; one of the leading departments in North America

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

- Relationships
  - History department does not appear interested in dialogue with ancient historians in Classics
  - Archaeologists are spread through several units; even with Archaeology Centre, potential is not maximized, especially for undergraduate students
  - UTM and UTSC could contribute even more than they already do
- Organizational and financial structure
  - Despite increased number of faculty meetings, there could still be more opportunities to debate policy and strategy
  - Roles of Undergraduate and Graduate Coordinator are very large

**The reviewers made the following recommendations:**

- Relationships
  - Continue work to maximize U of T potential in Archaeology
  - Ensure UTM and UTSC maximize contribution
- Organizational and financial structure
  - Consider increasing funds allocated to support tutorials which enhance undergraduate experience and provide pedagogical training for graduates students
  - Consider ways to prevent burnout in Coordinator roles

**ADMINISTRATIVE RESPONSE – Appended**



25 March 2013

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

**Re: Review of the Department of Classics and its undergraduate and graduate programs**

Dear Cheryl,

Along with the faculty, staff and students of the Department of Classics I am very pleased with the reviewers' very positive assessment of its undergraduate and graduate programs: BA Honours in Classical Civilization (Major, Minor); Classics, Greek and Latin (Major); Greek (Major, Minor); Latin (Major, Minor); and the Classics MA and PhD. The reviewers highlighted the "outstanding success" of revisions to the undergraduate programs, the "very high" quality of teaching, the very successful expansion of the doctoral cohort, the outstanding calibre, breadth and research productivity of the faculty, and the "top tier" ranking of the graduate program internationally.

As per your letter of 26 February 2013, I am writing to address the areas of the review report that you identify as key. The Department has seriously considered the reviewers' comments and presents their response below, along with a number of changes have been instituted to respond to their suggestions.

***Program Structure***

- *The reviewers note the strength of recent hires, many of whom focus on ancient history, but observe that this cohort is not fully integrated into the graduate program, which strongly emphasizes philology.*

The reviewers identified three different strands of scholarship within the Department: literary and textual studies, ancient history, and classical philosophy. We wish, however, to note that it is somewhat misleading to characterize members of the department according to the methods that they employ, such as 'epigraphy', 'papyrology', and 'philology'. Classical studies involve programs of research and teaching that draw on multiple disciplines and approaches. Our faculty members share a commitment to skills and training in ancient languages, and this is consistent with the linguistic emphases of our undergraduate and graduate programs. In terms of historical range, the Department covers most historic periods of Greco-Roman civilization, and having made a new appointment in Late Antiquity, the range is now extended until ca. 500 CE.

The Department does not define ‘philology’ as a distinct field within Classics. All fields of the discipline, including history and philosophy as well as literature and linguistics, require a high level of linguistic competence in classical languages (ancient Greek and Latin), control of essential textual skills, and a broad familiarity with all genres of writing in the ancient world. Philology, in modern usage, describes an important set of skills in textual analysis, including knowledge of linguistic and historical context. As noted above, our faculty members command skills in other disciplines that are essential for research and graduate education. What characterizes our programs in contrast to many others is that the Department emphasizes high-level linguistic skills across all subdisciplines. For this reason, they have always advertised positions—whether in ancient history, classical philosophy, or Greek and Latin literature—as requiring the ability to teach Greek and/or Latin language at all levels of the undergraduate and graduate curricula. We recognize that there are sometimes particular challenges for ancient historians, specialists in ancient science and philosophy, etc.; challenges not always faced by specialists in literature. Nevertheless, some students in literature find these basic linguistic skills challenging and some historians, philosophers etc. do not find this a problem.

The external reviewers comment that recently appointed faculty members in ancient history need to be further integrated into the Department’s programs. The Department has undergone a rapid, much needed, and very successful generational renewal—not only in ancient history but also in classical literature—as a result of a series of targeted hires of exceptionally strong junior scholars from 2005 to 2009. The Department has supported the development of their research programs through a multi-pronged approach that includes timely teaching release in the first three-years, focused internal research funds, a faculty mentorship program, and assistance from senior faculty in the design and delivery of graduate research seminars. As our junior colleagues move into the tenured ranks, the Department expects that faculty members in ancient history will contribute more integrally to graduate recruitment, teaching, and programming.

### ***Communication***

- *The reviewers endorse the revamped graduate program but suggest that better communication might address graduate student concerns about changes to the comprehensive exams and related elements.*

The revisions to the graduate program structure were achieved in a review driven by the participation of all faculty and graduate students over a two-year timeframe. The regular schedule of town hall meetings held in connection with the program review was discontinued in the early years of the graduate program renewal, however, and was only re-established in connection with the self-study for the external review. These town hall meetings brought forward new and continuing graduate student concerns to the attention of the faculty, especially in relation to the lack of an effective means of communication between graduate students and departmental faculty. The Department has moved to address this issue by organizing meetings between the Graduate Classics Course Union (GCCU) executive and the members of the departmental Examinations Committee (to discuss comprehensive exams) and between the GCCU executive and the members of the departmental Executive Committee (to discuss graduate student concerns more broadly). Regular meetings of this kind are expected to facilitate communication of graduate concerns regarding program revisions, comprehensive exams, and related elements.

- *The reviewers also note that there is need for more regular communication with undergraduate students.*

The Department has taken several steps to strengthen communications with undergraduate students. As a result of the Department's move into more spacious quarters in the Lillian Massey Building, they have been able to provide, for the first time ever, both study space and meeting facilities to our undergraduate students. The Association of Classics Students (ACS), in conjunction with the newly-launched undergraduate Oral Reading Club, organizes events that bring together undergraduate students and faculty members. The extraordinary success of the Oral Reading Club, with weekly meetings and bi-annual performances, attests to student interest in meeting with faculty and to the faculty's commitment to the student experience.

### ***Graduate Student Funding***

- *The reviewers observe that the program's funding packages are not competitive with those of its American peers, which affects recruitment of top candidates.*

The Department attracts excellent graduate students, including international students, and offers a number of internal scholarships. The Department has been very successful in attracting matching funds from donors for a provostial initiative focused on new scholarships for international students. Approximately half of the graduate students in our funded cohort have external scholarships (SSHRC, OGS, Vanier) that substantially cover the cost of their funding. One of the challenges of graduate recruitment, however, is the University's policy of offering a minimum funding commitment to every successful applicant. In many cases, the level of funding rises as doctoral students proceed through the program, but the general funding policy makes it difficult to announce this to incoming students. As a Faculty, we are also concerned about competitive offers made by peer institutions and have urged departments to make full use of their own funds to support and recruit domestic graduate students. At the same time, the Faculty has also earmarked additional funds for the 2013-2014 recruitment cycle to enhance units' ability to attract the best top-tier domestic students. The Department, the Faculty of Arts & Science, and the Provost's Office recognize these challenges and graduate funding is a high priority at all levels.

In addition to the matters that you had highlighted as key for our response, the review report also notes one further matter we would like to address:

- *The reviewers highlighted a lack of diversity among the department faculty.*

Classics is committed to addressing this matter. For future faculty positions approved through the Arts & Science Faculty Appointments Committee process, we will continue to work through the discipline's North American professional association, the American Philological Association (APA), whose highest priority is recruiting women, minorities, and persons of disability into the field of Classics. The APA publishes "Positions for Classicists," which advertises positions in the discipline, as does the electronic list of the APA's Women's Classical Caucus, which has strong links to the Lambda Classical Caucus (formerly the Lesbian and Gay Classical Caucus) and the Committee on the Status of Women and Minority Groups. Classics also advertises in University Affairs and in the electronic Canadian Classical Bulletin of the Classical

Association of Canada, which reaches every faculty member in every department of Classics in Canada, virtually every graduate student, and faculty members in other disciplines who work in the area of Greco-Roman antiquity; the CAC has a very active Women's Classical Network. We would also expect to advertise on several very active list-serves in Classics (including ANCIEN-L and CLASSICS-L) in North America and the U.K. A further effort can be made to increase the quality and diversity of our pool of applicants by sending individual letters to colleagues at leading programs by departmental colleagues.

To conclude, the review report provides a thoughtful analysis of the Department and our undergraduate and graduate programs. We appreciate that the external reviewers identified the Department's strengths and noted a few areas for development. The Department has already implemented and/or has begun to move forward with plans to address the key recommendations highlighted by the reviewers.

Yours sincerely,



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

cc. Alison Keith, Chair and Graduate Chair, Department of Classics  
Bernard Katz, Acting Vice-Dean Graduate, UTM  
William Gough, Vice-Dean Graduate Education and Program Development, UTSC

**REVIEW SUMMARY**

|   |  |
|---|--|
| <b>Program(s) under review:</b>           | Italian, B.A., Hons: Specialist, Major; Minor<br>Italian Culture and Communication Studies, Minor<br>Second Language Learning (Italian), B.A., Hons: Major<br>Italian Studies, M.A., Ph.D.   |
| <b>Division/Unit under review:</b>        | Department of Italian Studies (Undergraduate and Tri-Campus<br>Graduate Programs)  |
| <b>Commissioning Officer:</b>             | Dean, Faculty of Arts and Science  |
| <b>Reviewers<br/>(Name, Affiliation):</b> | <ol style="list-style-type: none"> <li>1. Dr. Christopher Kleinhenz, Professor Emeritus, Department of French and Italian, University of Wisconsin-Madison</li> <li>2. Dr. Mark Pietralunga, Victor B. Oelschlager Professor and former Chair, Department of Modern Languages and Linguistics, Florida State University</li> <li>3. Dr. Deanna Shemek, Professor of Italian Studies, Department of Literature, University of California, Santa Cruz</li> </ol> |
| <b>Date of review visit:</b>              | November 19-20, 2012   |

|   |  |
|---|--|
| <b>Previous Review Date:</b>                                    | 2006-07  |
| <b>Summary Findings and Recommendations of Previous Review:</b> | <p><b>Overall:</b></p> <ul style="list-style-type: none"> <li>• Vibrant and strongly supportive Department</li> </ul> <p><b>1. Undergraduate Program</b></p> <p><b>The reviewers observed the following strengths:</b></p> <ul style="list-style-type: none"> <li>• Strengths in language studies; “remarkable” course enrolments</li> <li>• Students praised excellent teaching and advising, sense of community and supportive environment</li> </ul> <p><b>The reviewers made the following recommendations:</b></p> <ul style="list-style-type: none"> <li>• Consider an additional contact hour for language and literature courses</li> </ul> <p><b>2. Graduate Program</b></p> <p><b>The reviewers observed the following strengths:</b></p> <ul style="list-style-type: none"> <li>• Canada’s only doctoral program in Italian</li> <li>• Vibrant intellectual community</li> <li>• Extra-departmental graduate programs offer courses and expertise in Italian Studies (e.g. History, Art History and Medieval Studies)</li> </ul> <p><b>The reviewers identified the following areas of concern:</b></p> <ul style="list-style-type: none"> <li>• Inadequate graduate student space</li> <li>• Loss of two faculty in Italian Linguistics field</li> </ul> <p><b>The reviewers made the following recommendations:</b></p> <ul style="list-style-type: none"> <li>• Encourage graduate students to adopt an interdisciplinary approach, which might include taking courses in cognate departments</li> <li>• Address loss of OCGS field in Italian Linguistics</li> <li>• Consider revising PhD Qualifying stage to delay choice of a doctoral dissertation topic until after</li> </ul> |

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|                                     | <p>the first written examination, and option of publishing a refereed article in lieu of exams</p> <ul style="list-style-type: none"> <li>• Further consider faculty mentoring of students to include research and publication</li> <li>• Consider expansion of both MA and PhD</li> <li>• Strengthen ties with cognates to support interdisciplinary component in curriculum</li> <li>• Allocate space to maximize contact between faculty and students</li> </ul> <p><b>3. Faculty/Research</b></p> <p><b>The reviewers observed the following strengths:</b></p> <ul style="list-style-type: none"> <li>• Excellent research</li> <li>• World-class library resources</li> </ul> <p><b>The reviewers identified the following areas of concern:</b></p> <ul style="list-style-type: none"> <li>• Complement includes high proportion of U of T graduates</li> <li>• Significant gender imbalance in tenure stream</li> </ul> <p><b>The reviewers made the following recommendations:</b></p> <ul style="list-style-type: none"> <li>• Recruit new faculty internationally</li> <li>• Prioritize hire in medieval Italian</li> </ul> <p><b>4. Administration</b></p> <p><b>The reviewers observed the following strengths:</b></p> <ul style="list-style-type: none"> <li>• Strong ties with UTM and other St. George units</li> <li>• Very effective administrative mechanisms</li> <li>• Staff ensure department runs smoothly</li> </ul> <p><b>The reviewers identified the following areas of concern:</b></p> <ul style="list-style-type: none"> <li>• Faculty clearly divided over whether decision-making involves adequate consultation</li> <li>• Physical split between faculty housed in St. Michael's and Victoria Colleges</li> <li>• Lack of meeting space near Department's offices</li> </ul> <p><b>The reviewers made the following recommendations:</b></p> <ul style="list-style-type: none"> <li>• Ensure faculty are informed of established consultation and decision-making processes, and that these processes are followed</li> </ul> |
| <b>Last OCGS Review(s) Date(s):</b> | 2004-05: Good Quality  |

**CURRENT REVIEW****DOCUMENTATION PROVIDED TO REVIEWERS:**

Terms of Reference  
Self-Study  
Site Visit Itinerary

**CONSULTATION PROCESS:**

The reviewers met with the Dean and Vice Dean, Graduate Education & Program Reviews, Faculty of Arts and Science; faculty; cognate department chairs; administrative staff; undergraduate and graduate students; and Robarts librarian.

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

### 1. Undergraduate Program (Italian, B.A., Hons: Specialist, Major; Minor; Italian Culture and Communication Studies, Minor; Second Language Learning (Italian), B.A., Hons: Major)

#### The reviewers observed the following strengths:

- Objectives
  - Suite of programs aligns with unit's goal of reaching students with different trajectories
  - Curriculum, range of courses, outreach and collaborative initiatives reflect Department's priorities
- Curriculum and program delivery
  - High quality courses
  - Well-conceived streamlining of language offerings (consolidation of three entry-level streams to two; creation of "Practical Italian")
  - Revised curriculum emphasizes relations between undergraduate learning and faculty research
  - Breadth and creative variety added to traditional courses as faculty branch into secondary areas of cultural and scholarly interest
  - Traditional period, genre and author-based courses, and Italian linguistics courses foster well-trained majors and specialists
  - Theme-based courses allow students to explore interconnectedness of Italian with other cultures
  - Advanced topical courses diversify curriculum
  - Offering courses on Italian literature taught in English reaches out to more students, enhances dialogue across disciplines and improves student access to Italian culture in comparative contexts
  - Department is "on track" to reach goal of creating more experiential learning opportunities through courses and internships, with well received new courses and very positive response to outreach for potential placements
  - Summer program in Siena "significantly enhances" student experience and forges institutional ties between U of T and University of Siena
  - Students have sufficient opportunity to study abroad
  - Teaching stream faculty are innovative; on cutting edge of pedagogical research
- Quality indicators
  - Above average grade levels for admission
  - Impressive students
  - "Respectable" final-year academic achievement
  - Student satisfaction with academic advising and overall educational experience is above U of T average
  - Students very enthusiastic about and satisfied with courses, related activities and teaching staff
- Enrolment
  - Largest Italian program enrolment in North America
  - Second largest foreign language enrolment at U of T
- Students
  - "Extraordinarily" active Italian Undergraduate Student Cultural Association provides unusual range of events, leadership opportunities and opportunities for faculty-student and student-student interaction
- Faculty resources
  - Planned minor in Italian Canadian Studies supported by visiting faculty brought in through Emilio Goggio Chair

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

- Objectives
  - Unclear whether department is meeting goal of greater integration of literature and linguistics components into the language curriculum
- Curriculum and program delivery
  - Many first-year language courses delivered by untrained graduate students



- Some lack of clarity as to whether /how courses meet program's stated objectives regarding research experience
- Many courses structured by historical periodization
- Students have limited contact with tenure-stream faculty
- Assessment of learning
  - One faculty member expressed concern regarding the language proficiency of incoming MA students who have earned their undergraduate degree at UofT; the cause of this is unclear (could be an anomaly, or possibly large class sizes or need for additional TA training at the foundation level; reviewers encouraged empirical assessment of language proficiency for incoming MA students, regardless of program of origin)
- Enrolment
  - First year language classes are especially high (40 students per section); limits opportunities for every student to speak often in every class period

**The reviewers made the following recommendations:**

- Curriculum and program delivery
  - Consider offering courses that break period boundaries to mobilize critical thinking and trans-historical inquiry, and provide basic coverage of authors and periods not currently covered
  - Consider systematic inclusion of learning outcomes as part of syllabi and explicit declaration of research skills developed therein
  - Keep in mind student access to both tenure- and teaching-stream faculty when considering course design and delivery
- Assessment of learning
  - Assess whether students are achieving appropriate level of language proficiency and consider improvements to class sizes or TA training as necessary
- Faculty resources
  - Italian faculty could help relieve enrolment pressures in English by offering classes on Italian authors with substantial impact on English

**2. Graduate Program (Italian Studies, M.A., Ph.D.)**

**The reviewers observed the following strengths:**

- Admissions requirements
  - MA: requirements are consistent with peer programs
  - PhD: requirements are appropriately rigorous
- Curriculum and program delivery
  - Required research methods course for the MA and PhD provides a good orientation to students
  - Program requires students to take a course in a cognate department (allows them to finish on time when courses are not available in the Department; encourages interdisciplinarity)
  - MA: structure and curriculum reflect the current state of the field "to a certain extent"
  - MA: one-year structure seems reasonable
  - MA: offers appropriate training for PhD study
  - PhD: revised structure of comprehensive exams has streamlined process leading to dissertation
  - Excellent Senior Lecturers provide some supervision of TAs
  - Large number of opportunities for student learning beyond the classroom (e.g. Emilio Goggio Lecture Series, regular hosting of major conferences, sponsored participation in international conferences, involvement in journal editorial processes) places department in "elite group" internationally
  - Involvement of students who are TAs at UTM in journal targeted to language teachers
- Quality indicators
  - Student experience has improved; students are satisfied
  - Program has introduced more systematic mentoring of graduate students by supervisors
  - Good relationship between individual students and faculty
  - PhD: Department has taken necessary steps to improve most key indicators (e.g. overall student quality, success in recruiting high-quality domestic students, student satisfaction)
  - PhD: slight increase in number of applicants in recent years
  - PhD: annual thesis review has contributed to more timely progress towards completion
  - PhD times-to-completion are lower than peer programs

- PhD: Placement of graduates in university positions is equal to or better than peer programs
- Students
  - Very impressive student association organizes colloquium series, annual conference and professional training activities
  - Increased interaction between Department leadership and graduate student association
- Student funding
  - Student funding opportunities for conferences and research are mostly in line with most top tier programs
  - PhD: minimum funding package is reasonable
  - PhD: funding opportunities are in place for those outside the funded cohort and for those conducting research in Italy
  - PhD: Department is seeking external fellowships and departmental funds to enable the recruitment of additional international students
- Program Administration
  - Extension of term of graduate coordinator provides greater continuity
- Faculty resources
  - One of largest faculties of any Italian graduate program in North America (7 full members; 6 with supervisory capacity)
- Physical resources
  - Students can develop acquisition plan with library collections development specialist to support their research

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

- Curriculum and program delivery
  - MA & PhD: current curricula do not reflect shift in field from traditional literary/historical perspective to interdisciplinary approaches
  - Limited rotation and choice of courses limits research interests of graduate students
  - TAs have only brief orientation before assuming responsibility for their courses, even though “serious, systemic” language pedagogy training is standard prerequisite for graduate teaching in top-tier language departments and expected on the job market
- Assessment of learning
  - MA: program does not require comprehensive exams or thesis, possibly raising question of lack of focused assessment of accomplishment, especially for students who do not go on to PhD
- Quality indicators
  - Concerns regarding impact on the program of entering students’ different levels of language preparation
  - Students impacted by reduced number of faculty (e.g. number of courses offered, advisory capacity, professional development opportunities)
  - Lack of faculty in Medieval Studies (Dante) and Cinema/Contemporary Cultural Studies, reduction of Renaissance core, and lack of instruction in language pedagogy likely dissuades some prospective students from applying to U of T
  - Students note that problems exist
  - Some concerns about students relationship with Department
  - MA: difficulty attracting domestic students given small number of major or specialist undergraduate programs in Italian
  - MA: Department has higher than average offer rates and has recently admitted fewer students than it had capacity to admit (approval for 7-9; admitted 3-6)
  - MA: some students have difficulty completing oral and written work in Italian in graduate (MA/PhD) seminars
  - MA: No clear data regarding graduate employment
  - PhD: restrictions on number of international students limits ability to increase quality of graduate students
- Student funding
  - Decision not to fund MA students limits recruitment of top applicants from outside the GTA
  - PhD: slight decrease in acceptance rates in recent years perhaps linked to funding package not competing with US peers
  - PhD: lack of funding for international students results in loss of applicants to US peers
- Faculty resources

- PhD: Loss of tenure-stream faculty raises concerns about thesis supervision
- Faculty have heavy and very uneven advisory loads, often in areas outside their expertise
- Most faculty only teach a fraction of their time in Department's graduate program due to significant responsibilities elsewhere

**The reviewers made the following recommendations:**

- Overall quality
  - Qualitatively reassess MA and PhD
- Objectives
  - Program should include in its priorities ways to enrich the MA and PhD programs
- Admissions requirements
  - Consider likely area of specialization and student-supervisor matches during admission
  - MA: consider instituting empirical measures of language proficiency for entering students
- Curriculum and program delivery
  - Consider serious evaluation of curriculum in light of changes in the field
    - MA: consider shift to more interdisciplinary model with options in second language acquisition
    - PhD: consider previous review recommendation of envisioning PhD as degree in Italian Studies, with shared common core and various possibilities for specialization
  - Allow students to take more courses outside the Department
  - Consider offering a broad-based course on the history and practice of literary and cultural theory and criticism on a regular basis
  - Consider requiring a course (offered by the Department or cognate unit) on foreign-language pedagogy and applied linguistics to prepare students to teach in the undergraduate program and at all levels in their future careers
  - Consider formalized instruction on professional topics (e.g. conference presentations, publications, external funding applications, job market preparation, etc.)
  - Consider offering some seminars in English (following practice of US peers) to attract graduate students from other departments, even out field for discussion in Italian seminars, and raise level of critical discourse through cross-field interaction
- Quality indicators
  - Regularly administer course evaluations
  - Track graduates more closely to ensure success
- Student funding
  - Continue to be proactive in encouraging applications for external fellowships and university-wide scholarships
  - Consider annual competitive teaching fellowship for advanced students to design and teach undergraduate course based on their own research areas and supported by faculty supervisor
  - Consider revised schedule and process for conference funding applications, including earlier application date to allow students to plan ahead
- Support
  - Ensure that external funding is an agenda item for orientation
- Faculty resources
  - Consider ways to even out supervision loads
- Outreach / Promotion
  - Consider a more "ambassadorial" plan, including a more user friendly website, to target highly qualified US students (to establish a more competitive pool of applicants)

**3. Faculty/Research**

**The reviewers observed the following strengths:**

- Overall quality
  - High-profile, distinguished faculty research; compare favorably with faculty at peer institutions internationally
- Research
  - All faculty have made important contributions to scholarship
  - Teaching-stream faculty have developed course materials and websites and published books and articles on pedagogical topics

- Several faculty play “extraordinarily” active leadership roles in the profession (e.g. journal editors)
- Very active conference and lecture calendar places Department in elite international group
- Rich U of T context for Italian Studies: world-class library resources; University of Toronto Press is preeminent North American publisher in the field
- Faculty
  - Outstanding complement of faculty in cognate fields (e.g. Centre for Medieval Studies, Centre for Reformation and Renaissance Studies, Jackman Humanities Institute)
  - Department makes very good use of Emilio Goggio Visiting Professors program to cover courses in the undergraduate and graduate curriculum and provide intellectual and professional development opportunities for students and faculty

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

- Research
  - Limited success in external funding competitions
- Faculty
  - “Extreme” faculty attrition due to retirements, resignations and deaths places program’s quality and reputation in peril
  - Emilio Goggio visiting professors and three-year position in Italian Cinema do not fully address needs for graduate supervision
  - Faculty workload is at maximum capacity for teaching and service
  - Complement is demographically unbalanced for age and gender

**The reviewers made the following recommendations:**

- Research
  - Develop clear plan for regular rotation of faculty relative to course offerings and research leaves
- Faculty
  - Develop innovative strategy for defining and prioritizing staffing needs, rather than focusing on century-by-century coverage or exact replacement of area of retired faculty
  - Two “urgent” hires needed: medieval/Dante (with breadth beyond Dante) and cinema (with interests in cultural studies/popular culture)
  - Reviewers endorse pursuit of endowed Chair, and recommend interdisciplinary hire or hire in discipline other than literature (focused on culture of Italian diaspora), to reflect trends in field and foster collaboration with another discipline
  - Consider budgetary cross-appointments
  - Consider age, gender, etc. in developing a well-balanced Department

#### **4. Administration**

**The reviewers observed the following strengths:**

- Relationships
  - Recent and current Chairs have established an atmosphere of collegiality, cooperation and collaboration
  - All faculty are fellows in either St. Michael’s or Victoria College, and most have teaching or administrative roles in association with those appointments
  - Some faculty teach regularly in other programs (sometimes in exchange for faculty from other programs teaching in Italian Studies)
  - Highly collaborative relations with UTM and Victoria and St. Michael’s College
  - Conferences and graduate symposia are co-sponsored or materially supported by other departments and programs
  - Italian government and related organizations in Toronto are excellent base of support for conferences and other events
- Organizational and financial structure
  - Highly talented, committed and satisfied staff
  - Housing faculty in Carr Hall contributes to greater sense of “togetherness”
  - Offices in Carr Hall are comfortable and convenient
  - Sound organizational and financial structure
- Planning / Vision

- Department is positioned to begin to rebuild through targeted hiring and concerted outreach within U of T and Toronto

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

- Relationships
  - Faculty morale has improved, but is still low
  - No affiliations with Centre for Medieval Studies, Centre for Comparative Literature or Cinema Studies Institute
  - Little involvement with faculty in other programs through cross-listed courses or dissertation committees, despite existence of faculty who work on Italian topics
- Organizational and financial structure
  - “Onerous” committee service component
  - Not all faculty, and no graduate students, have offices in Carr Hall
  - Lack of room for departmental meetings, departmental library

**The reviewers made the following recommendations:**

- Relationships
  - Proactively initiate truly joint activities with cognate Faculty of Arts & Science programs (e.g. dissertation committees; budgetary cross-appointments; team teaching) not only to offset small faculty complement but also to expand interdisciplinary opportunities for students
  - Department should forge stronger relationships with Centre for Medieval Studies, Centre for Comparative Literature and Cinema Studies Institute
  - Establishment of endowed Chair should create opportunity for joint planning and innovation with other units at U of T and strengthen relationships with the external community
  - Department should (re)cultivate Italian community and government resources
- Organizational and financial structure
  - Reviewers “strongly recommend “ faculty retreat to establish a strategic plan
  - Consider consolidation of service responsibilities
  - “Strongly recommend” that all teaching staff (including TAs) have offices in the same building

**ADMINISTRATIVE RESPONSE – Appended**



25 March 2013

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

**Re: Review of the Department of Italian Studies and its undergraduate and graduate programs**

Dear Cheryl,

Along with the faculty, staff and students of the Department of Italian Studies I am very pleased with the reviewers' assessment of its undergraduate and graduate programs: BA Honours Italian (Specialist, Major, Minor), Italian Culture and Communication Studies (Minor), Second Language Learning Italian, (Major), and MA and PhD in Italian Studies. The reviewers emphasized the innovativeness of faculty teaching, international reputation of graduate faculty, and the spirit of collegiality and cooperation within the Department and across campuses. They described undergraduate students, in particular, as being lavish in their praise of the excellence of their courses and commented on the well-conceived renewal of the Department's language curriculum, the unusual strength and engagement of both undergraduate and graduate student associations, and exceptional research resources.

As per your letter of 26 February 2013, I am writing to address the areas of the review report that you identify as key. The Department has seriously considered the reviewers' comments and presents their response below.

***Curriculum***

- *The reviewers praised the extent to which faculty are branching out from their areas of specialization and encouraged them to continue to go beyond traditional categories (temporal, genre etc.) in designing undergraduate courses.*

Crossing the boundaries of traditional categories can definitely assist the Department to carry out its teaching and research missions. The Department believes that there should be a balance between 'traditional' courses and courses that go beyond the traditional categories (temporal, genre, etc.). The Department Chair and faculty members are eager to recommend additional new thematic courses for development, especially at the undergraduate level. However, given the present undergraduate faculty complement and the fact that several members of the Department are fully engaged in language instruction and administration, the possibilities to offer many new courses on a regular basis are limited. Beginning this term the Department will engage in a reassessment of its programs as part of its reconsideration of its offerings as suggested by the external reviewers.

- *The reviewers emphasized the satisfaction of undergraduate students in particular with their courses but urged faculty to systematically identify learning outcomes in course syllabi and program objectives.*

The Department members agree that they need to be clear about their intended programs outcomes, especially outcomes of specialist and major programs, assessed in relation to the professional and academic opportunities that they can make available to their students. The Department has already begun the review of each course syllabus to ensure that it clearly identifies the learning outcomes and program objectives. This process is expected to be complete this academic year.

- *The reviewers made suggestions for the revision of the graduate program curriculum and noted the ongoing challenge of securing consistently high quality applicants.*

As specified in the Self-Study, the Department has already started revisions to the graduate program and is trying to implement changes to enrich it. The graduate program currently requires that 1 FCE be taken outside the Department with the view to encourage interdisciplinarity and an increased variety of course choices. The Department is in the process of further strengthening partnerships across the University to promote more interdisciplinary opportunities for its students.

In terms of the quality of graduate applicants, the Department continues to address the ongoing challenge to recruit high quality applicants. The Department has had some tangible success in the past few years. As noted in the Self-Study, the number of applicants to the MA and PhD program has increased slightly. The decline in the acceptance rate for 2010 to present is due to funding issues: since 2010 the Department has lost 3 applicants (2 with a Connaught and 1 with an Avie Bennet scholarship) to American institutions that offered better financial packages. A current candidate is presently on the waiting list for the Connaught Scholarship. As a Faculty, we are also concerned about competitive offers made by peer institutions and have urged departments to make full use of their own funds to support and recruit domestic graduate students. At the same time, the Faculty has also earmarked additional funds for the 2013-2014 recruitment cycle to enhance units' ability to attract the best top-tier domestic students.

### ***Resources and Planning***

- *The reviewers encouraged faculty to engage in a facilitated retreat to establish a strategic plan for the next five to ten years.*

The Department agrees that a retreat for self-analysis and strategic planning is in order now that the external report has been received. A meeting of the entire departmental council is scheduled for March 28, 2013. During this meeting, the matter of a retreat and next steps will be discussed. The Chair is aiming to schedule a retreat in May or early September, 2013. The retreat will focus on the strategic direction for the Department as well how to best move forward on the suggestions of the external reviewers, including its complement and how to secure consistently high quality applicants to its graduate program.

- *The reviewers noted the decline in faculty complement and suggested that the time had come for strategic growth through new faculty hires and building linkages with other programs.*

The Department has recently concluded a search for contractually-limited term appointment and a specialist in three different areas (Cinema/Cultural Studies, Immigrations/Diaspora Studies and Language Teaching). The new hire will help strengthening the relation with the Department and the Cinema Studies Institute. The Chair is in discussion with cognate units in Arts & Science to further explore potential cross-appointment possibilities.

### ***Collaboration***

- *The reviewers encouraged the Department to find ways as they continue to assess their undergraduate and graduate curriculum to facilitate increased dialogue across disciplines and fields, working collaboratively with other units, centres and institutes to mutual benefit.*

The Department has already engaged in discussion with cognate units such as Cinema Studies and will continue to assess their curriculum at both the undergraduate and graduate levels. Cross-disciplinary topics and methods will be encouraged at all levels, and they would generate easy alliances with faculty of cognate departments for research collaboration, co-supervision of new dissertations, and joint conferences.

To conclude, the review report provides a thoughtful analysis of the Department and our undergraduate and graduate programs. We appreciate that the external reviewers identified the Department's strengths and noted areas for development. The Department has begun to move forward with plans to address the key recommendations highlighted by the reviewers.

Yours sincerely,



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

cc. Salvatore Bancheri, Chair and Graduate Chair, Department of Italian Studies  
Bernard Katz, Acting Vice-Dean Graduate, UTM  
William Gough, Vice-Dean Graduate Education and Program Development, UTSC



## REVIEW SUMMARY

|   |  |
|---|--|
| <b>Program(s) under review:</b>           | Psychology, B.Sc., Hons.: Specialist, Major; Minor<br>Psychology Research, B.Sc., Hons.: Specialist<br>Environment and Behaviour: Minor<br><br><i>Note: review of undergraduate programs only</i>  |
| <b>Division/Unit under review:</b>        | Department of Psychology, Faculty of Arts and Science  |
| <b>Commissioning Officer:</b>             | Dean, Faculty of Arts and Science  |
| <b>Reviewers<br/>(Name, Affiliation):</b> | 1. Dr. Michael Ross, Professor, Department of Psychology,<br>University of Waterloo<br>2. Dr. John Lydon, Professor, Department of Psychology, McGill<br>University<br>3. Dr. Howard Nusbaum, Professor and former Chair, Department<br>of Psychology, The University of Chicago |
| <b>Date of review visit:</b>              | April 2-3, 2012  |

|   |  |
|---|--|
| <b>Previous Review Date:</b>                                    | 2000 (review of Department with undergraduate and graduate programs)   |
| <b>Summary Findings and Recommendations of Previous Review:</b> | <p><b>1. Undergraduate Program</b></p> <p><b>The reviewers observed the following strengths:</b></p> <ul style="list-style-type: none"> <li>• Impressive students</li> <li>• Students happy with program and faculty</li> <li>• Wonderful, very large introductory class is successful innovation that addresses high enrolments</li> </ul> <p><b>The reviewers identified the following areas of concern:</b></p> <ul style="list-style-type: none"> <li>• “Biggest problem is in servicing high enrolments”</li> <li>• Student frustration regarding course access and scheduling</li> <li>• Limited opportunities for development of oral or written communication skills in very large second-year courses</li> <li>• Limited individualized attention given to students with the exception of small group in Psychology Research Specialist program</li> <li>• Narrow coverage of areas relative to scope of discipline of psychology; students emphasized lack of courses in applied areas</li> <li>• Large courses in applied areas largely delivered by adjunct and sessional faculty who may not be engaged in academic scholarship; concerns about consistency of course content</li> <li>• Heavy undergraduate teaching load and reliance on sessionals</li> </ul> <p><b>2. Graduate Program</b></p> <p><b>The reviewers observed the following strengths:</b></p> <ul style="list-style-type: none"> <li>• Program “in good shape”</li> <li>• Impressive students</li> <li>• Competitive student funding</li> </ul> <p><b>The reviewers identified the following areas of concern:</b></p> |

|                                     |   |
|-------------------------------------|---|
|                                     | <ul style="list-style-type: none"> <li>• Funding students through faculty grants limits the number of students who can be admitted</li> <li>• Many faculty are not supervising any students</li> <li>• Need for more graduate student office space to support ongoing interaction, especially at UTSC</li> </ul> <p><b>The reviewers made the following recommendations:</b></p> <ul style="list-style-type: none"> <li>• Potential for building more vibrant graduate program</li> </ul> <p><b>3. Faculty/Research</b></p> <p><b>The reviewers observed the following strengths:</b></p> <ul style="list-style-type: none"> <li>• Impressive funding and productivity</li> </ul> <p><b>The reviewers identified the following areas of concern:</b></p> <ul style="list-style-type: none"> <li>• Inadequate research space</li> </ul> <p><b>The reviewers made the following recommendations:</b></p> <ul style="list-style-type: none"> <li>• Complement should increase in neuroscience and in other existing areas (developmental, social, cognitive)</li> <li>• Develop faculty retention plan</li> </ul> <p><b>4. Administration</b></p> <p><b>The reviewers observed the following strengths:</b></p> <ul style="list-style-type: none"> <li>• Good, generally well-functioning Department</li> <li>• Impressive dedication and commitment of faculty</li> </ul> <p><b>The reviewers identified the following areas of concern:</b></p> <ul style="list-style-type: none"> <li>• Lack of vision as to Department's and discipline's future; faculty do not agree on whether to build strength or maintain diversity</li> <li>• Physical division across three campuses, multiple sites on St George campus, and two affiliated research institutes (Rotman, Clark) leads to lack of cohesion and camaraderie</li> <li>• Faculty feel decision making is not transparent</li> </ul> <p><b>The reviewers made the following recommendations:</b></p> <ul style="list-style-type: none"> <li>• Department must develop vision of its future and the future of the field</li> <li>• Department must have adequate space in which all groups can be housed together</li> <li>• Discuss role of Rotman Institute in the Department</li> <li>• Explore better connections with Clarke Institute and OISE</li> <li>• Increase transparency of decision making</li> </ul> |
| <b>Last OCGS Review(s) Date(s):</b> | <i>Not applicable – review of undergraduate programs only.</i>  |

**CURRENT REVIEW****DOCUMENTATION PROVIDED TO REVIEWERS:**

Terms of Reference  
 Self-Study Report  
 Site Visit Itinerary

**CONSULTATION PROCESS:**

The reviewers met with the Dean, Faculty of Arts and Science; the Vice Dean, Graduate Education & Program Reviews; faculty members; cognate and cross-appointed faculty; administrative staff ; and graduate and undergraduate students.

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

### 1. Undergraduate Program (Psychology, B.Sc., Hons.: Specialist, Major; Minor; Psychology Research, B.Sc., Hons.: Specialist; Environment and Behaviour: Minor)

#### The reviewers observed the following strengths:

- Overall quality
  - Strength in cognition and neuroscience
  - Psychology Research Specialist program: “one of the best intensive, undergraduate psychology training programs in social cognition, cognition and neuroscience in the world”
- Objectives
  - Objectives are appropriately broad
- Admissions requirements
  - Differentiated requirements for majors, specialists and psychology research specialists appropriate for learning outcomes
- Curriculum and program delivery
  - Appropriate program structure
  - Courses in traditional areas of psychology, cognition and neuroscience, and research methods and statistics meet objectives of providing students with broad understanding of methods and findings of science of psychology
  - Curriculum generally reflects current state of discipline
  - Students have multiple occasions for research (2 individual projects courses; opportunity to volunteer in faculty labs)
  - Psychology Research Specialist program: meets objectives; students “superbly” prepared for graduate school
- Assessment of learning
  - Methods used appropriate to achieve programs’ goals
  - Program strives to provide writing opportunities despite enrolment pressures
- Quality indicators
  - Excellent quality of applicants and admitted students based on GPAs
  - Faculty happy with student quality overall; impressed with students in Psychology Research Specialist program

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

- Curriculum and program delivery
  - High enrolments result in extensive waiting lists, inability to access required and other courses
  - Students take courses in summer or attempt to “game the system” to access required courses
  - “Extremely low” percentage of courses (and even lower percentage of students) taught by full-time research faculty limits access to faculty to answer questions and limits opportunities for student engagement in faculty research
  - Many students in first two years of program not taught by tenure-stream faculty
  - Few discussion sections with large lecture courses significantly limits opportunities for students to pursue questions and expand on material presented in class
  - Some lectures simply repeat textbook content rather than expanding on it
  - Students feel two-hour seminars do not allow full treatment of course material
  - Specialist program: students often plan to pursue graduate studies, but Specialist lacks honours thesis that is often required for admission to elite programs
  - “Extremely low” number of honours theses relative to Canadian peers; only a small number of students (in very limited enrolment Psychology Research Specialist) have opportunity to complete one
  - Plan to let areas of personality-abnormal and development fade means that courses that are commonly part of undergraduate curriculum – and extremely popular with and relevant to students – would be eliminated, or delivered permanently by sessionals or by other units
  - Many courses scheduled from 6-9 pm; not ideal from pedagogical, circadian rhythm or commuter standpoints

- Some students concerned that they receive only one-term credit for two terms of work in individual projects courses
- Varied range of experiences in volunteer lab positions
- Varied sense of availability of volunteer lab positions
- Students cannot get academic credit for research undertaken at Rotman Institute
- Waiting lists for Psychology courses give priority to majors, which limits access to students in joint programs (e.g. Cognitive Science) and non-majors; limits ability for other programs to require psychology courses
- Assessment of learning
  - Methods constrained by large class sizes
- Quality indicators
  - Department's NSSE results are lower than the G13 average for psychology in active and collaborative learning, supportive campus environment, quality of academic advising; results are considerably lower than the G13 average for entire educational experience, and whether students would go to the same institution if they could start over
  - Student "frustration and anger" over issues arising from very high enrolments; junior faculty concerns over "hostility and anxiety" they confront in the classroom
- Enrolment
  - "Enormous" enrolment pressures interfere with learning
  - Department's ratio of student enrolments to faculty FTEs is roughly double the Science average and higher than the Faculty average in laboratory based life-science departments and in Social Science
- Student funding
  - Undergraduates rarely get paid research assistantships in faculty labs (unlike peer programs)
- Support
  - Students "seem lost" in navigating through their degree and uncertain about how to prepare for graduate programs
- Program Administration
  - No clear mechanism for placing student volunteers in labs
- Faculty resources
  - "Incredibly high" course demands cannot be met with current resources
  - Current and projected hiring in tenure- and teaching-streams do little to address large class sizes and extensive waiting lists or "hostility and alienation" undergraduates expressed
  - Teaching-stream hiring will not alleviate shortage in student research and thesis opportunities

**The reviewers made the following recommendations:**

- Admissions requirements
  - Consider adjustments to admissions requirements to bring enrolments in line with faculty complement
- Curriculum and program delivery
  - Consider altering programs to open the honours thesis to more undergraduates and/or provide other year-long research opportunities to provide equivalent training in research, data analysis, and writing, and opportunity for intensive faculty-student interaction
  - Consider doubling the credit hours for the individual projects courses or creating a second independent research option with two-term credit
  - Consider guidelines for lab volunteer experience to shape faculty and student expectations
  - Assess course scheduling in light of student concerns
  - Consider ensuring that domains of development and abnormal/personality are supported moving forward
- Enrolment
  - Most effective way to solve enrolment issues would be to substantially reduce enrolments
- Support
  - Review undergraduate advising needs to ensure sufficient support for students navigating the program and applying to graduate school
- Program Administration
  - Consider establishing support for students to match them to lab volunteer positions based on interests, and to track research requirements for admission to graduate programs

**2. Graduate Program:** *Note: review of undergraduate programs only*

### 3. Faculty/Research

#### The reviewers observed the following strengths:

- Overall quality
  - Extremely high quality faculty
  - Among the very best in Canada and highly ranked internationally in cognition and neuroscience
  - Social cognition area expected to be “among the very top”
- Research
  - Publication rates, international visibility, external grants, citation counts and awards show evidence of research stars or rising stars through all faculty ranks
  - Faculty satisfied about current research space
- Faculty
  - Teaching workload for tenure-stream faculty is comparable to Canadian peers
  - Remarkably successful recruitment over the last decade

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

- Overall quality
  - Limited admission of top international students could affect Department’s long-term reputation, which depends in part on research quality and placement of its graduate students
- Research
  - Faculty research grants provide most of the funding to support graduate student travel to conferences, unlike peer institutions which provide more institutional support
  - Self-study concerns over future space needs as faculty complement increases
- Faculty
  - Tenure-stream faculty receive “extremely limited” credit for graduate teaching relative to North American peers, reducing a major recruitment incentive for top scientists
  - Increasing the credit for graduate courses would benefit graduate program but would worsen undergraduate situation

#### The reviewers made the following recommendations:

- Faculty
  - Consider hiring across areas and being attentive to increasing trend of cross-disciplinarity
  - Consider hiring in development and abnormal/personality as complement grows, perhaps by finding people who readily link to cognition and neuroscience

### 4. Administration

#### The reviewers observed the following strengths:

- Relationships
  - Good faculty morale
  - Cognate and cross-appointed faculty value relationship with Department and praised quality of undergraduates
  - Highly qualified faculty at Rotman Institute, CAMH and Toronto Western participate teach and supervise at the graduate level
  - Various other connections among the three campuses and other units at U of T are beneficial to faculty and students
- Organizational and financial structure
  - Organizational and financial structure are fine
- Planning / Vision
  - Unanimous praise for Chair’s leadership qualities and ability to develop department academically and procure infrastructure support

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

- Relationships

- Highly qualified faculty at Rotman Institute, CAMH and Toronto Western are willing to – but cannot – supervise undergraduate theses and individual projects courses, or teach undergraduate seminars

**The reviewers made the following recommendations:** *None.*

**ADMINISTRATIVE RESPONSE – Appended**



25 March 2013

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

**Re: Review of the Department of Psychology and its undergraduate programs**

Dear Cheryl,

Along with the faculty, staff and students of the Department of Psychology I am very pleased with the reviewers' positive assessment of the Department and its undergraduate programs: BSc, Honours in Psychology (Specialist, Major, Minor), Psychology Research (Specialist), and Environment and Behaviour (Minor). The reviewers highlighted the excellent quality of applicants and students, the research strength of the faculty, especially in cognition and neuroscience, and the world-class nature of the Psychology Research Specialist program.

As per your letter of 26 February 2013, I am writing to address the areas of the review report that you identify as key. The Department has seriously considered the reviewers' comments and a number of changes have been instituted to respond to their suggestions.

***Enrolment***

- *The reviewers emphasize that the undergraduate program's very high enrolment relative to the number of available teaching staff limits students' access to courses, and to opportunities for active learning and engagement with peers and faculty in and out of class.*

The Department and the Dean's Office are acutely aware of the high undergraduate student-to-faculty ratio. We are committed to undergraduate teaching and providing a fulfilling learning experience. Indeed, the Department's teaching evaluations have been consistently above the Arts & Science average as a whole as well as higher than the Sciences' average. More courses and sections are added to the curriculum every year.

Last year, the Department received approval from the Faculty to make two teaching stream appointments. The two new hires have started to teach in the undergraduate program as of this academic year, 2012-13. In addition, the Department has submitted three appointment requests to the Faculty Appointments Committee for search consideration in the 2013-14 academic year: one tenure-stream position and two teaching-stream (one of the latter, jointly with the Cognitive Science program). The Appointments Committee meets annually to review requests for academic appointments and advise the Dean on searches to be undertaken in our academic units. The Committee considers requests taking into account the budgetary context of the Faculty and the continuing importance of fiscal prudence, as well as the need for faculty renewal and enhancement of teaching capacity.

In the longer term, given availability of faculty complement, the Department will consider how it can offer more discussion-based seminar and lab courses, which will provide students with greater opportunities for active learning.

***Program Structure and Objectives***

- *The reviewers note that the Specialist program in Psychology does not include an honours thesis, but that an honours thesis is often required for admission to top-tier graduate programs. They noted that the Specialist program in Psychology Research includes an honours thesis, but were concerned that enrolment is severely limited.*

The consultants highlighted the world-class nature of the Psychology Research Specialist program. The Acting Chair has completed a comprehensive review of graduate program admission requirements of 20 of our peer institutions. She has been unable to find a thesis requirement for the following peer institutions: UBC, McGill, Berkeley, CalTech, Carnegie Mellon, Columbia, Cornell, Duke, Johns Hopkins, Michigan, Northwestern, NYU, Penn, Princeton, Stanford, UCLA, University of Chicago, University of Illinois at Urbana-Champaign, Wisconsin-Madison, and Yale. The Department notes that it will continue to educate their undergraduate students that a thesis is not a necessary requirement for graduate school admission. The Department also notes that its relatively small number of faculty complement is one of the limiting factors in terms of access to the Specialist program. By increasing its faculty complement, they also aim to increase supervisory capacity for theses and other research projects.

- *The reviewers suggested that the Department's decision to focus its growth on cognition and neuroscience means that the development and personality/abnormal areas, which are commonly part of the undergraduate curriculum, risk being neglected.*

The Department has adopted a strategy to ensure its resources are allocated so that its current areas of strength can continue to excel. In the short term, the Department is currently negotiating with a prospective job candidate for a position in Cognition with a developmental perspective (separate from the appointment request noted above). The new colleague would complement the existing strength in Cognition while building bridges to the existing developmental area. In the longer term, the Department highlights that it is moving away from compartmentalizing Psychology into arbitrary sub-fields. Instead, they are adopting a more integrative approach where boundaries between subdivisions will be replaced by bridges to build a fully integrated unit. With respect to the reviewers' suggestion regarding abnormal areas, the Department notes that it benefits from its access to excellent teaching staff from the Centre for Addiction and Mental Health whose specialty is abnormal psychology.



***Advising***

- *The reviewers note that students appear to need additional advising to help navigate the undergraduate programs and when applying to graduate programs*

The Department's undergraduate administrative staff is doing an exceptional job in helping the almost 2,000 Psychology program students to navigate individual trajectories to success. But given their high enrolments, and in response to this report, the Department is in the process of changing the job description of one of the staff members such that undergraduate advising will play a more prominent role. The success of the changed job description will be evaluated over the course of the next few years and add more advising if necessary and if resources permit. In the longer term, the Department will evaluate the feasibility of providing more formal career advising at both the undergraduate and graduate level.

To conclude, the review report provides a thoughtful analysis of the Department and our undergraduate Psychology programs. We appreciate that the external reviewers identified the Department's strengths and noted a few areas for development. The Department has already implemented and/or has begun to move forward with plans to address the key recommendations highlighted by the reviewers.

Yours sincerely,



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

cc. Jay Pratt, Chair, Department of Psychology  
Susanne Ferber, Acting Chair, Department of Psychology

**REVIEW SUMMARY**

|   |  |
|---|--|
| <b>Program(s) under review:</b>           | Religion, B.A., Hons.: Specialist, Major; Minor<br>Christian Origins, B.A., Hons.: Specialist<br>Islamic Studies, B.A., Hons.: Major<br>Buddhist Studies, B.A., Hons: Specialist, Major<br>Study of Religion, MA, PhD  |
| <b>Division/Unit under review:</b>        | Department for the Study of Religion   |
| <b>Commissioning Officer:</b>             | Dean, Faculty of Arts and Science  |
| <b>Reviewers<br/>(Name, Affiliation):</b> | <ol style="list-style-type: none"> <li>1. Dr. Shahzad Bashir, Lysbeth Warren Anderson Professor, Department of Religious Studies, Stanford University</li> <li>2. Dr. Ehud Ben Zvi, Professor and former Chair, Religious Studies Program and Department of History &amp; Classics, University of Alberta</li> <li>3. Dr. Paul Groner, Professor, Department of Religious Studies, University of Virginia</li> </ol> |
| <b>Date of review visit:</b>              | October 4-5, 2012  |

|   |   |
|---|---|
| <b>Previous Review Date:</b>                                    | 2001-02   |
| <b>Summary Findings and Recommendations of Previous Review:</b> | <p><b>Overall:</b> “a good unit that could be great”</p> <p><b>1. Undergraduate Program</b></p> <p><b>The reviewers made the following recommendations:</b></p> <ul style="list-style-type: none"> <li>• Revise programs so that introductory and subsequent courses attract students to the field and facilitate progression from undergraduate to graduate studies</li> <li>• Identify ways to facilitate access to language training in respect to undergraduate program within U of T or through external programs</li> </ul> <p><b>2. Graduate Program</b></p> <p><b>The reviewers observed the following strengths:</b></p> <ul style="list-style-type: none"> <li>• Excellent networking to bring graduate students together with scholars in other units</li> </ul> <p><b>The reviewers made the following recommendations:</b></p> <ul style="list-style-type: none"> <li>• Develop some specialized fields</li> <li>• Continue excellent networking and enhance coordinated planning with other units</li> <li>• Identify ways to facilitate access to language training in response to graduate program within U of T or through external programs</li> </ul> <p><b>3. Faculty/Research</b></p> <p><b>The reviewers observed the following strengths:</b></p> <ul style="list-style-type: none"> <li>• Extensive library holdings on several world religions</li> <li>• Complementary expertise across U of T</li> </ul> |

|                                     |  |
|-------------------------------------|--|
|                                     | <p><b>4. Administration</b></p> <p><b>The reviewers observed the following strengths:</b></p> <ul style="list-style-type: none"> <li>• Faculty optimism</li> </ul> <p><b>The reviewers identified the following areas of concern:</b></p> <ul style="list-style-type: none"> <li>• Complexity of structure</li> </ul> <p><b>The reviewers made the following recommendations:</b></p> <ul style="list-style-type: none"> <li>• Strengthen community through academic and social events for faculty and students</li> <li>• Consider adopting a more formal and democratic administrative structure that includes student representation on a wide range of committees</li> </ul> |
| <b>Last OCGS Review(s) Date(s):</b> | 2003-04: Good Quality with Report  |

## CURRENT REVIEW

**DOCUMENTATION PROVIDED TO REVIEWERS:** Terms of Reference  
Self-Study  
Visit Itinerary

**CONSULTATION PROCESS:** The reviewers met with the Dean and Vice Dean, Graduate Education & Program Reviews, Faculty of Arts and Science; faculty; cognate department chairs; administrative staff; undergraduate and graduate students

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

**Overall:** Department is "extremely successful, innovative, interdisciplinary...formidable"

**1. Undergraduate Program** (Religion, B.A., Hons.: Specialist, Major; Minor; Christian Origins, B.A., Hons.: Specialist; Islamic Studies, B.A., Hons.: Major; Buddhist Studies, B.A., Hons.: Specialist, Major; Study of Religion, MA, PhD)

### The reviewers observed the following strengths:

- Overall quality
  - High quality Department could serve as a model for others
  - Christian Origins program "one of the best" in North America
  - Impressive resources in anthropology of modern Christianity, and religion and politics
- Objectives
  - Programs make a necessary contribution to the Faculty's goal of advancing a liberal education that is mindful of present conditions and the situatedness of U of T
  - Range of programs consistent with Department's long-term plans
  - Program structures well suited to accomplishing impressive, comprehensive objectives
- Admissions requirements
  - Consistent with requirements at peer institutions
- Curriculum and program delivery
  - "One of the richest set of course offerings in North America"
  - Programs' structure and multi- and interdisciplinary approach reflects current state of field of Studies in Religion
  - Innovative and creative program content and delivery takes advantage of newest computer and media approaches
  - Faculty and students enthusiastic about several year-long courses, which provide "impressive depth"

- Some reviewers felt RLG100Y World Religions fostered an important, basic level of intercultural competence, especially in a diverse city
- Impressive, innovative requirement of theories and methods course, with section on quantitative analysis, early in the program
- Capstone courses well-conceived and reflect student interests
- Courses draw on GTA's various religious, ethnic and philanthropic organizations
- Initiatives to develop students' writing skills
- Varied international fieldwork options for undergraduates; some decisively impact career choices
- Attention to teaching is part of department's culture
- "Plenty of access to faculty"
- Department makes conscious effort to involve undergraduate students in research with impressive results
- Christian Origins: provides "excellent grounding," possibility of archaeological site visits; specialist requirement of Greek and course in a different religion prepares students for graduate study
- Buddhist Studies: "promising" program "on the rise"; young, dynamic faculty; major grants support undergraduate engagement in research, including field work in Tibet
- Islamic Studies: "promising" program
- Quality indicators
  - High incoming averages
  - Strong teaching evaluations
  - Faculty awards for outstanding teaching
  - Completion rates and times-to-completion comparable with peer institutions

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

- Curriculum and program delivery
  - Some reviewers felt RLG100Y World Religions might be overly broad (alternative would be to study a second religion in more depth)
  - Student engagement in research can vary by field; influenced by access to travel or archival work
  - Restricted access to language training in high demand areas such as Arabic, and unavailability of modern South Asian language instruction on St. George campus limit students' ability to work in some areas (e.g. Hinduism), participate in faculty research, and can result in graduates being ineligible for admission to U of T's graduate program
  - Islamic Studies: lack of specialist program
- Quality indicators
  - Reviewers thought high incoming averages could reflect grade inflation

**The reviewers made the following recommendations:**

- Curriculum and program delivery
  - Consider adding section on academic writing regarding religion to theories and methods course
  - Consider the advantages and disadvantages of RLG100Y World Religions and make adjustments as necessary, including the possibility of providing more than one option for students
- Students
  - Consider creating undergraduate DSR student association
- Faculty resources
  - Resolve unmet demand for Arabic language training
  - Ensure sustainability of language training in Sanskrit and Tibetan
- Outreach / Promotion
  - Improve web presence to advertise DSR and its programs, and to communicate with students about courses, requirements, etc.

**2. Graduate Program (Study of Religion: MA, PhD)**

**The reviewers observed the following strengths:**

- Overall quality
  - "A great program with areas of world-wide excellence"
  - "Impressive achievements, innovation, and forward thinking"
- Curriculum and program delivery

- Faculty create rigorous and inviting research atmosphere for all stages of the graduate program
- Service-learning course involves graduate students with general community
- Buddhist Studies: best program in Canada; students conduct fieldwork, learn languages
- Christian Origins: best program in Canada; among the best in the world
- Hinduism: faculty capacity to provide training in Hindu epics
- Islamic Studies: excellent quality program; impressively diverse range of faculty expertise
- Quality indicators
  - “Reasonable” rates of and times to completion (especially given language requirements)
  - Students are “excellent scholars in the making”; well-conceived and -executed research projects
  - Excellent placement of graduates

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

- Curriculum and program delivery
  - Buddhist Studies, Hinduism, Islamic Studies: limited access to language training (see undergraduate concerns) can result in applicants who need additional training being disqualified during admissions process or struggling upon entry
  - Christian Origins: lack of complementary courses and faculty in Hebrew Bible/Old Testament or pre-Late Second Temple Israel
  - Hinduism: study of modern Hinduism and ethnographic studies extremely difficult unless student enters with necessary language background
  - Department faces challenge of finding appropriate balance between having TAs grade or conduct tutorials
- Student funding
  - Ability to admit international students is a critical issue
  - Buddhist Studies, Hinduism: lack of sufficient support for necessary fieldwork
- Faculty resources
  - Islamic Studies: resources do not reflect current demand

**The reviewers made the following recommendations:**

- Curriculum and program delivery
  - Consider increasing number of international cooperative agreements to facilitate language study and fieldwork
  - Master of Religion and Public Policy: reviewers endorse plans to develop program and encourage assessment of long-term financial sustainability given additional resources likely required
  - Find appropriate balance in use of TA resources
- Student funding
  - Consider fundraising initiatives to increase funds available to support fieldwork
  - Enhanced ability to admit international students would help the department meet its goals
- Support
  - Ensure that students whose supervisors are not appointed in the Department are fully integrated into department procedures and ethos
- Faculty resources
  - See undergraduate recommendations
- Outreach / Promotion
  - See undergraduate recommendations

**3. Faculty/Research**

**The reviewers observed the following strengths:**

- Overall quality
  - Distinguished scholars with international reputations
- Research
  - Publication record matches or exceeds all North American peers
  - Envious funding record, with 5-fold increase from 2005-2012
  - Energetic and creative attitude toward funding
- Faculty
  - Reasonable balance of tenure- and non tenure-stream faculty

**The reviewers identified the following areas of concern:** None.

**The reviewers made the following recommendations:**

- Faculty
  - Reviewers strongly recommend hire in Islamic Studies to meet demand at undergraduate and graduate levels and keep pace with peer programs
  - Consider hire in Modern Religious Thought to address questions such as the history of the terms “religion” and “religious” to bring different DSR areas into integrated conversation
  - Reviewers hope that collaboration between Jewish Studies program and Christian Origins will address lack of courses and expertise in Hebrew Bible/Old Testament and pre-Late Second Temple Israel
  - Reviewers disagreed with Department’s prioritization of positions in Late Antique/Medieval Christianity; Sexuality, Gender and Religion; or Religion and Ethics
  - Reviewers encourage Department to maintain current balance of tenure- and non-tenure stream faculty

#### **4. Administration**

**The reviewers observed the following strengths:**

- Relationships
  - “Exemplary” internal and external relationships
  - High level of morale and functionality at U of T
  - Faculty quite happy with level of cooperation between units; view complex structure as asset
  - Fruitful partnerships with universities and other external organizations
- Organizational and financial structure
  - Faculty governance works well; very high level of institutional commitment; very capable leadership
  - Bringing many DSR members within a single building provides sense of community
  - Extremely dedicated staff

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

- Relationships
  - Programs and students strongly influenced by staffing and curricula decisions taken by other units
- Organizational and financial structure
  - Reviewers characterized lack of administrative support as “glaring”, especially given activity associated with increased research funding
  - Some (not pressing) concerns about service expectations for faculty with split appointments

**The reviewers made the following recommendations:**

- Relationships
  - Reviewers expect development of further external partnerships as personal agreements become institutionalized and as Master’s in Religion and Public Policy is developed
  - Reviewers expect that developments in information and communication technology will facilitate global collaboration among students and staff that could become established partnerships
- Organizational and financial structure
  - Assess staffing needs to identify appropriate resolution to current administrative pressures, improve morale of non-academic staff and provide sustainable Department infrastructure
  - Monitor service expectations

#### **ADMINISTRATIVE RESPONSE – Appended**



25 March 2013

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

**Re: Review of the Department for the Study of Religion and its undergraduate and graduate programs**

Dear Cheryl,

Along with the faculty, staff and students of the Department for the Study of Religion I am very pleased with the reviewers' positive assessment of its undergraduate and graduate programs: Honours BA in Religion (Specialist, Major, Minor), Christian Origins (Specialist), Islamic Studies, (Major), Buddhist Studies, (Specialist, Major), and MA and PhD in the Study of Religion. The reviewers highlighted the undergraduate and graduate programs' academic excellence, innovation, creativity and breadth; distinguished faculty; rich range of courses and field-work opportunities available to undergraduate students; and faculty commitment to teaching.

As per your letter of 27 February 2013, I am writing to address the areas of the review report that you identify as key. The Department has seriously considered the reviewers' comments and a number of changes have been instituted over the past few months to respond to their suggestions.

***Curriculum***

• *The reviewers note that undergraduate and graduate student study of certain major religions is limited by the unavailability or limited availability of language instruction in some areas.*

The availability of instruction in a number of languages pertinent to the academic study of religion is an important matter. In the case of Sanskrit, which is indispensable for the study of Hinduism and Buddhism, partial support for the Department was introduced in 2012, coupled with the offering of introductory Sanskrit in summer terms. For the longer term, however, the Department considers a full-time teaching stream position in the department essential for adequate support of this area. Stable language instruction in Tibetan, which is essential for the study of Buddhism, remains an urgent desideratum. At present, the Department is only able to offer an introductory course. Related to the study of Buddhism and Hinduism is instruction in South Asian vernaculars. The UTM Department of Language Studies regularly offers Hindi (2 half courses only), although nothing is available in Urdu at the University. The Chair of the Department for the Study of Religion has explored opportunities to fundraise—in particular, in collaboration with the UTM Department of

Historical Studies—to support such a teaching-stream position within the Department, in whole or in part. UTM Historical Studies has also expressed willingness to cooperate on advancement goals to support Sanskrit.

At present, the Department of Near and Middle Eastern Civilizations (NMC) has one instructor in Arabic and this allows for a range of Arabic courses to be offered. However, given the normal course caps of 20-25, as required for intensive language study, this means that while NMC students have access to the course, this does not typically extend to other units where knowledge of Arabic is essential. NMC has put forward a request for a full-time tenure-stream position request in Arabic Language and Literatures to the Faculty of Arts & Science Appointments Committee. The Department has confirmed that NMC is willing to negotiate access to Arabic language courses for DSR students, if further resources are made available. The Appointments Committee meets annually to review requests for academic appointments and advise the Dean on searches to be undertaken in our academic units. The Committee considers requests taking into account the budgetary context of the Faculty and the continuing importance of fiscal prudence, as well as the need for faculty renewal and enhancement of teaching capacity.

### ***Program Development***

• *The reviewers observe that the Islamic Studies Major program has a promising future and that the graduate field in Islamic Studies is of excellent quality, but encourage the addition of a Specialist option to the undergraduate program, and additional support for this area to meet increased demand.*

Islamic studies, both at the undergraduate and graduate levels, is an area of growth. The Department has experienced increased demand for its undergraduate Islamic Studies Major POST and continues to have a robust set of applicants to its MA and PhD programs in Islamic studies. Growth in this vitally important field of study requires two kinds of resource input: an additional 100% tenure stream position in Islam in the Department, and additional Arabic language instruction for both undergraduates and graduates. In order to address the shortfall in teaching resources (relative to other areas of the study of religion), the Department has applied for a full-time, tenure stream position in the areas of Islam and Politics, in this year's round of requests Faculty Appointments Committee. The Appointments Committee meets annually to review requests for academic appointments and advise the Dean on searches to be undertaken in our academic units. The Committee considers requests taking into account the budgetary context of the Faculty and the continuing importance of fiscal prudence, as well as the need for faculty renewal and enhancement of teaching capacity.

This position will supplement and complement current resources in Qur'anic studies (.67 FTE) and the Anthropology of Modern Islam (.60 FTE). The objective is to recruit a scholar competent in the classical sources of Islam, but with expertise in the role of Islam in shaping political institutions and cultural practices in predominantly Muslim countries, and in their interactions with non-Muslim polities. This position will enhance our teaching resources at the undergraduate level and will greatly improve our profile at the graduate level. We expect that it will also be a resource to the Arts & Science departments of NMC, Political Science, and History. NMC has also put forward a request for a full-time tenure-stream position in Arabic Language and Literatures. The combination of additional teaching resources in



Islamic Studies and enhanced resources in Arabic instruction, in NMC as noted above, will allow for the implementation of an Islamic studies Specialist program.

At the Faculty-level, we have also formally recognized our strengths in Islamic Studies within the Faculty and across the University. The Institute of Islamic Studies was approved at the Arts & Science Council on 5 March 2013. The result of consultations across the University, highlighted the many strengths of Islamic Studies and pointed to the need to coordinate and highlight the diverse scholarship in this area. The Institute will make possible a coordinated program of activities that will provide a focal point for tri-campus scholarship on the Islamic world, advance understanding about Islam in society, inform public policy, and raise the profile of the Islamic studies endeavours at U of T. An interdisciplinary extra-departmental unit (EDU:C), the Institute will focus primarily on research and outreach by leveraging the strong educational programming already in place. The lead collaborating academic divisions are the Faculty of Arts & Science, Faculty of Law, University of Toronto Mississauga (UTM), University of Toronto Scarborough (UTSC) and Emmanuel College of Victoria University.

- *The reviewers strongly endorse the proposed Master of Religion in the Public Sphere and encourage the Faculty and the Department to assess its long-term financial sustainability and the capacity of the Department's administrative staffing model to support further expansion.*

With support from the Office of the Dean, the Department is currently undertaking a feasibility study for the development of a professional masters program in Religion in the Public Sphere. The Department considers that there would be student demand for such a program. Matters for further consideration include the level of administrative support required to manage a program that includes the placing of students in external internships; provision of appropriate graduate instruction and supervision of the students; and estimates of the likely yearly enrolments, tuition structures, etc. The Vice-Dean, Graduate Education & Program Reviews and the Arts & Science Chief Administrative Officer provide academic, enrolment and financial modeling support to all units developing new graduate programs. They will work with the Department to study the feasibility of the program and to ensure appropriate academic, administrative, student programming and financial supports are developed prior to approval of the program.

The reviewers noted the need to improve the Department's web presence, essential to both recruitment of new students and communication with current students. The reviewers also recommended an assessment of the Department's administrative capacity as the current structure is already experiencing pressure and would not support the creation of a new graduate program. The Department has begun the assessment of its administrative needs in consultation with the Arts & Science Office of Human Resources.

In addition to the matters that you had highlighted as key for our response, the review report also notes three further matters we would like to address:

- *The reviewers raised the issue of the lack of an undergraduate student association.*

The Department has now developed a social networking tool for its undergraduates, and will follow this with the rejuvenation of an undergraduate association. This year, with a grant from the Arts & Science Instructional Technology Initiative Fund, the Department has built a network for students and faculty to enhance students' vision of their own studies as part of a wider discipline that has relevance in and beyond the university. The Department also aims to use the network to strengthen students' skill with oral and visual communication, the use of new media, and the development of information literacy. The 2013-14 promotion of this networking tool will be accompanied by face-to-face undergraduate events, including the formation of an undergraduate association.

- *The reviewers supported the Department's identification of a position in Modern Religious Thought or Theory of Religion, as an important means to integrate the diverse research and teaching areas represented in the Department.*

The Department has submitted a request for a tenure-stream position in the Theory of Religion to this year's Arts & Science Faculty Appointments Committee. The Department also submitted a request for position in Sexuality, Gender and Religion, although the external reviewers had not been convinced that such a position qualified as core needs deserving attention under present financial circumstances.

To conclude, the review report provides a thoughtful analysis of the Department and our undergraduate and graduate programs. We appreciate that the external reviewers identified the Department's strengths and noted a few areas for development. The Department has already implemented and/or has begun to move forward with plans to address the key recommendations highlighted by the reviewers.

Yours sincerely,



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

cc. John S Kloppenborg, Chair and Graduate Chair, Department for the Study of Religion  
James DiCenso, Acting Chair and Graduate Chair, Department for the Study of Religion  
Bernard Katz, Acting Vice-Dean Graduate, UTM  
William Gough, Vice-Dean Graduate Education and Program Development, UTSC

## REVIEW SUMMARY

|   |  |
|---|--|
| <b>Program(s) under review:</b>           | Biochemistry, MSc, PhD   |
| <b>Division/Unit under review:</b>        | Department of Biochemistry, Faculty of Medicine  |
| <b>Commissioning Officer:</b>             | Dean, Faculty of Medicine  |
| <b>Reviewers<br/>(Name, Affiliation):</b> | <ol style="list-style-type: none"> <li>1. Christian Baron, PhD, Professor and Chair, Department of Biochemistry, Université de Montréal</li> <li>2. Gregory A. Petsko, PhD, Gyula and Katica Tauber Professor of Biochemistry and Chemistry, and Chair, Department of Biochemistry, Brandeis University; Adjunct Professor, Department of Neurology and Center for Neurologic Diseases, Harvard Medical School and Brigham &amp; Women's Hospital</li> <li>3. David Y Thomas, PhD, FRSC, Canada Research Chair in Molecular Genetics, Professor and Chair, Biochemistry Department, McGill University</li> </ol> |
| <b>Date of review visit:</b>              | February 14-16, 2012   |

|   |  |
|---|--|
| <b>Previous Review Date:</b>                                    | 2007   |
| <b>Summary Findings and Recommendations of Previous Review:</b> | <p><b>1. Graduate Program</b></p> <p><b>The reviewers observed the following strengths:</b></p> <ul style="list-style-type: none"> <li>• “By all measures the program is headed in the right direction”</li> <li>• Remarkably happy students</li> <li>• Significant enrolment growth</li> <li>• Praiseworthy efforts to recruit new students cooperatively with other departments</li> </ul> <p><b>The reviewers identified the following areas of concern:</b></p> <ul style="list-style-type: none"> <li>• Rather high time to completion for MSc students; negative financial impact of ‘out of time students’</li> </ul> <p><b>The reviewers made the following recommendations:</b></p> <ul style="list-style-type: none"> <li>• Consider future expansion of cooperative recruitment model, including joint evaluation of students</li> <li>• Address long times to completion for the MSc</li> </ul> <p><b>2. Faculty/Research</b></p> <p><b>The reviewers observed the following strengths:</b></p> <ul style="list-style-type: none"> <li>• Highly research-intensive</li> <li>• Almost all faculty members hold competitive grants</li> <li>• Large core faculty</li> </ul> <p><b>The reviewers identified the following areas of concern:</b></p> <ul style="list-style-type: none"> <li>• Average amount of CIHR funding</li> <li>• Branding department as “the Protein Department” causes tension as researchers focused on Cell Biology/Molecular Biology/Bioinformatics feel excluded</li> </ul> <p><b>The reviewers made the following recommendations:</b></p> <ul style="list-style-type: none"> <li>• “Undertake an internal prioritization process to address the</li> </ul> |

|                                    |   |
|------------------------------------|---|
|                                    | <p>divide between the Protein and Cell/Molecular Biology groups prior to recruitment”</p> <p><b>3. Administration</b></p> <p><b>The reviewers observed the following strengths:</b></p> <ul style="list-style-type: none"> <li>• Uniformly positive relationships with cognate departments in the Faculty of Medicine</li> <li>• Department lives within its means</li> <li>• Well-organized department structure</li> <li>• Good leadership</li> <li>• “Teaching loads do not strike the reviewers as being particularly high”</li> </ul> <p><b>The reviewers identified the following areas of concern:</b></p> <ul style="list-style-type: none"> <li>• Perceived inadequacy and uncertainty of the departmental budget, teaching loads, recruitment and space, negatively affecting morale</li> <li>• Lack of shared vision is major impediment to Department’s further evolution and success</li> <li>• Staff complement is too lean to support academic activities especially the expanded graduate program</li> </ul> <p><b>The reviewers made the following recommendations:</b></p> <ul style="list-style-type: none"> <li>• Consider exploring new ties with interdepartmental research and educational opportunities with clinical and basic science departments</li> <li>• Develop shared vision that articulates a forward-looking view of Biochemistry in the 21st Century to unleash department’s untapped potential</li> <li>• Consider grooming more mid-career faculty for administrative roles to engage more faculty in department administration</li> <li>• Terms of reference for departmental committees should be established; establish a space and facilities committee</li> <li>• Give top priority to appointing an additional staff member to assist the Chair</li> <li>• Opportunity to raise funding in conjunction with Department’s centenary</li> </ul> |
| <b>Recent OCGS Review(s) Date:</b> | 2003-04: Good Quality   |

**CURRENT REVIEW****DOCUMENTATION PROVIDED TO REVIEWERS:**

Terms of Reference  
Self-Study Report (190 pages)  
Research Synopsis  
Curriculum vitae for all Faculty Members  
Previous External Review Report (2007)  
Dean’s and Chair’s Response to Previous External Review Report (2007)  
Strategic Academic Plan 2011-16 for Faculty of Medicine  
External Review Schedule

**CONSULTATION PROCESS:**

The reviewers met with the following: Catharine Whiteside, Dean; Reinhart Reithmeier, Chair; Alison Buchan, Vice-Dean, Research and International Relations; Advisory Committee to the Chair; Research Committee; Graduate Education Committee; CIHR Training and Collaborative Programs Members; A&S Undergraduate Education Committee; Undergraduate Medical Education Committee; Medical Seminar Leaders; Graduate Student Union,

Graduate Students, and Fellows; Undergraduate Students; Administrative Staff; Chairs of Cognate Departments; Program Directors, The Hospital for Sick Children; Recently-Appointed Faculty Members; Status-Only Faculty Members; Tenured Faculty Members.

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

### **1. Undergraduate Program (Life Science programs offered through FAS are not part of this review)**

### **2. Graduate Program (Biochemistry, MSc, PhD)**

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

- Overall quality
  - “The PhD program in Biochemistry is very strong.”
  - Strong tradition of teaching and training
  - “Large and vigorous” graduate program
- Curriculum and program delivery
  - Good training in biochemistry fundamentals
  - Good range of course offerings
- Quality indicators
  - Excellent students contribute to department’s outstanding reputation nationally and internationally
  - Outstanding graduates; graduates find excellent positions (typically as postdocs)
  - High student satisfaction with quality of instruction
  - Doctoral student satisfaction with attention from supervisors and other faculty
  - Good mentoring of doctoral students
- Physical resources
  - Excellent, state-of-the-art instrumentation in cutting-edge fields prepares students for future endeavours

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

- Quality indicators
  - “Of great concern”: relatively long times-to-completion, especially for MSc students
  - Doctoral students would like more meetings with dissertation committees
- Students
  - “Especially low” graduate student morale regarding future prospects and current living situation
- Student funding
  - “Of great concern”: low funding relative to Toronto’s high cost of living
  - Disincentives to recruiting international students
- Program Administration
  - Doctoral students would like more administrative support from departmental staff

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

- Objectives
  - Consider whether departmentally-based PhD program provides sufficient scope as interdisciplinary research increases
- Curriculum and program delivery
  - Consider augmenting doctoral students’ exposure to career possibilities beyond academe
- Quality indicators
  - “Urgent”: attend to major student concerns about times to completion, e.g. by ensuring regular scheduling of dissertation committee meetings
- Enrolment
  - Consider increasing graduate enrolment, bearing in mind need for sufficient graduate coordination
- Student funding

- “Urgent”: consider bringing stipends in line with competitor schools, especially in the United States, to support the continued recruitment of high quality applicants
- Program Administration
  - Ensure that departmental staffing is adequate to support doctoral program

### 3. Faculty/Research

#### The reviewers observed the following strengths:

- Overall quality
  - Outstanding international and international reputation for the quality of faculty and research
  - Department has “right mix of talent and skills”
- Research
  - Comprehensive research mission
  - Level of activity in the top 10% amongst North American and European biochemistry departments
  - Structural biology of proteins is an area of considerable strength
  - Department moving in right direction to support collaboration amongst its faculty (e.g. CIHR strategic training grant; encouragement of joint grant applications)
  - Dynamic and intellectually rich research environment benefits graduate students
  - Faculty publish with students
  - Laboratories successfully renovated and modernized to support CERC Chair
- Faculty
  - Exceptional new recruits, including CERC Chair, make significant research contributions
  - Department has successfully obtained CFI funding to support recruitment
  - Appropriate mix of tenure- and teaching-stream faculty
  - Department has made good strides in renewing itself by moving from more traditional areas of biochemistry into newer ones

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

- Research
  - Structural biology is becoming commoditized as a field
  - Existing building is not adequate for modern biomedical research; poses challenges for recruitment and retention of faculty and students
  - Department has not successfully obtained large infrastructure funding or team grants from the CFI; campus-based researchers may be disadvantaged in these competitions compared to hospital-based researchers
  - Closure of CIHR equipment and maintenance competition poses challenges of funding and maintenance of infrastructure for department and its Canadian peers
- Faculty
  - Budget challenges could limit future faculty recruitment

#### The reviewers made the following recommendations:

- Research
  - Consider whether fields such as structural biology should remain independent areas of focus moving forward
  - Actively encourage meaningful collaboration between department members
  - Consider seeking collaborations and partnerships with applied and clinical researchers in neurosciences and bioengineering, at U of T and the hospitals
  - Consider analyzing reasons for lack of success in CFI infrastructure competitions
  - Consider using the NSERC RTI funding mechanism to replace smaller equipment
  - University should prioritize a CFI#7 application from the basic biomedical science departments
  - University should encourage department to develop plan for laboratory improvements
- Faculty
  - Consider possibility of building strength in neurosciences and/or recruiting in new directions as faculty retire, in conjunction with other departments and hospital institutes, to take advantage of strengths in translational medical research
  - If joint hires are pursued, ensure that some have labs/significant presence in the department

#### 4. Administration

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

- Relationships
  - Collegiality and openness for collaborations amongst faculty
  - Dedicated staff
  - Exceptionally well balanced interactions between department and hospital research institutes
  - Status faculty at research institutes feel fully integrated in the department
  - Smooth relations with other departments
- Organizational and financial structure
  - Appropriate managerial structure
  - Academic mission is being met with available resources
- Planning / Vision
  - Clear academic mission
  - Resourceful and charismatic leadership; effective running of department
- Department/unit/programs relative to the best in Canada/North America and internationally
  - “World-class” department, comparable to the best in Canada and internationally

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

- Relationships
  - Overall “demoralized” feeling brought on by budget cuts and challenging funding situation at the CIHR and elsewhere, which also affects morale of Canadian biomedical research community
  - Intra-institutional challenges somewhat limit collaborations outside the Faculty of Medicine (e.g. “endangered” bioinformatics specialist option)
- Organizational and financial structure
  - Department in “deep financial distress” due to across-the-board cuts; current budget model “unsustainable”
  - Stressed administrative structure
- Planning / Vision
  - Hybrid fields such as biochemistry under increasing pressure
- Department/unit/programs relative to the best in Canada/North America and internationally
  - Department is cutting back while infrastructure expansion and improvements take place at competing institutions in Asia and Europe
  - Bridge-building with clinical departments lags behind similar efforts at competing institutions in the UK and US

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

- Relationships
  - Department should lead collaborative efforts to preserve/develop training in bioinformatics
- Organizational and financial structure (including governance)
  - Given limited resources, University should decide priorities through ongoing dialogue between faculty and administration and allocate monies accordingly
  - Consider adding one administrative position
  - Best opportunity for revenue generation lies in increased undergraduate and graduate enrolment
  - Consider charging members of the department and associated institutes a fee per graduate student to support the administration of the graduate program
- Planning / Vision
  - Reviewers “urge” department to discuss trends in the field (infrastructure, bridge-building with clinical departments, pressures towards consolidation, etc.) and develop long-term strategic plan accordingly

#### ADMINISTRATIVE RESPONSE – Appended



Catharine Whiteside, MD PhD

*Dean*

*Vice Provost, Relations with Health Care Institutions*

## **EXTERNAL REVIEW | DEPARTMENT OF BIOCHEMISTRY**

### **Dean's Response**

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On behalf of the Faculty of Medicine I wish to thank the external reviewers Professor Christian Baron (Chair, Department of Biochemistry, Université de Montréal), Professor Gregory Petsko (Chair, Department of Biochemistry, Brandeis University), and Professor David Thomas (Chair, Department of Biochemistry, 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. 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 Reithmeier is to be congratulated on his outstanding leadership of the Department over the last decade. As the reviewers stated “the Department of Biochemistry at the University of Toronto is a world-class Department, comparable to the best in most countries, including Canada. It is widely recognized for the quality of its faculty, excellence of its research and the success of its trainees.”

The following highlights the key findings that represent challenges and opportunities for the Department. The reviewers used comparators from across the globe, attesting to the aspiration of the Department of Biochemistry at the University of Toronto to be internationally competitive.

#### **1. Education**

The reviewers have indicated that the future of the degree programs in the Department of Biochemistry will depend on its ability to prepare individuals for a wide range of careers as an academic path is unlikely for many graduates. An important part of all graduate programs in the biomedical sciences should be an in-depth examination of career possibilities beyond traditional academic professions. The Faculty of Medicine encourages all of the basic medical science Departments, along with the Office of Graduate and Life Sciences Education, to provide career learning opportunities. Biochemistry has started this process through engagement with alumni and the development of a graduate professional development course.

Enhanced administrative capability will be necessary within the Department as graduate numbers increase. Increased interdisciplinary scope of graduate education and research offerings is a direction in keeping with the strategic plan of the Faculty of Medicine. The Department of Biochemistry is encouraged to undertake an in-depth strategic planning





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**Catharine Whiteside, MD PhD**

*Dean*

*Vice Provost, Relations with Health Care Institutions*

exercise in follow-up to the self-study and external review to identify, with clarity, the specific programmatic areas in which it will invest in the next 5 to 10 years. The graduate education programs should align with these directions.

The reviewers have identified two very important issues that are not unique to the Department of Biochemistry and that have been raised during the review of our basic science Departments over the last 2 years. The first is related to the current stipends provided to graduate students. On review of the graduate stipends for all PhD students in the Faculty of Medicine, the Department of Biochemistry is entirely in line with all other graduate Departments with respect to the support for MSc/PhD students. Therefore, the Faculty of Medicine has no concern about this issue. In our Faculty, the Chairs of the graduate Departments work closely with the Vice-Dean, Graduate and Life Sciences Education to establish the framework for MSc/PhD student stipends that establishes consistency of stipends across all our units. This eliminates competitiveness among our graduate Departments based on stipend funding. Further, we have evidence that the stipend support is similar to other basic science graduate units in Canada. There is no evidence that the quality of applicants to our graduate units or to the Department of Biochemistry, in particular, is declining. The Faculty of Medicine has achieved considerable graduate enrolment expansion in its basic science Departments including Biochemistry over the past 5 years. Fundraising for student bursaries and awards is the top priority for advancement in the Faculty of Medicine and must be taken up by each graduate Department to improve support for their students. The Department of Biochemistry is urged to engage in fundraising for student bursaries and awards.

The second issue is time-to-completion of both MSc and PhD degrees. I am in full agreement with the reviewers that the Department must ensure an improvement of time-to-completion. This will require more attention to timely and effective program advisory committee meetings and clear timelines for research progress as outlined by the Department Chair in his response.

It is gratifying to note that the reviewers indicated that the graduates of the Department of Biochemistry are of high quality. The Department is now tracking its alumni to document their career paths and sustaining communication to build more robust alumni relations.

The reviewers provided highly valuable recommendations for enhancing the postdoctoral experience in the Department. The Faculty of Medicine will take up these suggestions among all of the basic science Departments. The Vice-Dean, Graduate and Life Sciences Education and the Vice-Dean, Research and International Relations will be charged with overseeing the planning and implementation of improved processes to address the needs of postdoctoral fellows among all of the our Departments including Biochemistry.



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*Dean*

*Vice Provost, Relations with Health Care Institutions*

## **2. Research**

It is gratifying that the reviewers identify that the Department of Biochemistry has an outstanding reputation nationally and internationally for the quality of its professors, research, and students, placing it among the top 10% of related Departments in North America and Europe. The reviewers recognized the value of recent high profile recruits including the Centre of Excellence Research Chair in Structural Neurobiology, Professor Oliver Ernst. Of note is the fact that neuroscience and brain health is one of four priority research areas identified in the strategic plan of the Faculty of Medicine, thereby aligning the Department of Biochemistry with one of the most important interdisciplinary initiatives across the Toronto Academic Health Science Network. The Department has always worked closely with affiliated hospital research institutes. I agree entirely that the future of the Department will depend on continued strategic collaboration with the hospital research institutes and other basic science Departments in the Faculty to co-recruit new faculty and to jointly seek new revenues for infrastructure and equipment renewal. Now that we know the CFI will continue to offer funding, the Faculty will seek new resource for infrastructure renewal on campus through this route. Further, our on-campus Departments should apply for other sources of funding, for equipment as recommended by the reviewers.

The Department of Biochemistry, along with other basic sciences Departments in our Faculty, are challenged to effectively integrate their research programmatic priorities within the University of Toronto—e.g., chemistry, computer science, and beyond both nationally and internationally. The Faculty of Medicine, through our Research Strategic Plan implementation by the Vice-Dean, Research and International Relations will work closely with every Department Chair to facilitate more collaborative directions among both the basic and clinical sciences to focus on jointly identified strategic themes. The Faculty is committed to working with the hospital-based research institutes to enhance the platforms for research such as health and bioinformatics infrastructure. We will foster flexibility in co-location of researchers from multiple Departments in the Medical Sciences Building for improved collaborative research productivity that will enhance research revenues and enable space and equipment upgrade.

The budget constraints for the Department of Biochemistry are no different from those of all on-campus Departments in the Faculty of Medicine. Annual salary increases require increasing revenues or reduced expenses, or both. All of our Departments have achieved a very lean administration. Every budget requires multiple lines of income and cannot rely only on increased revenues from graduate and undergraduate education. Diverse revenues supporting the Department now include strategic research partnerships (shared new revenues and expenses among Departments and Institutes); income from industry partners; funds from philanthropic donors for studentships and endowed or expendable



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*Dean*

*Vice Provost, Relations with Health Care Institutions*

chairs and professorships. The recent development of a very successful online biochemistry course is an example of new asset development for building reputation and revenues for the Department. Every Department must engage in this type of financial management and the Faculty of Medicine has invested in central resources in our Office of Research, Office of Advancement, and Discovery Commons to support Departments in improving their revenues.

### **3. Morale of the Department**

The reviewers have correctly identified the key issues that are on the minds of faculty members and students who find themselves in an era of rapid change and uncertainty. Professor Reithmeier's excellent and visionary leadership has sustained a high quality of education, research, and faculty recruitment as outlined by the external reviewers. The Faculty of Medicine will work closely with the new Chair of the Department to assist in strategic planning, new revenue generation, and support for interdisciplinary collaborative research opportunities that will continue to build the strength of this Department.

#### **Summary**

This external review has been extraordinarily helpful in identifying the strengths and challenges for the Department of Biochemistry with relevance to all of the basic science Departments in the Faculty of Medicine. The Faculty is very grateful to Professor Reithmeier and his leadership team for their commitment to academic excellence and success over the last decade. We are very proud of their accomplishments.

A handwritten signature in cursive script that reads 'C Whiteside'.

*Catharine Whiteside*

*Dean, Faculty of Medicine*

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

*(February 25, 2013)*

## REVIEW SUMMARY

|                                       |  |
|---------------------------------------|--|
| <b>Program(s) under review:</b>       | Medical Biophysics, MSc, PhD   |
| <b>Division/Unit under review:</b>    | Department of Medical Biophysics, Faculty of Medicine  |
| <b>Commissioning Officer:</b>         | Dean, Faculty of Medicine  |
| <b>Reviewers (Name, Affiliation):</b> | <ol style="list-style-type: none"> <li>Philip Branton, PhD, FRSC, Gilman Cheney Professor, Department of Biochemistry, McGill University</li> <li>Ian Smith, PhD, OC, FRSC, Director General, NRC Institute for Biomedical Research Council</li> <li>Etta Pisano, MD, Vice President for Medical Affairs and Dean, College of Medicine, Medical University of South Carolina; Member, Institute of Medicine, National Academy of Sciences</li> </ol> |
| <b>Date of review visit:</b>          | March 21-22, 2012  |

|   |   |
|---|---|
| <b>Previous Review Date:</b>                                    | 1996  |
| <b>Summary Findings and Recommendations of Previous Review:</b> | <p><b>1. Undergraduate Program: None.</b></p> <p><b>2. Graduate Program</b></p> <p><b>The reviewers observed the following strengths:</b></p> <ul style="list-style-type: none"> <li>Strong seminar program</li> <li>Department attracts excellent students</li> </ul> <p><b>The reviewers identified the following areas of concern:</b></p> <ul style="list-style-type: none"> <li>Graduate Secretary has “virtually unilateral decision-making power” with respect to the admission of graduate students</li> <li>Unlike the majority of North American graduate programs in life sciences, the Department does not have a rotation program for incoming students</li> </ul> <p><b>The reviewers made the following recommendations:</b></p> <ul style="list-style-type: none"> <li>Consider a more broadly-based admissions process</li> <li>Consider more active recruitment efforts, including efforts to increase the number of international students</li> <li>Build on the strength of the existing seminar program by providing additional seminars within subdisciplines</li> <li>Reviewers strongly advocate introducing rotation program</li> </ul> <p><b>3. Faculty/Research</b></p> <p><b>The reviewers observed the following strengths:</b></p> <ul style="list-style-type: none"> <li>“Powerful and exciting place for research and research training in the Canadian biomedical research community”</li> </ul> <p><b>The reviewers identified the following areas of concern:</b></p> <ul style="list-style-type: none"> <li>Limited career opportunities for postdoctoral fellows (challenges are even greater at most other institutions)</li> <li>Uneven distribution of teaching responsibilities; most members have very limited teaching duties</li> </ul> <p><b>The reviewers made the following recommendations:</b></p> |

|                                 |   |
|---------------------------------|---|
|                                 | <ul style="list-style-type: none"> <li>Frequently review the array of opportunities available for postdoctoral fellows</li> </ul> <p><b>4. Administration</b></p> <p><b>The reviewers observed the following strengths:</b></p> <ul style="list-style-type: none"> <li>Membership in the Department is considered a privilege</li> <li>Department functions well</li> </ul> <p><b>The reviewers identified the following areas of concern:</b></p> <ul style="list-style-type: none"> <li>Lack of formal mechanism for involving faculty from across the department in the discussion of important issues, including new research directions and recruitment</li> </ul> |
| <b>Recent OCGS Review Date:</b> | 2003-04: Good Quality   |

## CURRENT REVIEW

### DOCUMENTATION PROVIDED TO REVIEWERS:

Terms of Reference  
 Self-Study Report (160 pages)  
 Research Synopsis  
 Curriculum vitae for all Faculty Members  
 Strategic Academic Plan 2011-16 for Faculty of Medicine  
 External Review Schedule

### CONSULTATION PROCESS:

The External Review Committee visited the various sites involved in MBP programs, including discussions at the Dean's Office, the SRI, the TCP, and the PMH. The Committee met with the Dean, the MBP Chair, the Departmental Executive Committee, the Vice-Dean of Research, Chairs of five cognate Departments of the Faculty, researchers at the SRI, the MBP Graduate Student Executive and other MBP students, heads of the affiliated hospital research institutes and the Director of the OCI, the Director of the Mouse Imaging Centre, members of the OCI faculty, the MBP administrative staff, and the head of the OCI structural biology stream.

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

### 1. Undergraduate Program: None.

### 2. Graduate Program (Medical Biophysics, MSc, PhD)

#### The reviewers observed the following strengths:

- Overall quality
  - "Few programs anywhere offer a better opportunity for students to achieve their full potential"; "easily comparable to the best programs in North America"
  - "The most successful biomedical graduate training program in Canada"
- Objectives (mission, scope/priorities, learning outcomes/degree level expectations)
  - Cross-disciplinary approach to research and education creates breadth of experience for students
- Admissions requirements
  - Highly selective graduate program
- Curriculum and program delivery
  - Wide range of graduate courses address many of the current important areas of study in cancer
  - Course content very successfully addresses issues of students with widely differing backgrounds
  - Highly innovative provision of cutting edge interdisciplinary research opportunities in fundamental biology, oncology, imaging and many kinds of translational research

- Impressive external seminar series exposes students to international research and researchers
- Opportunity to work in well-equipped laboratories
- Assessment of learning
  - Tested examination system for courses
  - Rigorous MSc and PhD oral examinations
- Quality indicators
  - Outstanding quality of educational experience, teaching, and graduate supervision
  - Vigorous and successful recruitment strategy
  - High number of excellent, qualified applicants
  - Large number of student lead-author manuscripts in mid- to high-level journals
  - Very high student completion rates relative to most other programs
  - Excellent graduates; graduates move on to leadership positions in academia and private industry
  - Students quite content with research experience
- Students
  - Students take active role in departmental activities

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

- Curriculum and program delivery
  - Course requirements may be slightly higher than other programs
  - Some concerns regarding delivery and currency of content of some courses
  - Students feel many courses are too didactic
  - Students would like more course options to suit specific research needs
  - Some physics students feel 5 weeks of lab rotation for incoming graduate students could be better spent taking required courses
  - Students would like more TA opportunities
- Quality indicators
  - Students concerned about doctoral times-to-completion (reviewers note these are in line with similar programs at U of T and elsewhere in North America)
  - Students would like increased faculty attendance at weekly seminar course
  - Students would like videoconferencing to improve interactions between the Ontario Cancer Institute and Sunnybrook Research Institute

**The reviewers made the following recommendations:**

- Admissions requirements
  - Consider developing a uniform admissions process for all basic science graduate programs in the Faculty of Medicine
- Curriculum and program delivery
  - Consider establishing a basic curriculum across multiple disciplines for first- and second-year basic sciences students in the Faculty of Medicine, followed by specialization in a specific discipline
  - Reviewers endorse current process of reorganizing courses and recommend “significant continuing effort” should be made to revise the curriculum, including emerging areas such as bioinformatics
  - Consider splitting the medical Imaging course (MBP1024)
  - Assess whether laboratory rotation system for incoming students is the best approach for helping students identify their areas of research and supervisors
- Student funding
  - Higher levels of student support could offset high cost of living in Toronto, further assist successful recruitment
- Support
  - Student handbook should be revised, including information about times-to-completion, stipends and residence requirements

**3. Faculty/Research**

**The reviewers observed the following strengths:**

- Overall quality

- Outstanding department, “crown jewel” among institutional assets, “tremendous asset to the...research community”;
- Research
  - Many world renowned faculty; research “second-to-none in quality and scope”
  - “A leader in research in cancer and medical devices”
  - Research, in medical imaging especially, has “huge impact” on medical practice
  - Valuable interdisciplinarity (research in both biology and physics)
  - Top 5 in North America for research funding levels
  - Large number of high quality publications
  - Very strong in structural biology
  - Recent renovations and space expansions provide excellent research environments
  - Researchers have access to outstanding students and postdoctorals
  - Good commercialization and translation at Sunnybrook Research Institute

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

- Research
  - Collaborations could be much stronger (biology on one campus; physics largely at the other)
  - Publication impact of Toronto-based cancer research has dropped somewhat relative to that of other North American institutions
  - Having a separate identity for structural biology may lessen effectiveness in this area
  - CIHR funding structure changes present long-term challenge
  - Commercialization and translation at Ontario Cancer Institute could be greatly improved
- Faculty
  - Faculty loyalties lie with hospital based institutes (no tenure-stream positions in the department), at times creating conflict for faculty in supporting teaching mission or deciding between research projects

**The reviewers made the following recommendations:**

- Research
  - Reviewers endorse continuing integration of biology and physics research
  - Examine whether drop in publication impact is significant and identify any necessary steps to improve impact
  - Consider situating the structural biologists within a strong biological milieu
- Faculty
  - Consider awarding 2-3 tenure-stream positions to provide stability and achieve greater influence on department-related activities

#### **4. Administration**

**The reviewers observed the following strengths:**

- Relationships
  - Very high faculty and student morale
  - Impressive cooperation among hospital research institutes to establish a large set of core facilities to support faculty and student research
  - Department is “well known, well respected and well connected”
  - Many relationships with other academics at other institutions
  - Faculty play key roles in government funded Ontario Institute for Cancer Research
- Organizational and financial structure
  - Organizational structure is fine
  - Adequate resource allocation
  - Efficient and appreciated staff
- Planning / Vision
  - Dedicated Chair

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

- Relationships

- Limited department role and influence in recruitment and direction of research at the affiliated hospital institutes (no formal role in recruitment though many recruitment committee members are department members)
- MOU between Faculty and hospitals lacks some clarity regarding the relationship between U of T's with its academic mission and the affiliated hospitals
- Organizational and financial structure
  - Department budget is “quite low” given its prestige and impact
  - Affiliated hospitals and their foundations, and the Ontario Institute for Cancer Research support a large proportion of department activities
  - Locating faculty at 7 sites create challenges
  - Little time for staff to get to special projects
- Planning / Vision
  - “Medical Biophysics” may not be appropriate name for the department

**The reviewers made the following recommendations:**

- Relationships
  - Department Chair should have formal role in affiliated hospital institute recruitment activities
  - MOU between University and affiliated hospitals needs revision
- Organizational and financial structure
  - Ensure Chair continues to have excellent contact with the Dean and U of T and sufficient discretionary funds
  - Consider raising additional funds through commercialization
  - Addressing challenges of having faculty at multiple sites by creating two disciplinary departments would create relocalization problems and “destroy” current, valuable interdisciplinarity
  - Launching an undergraduate program might increase revenue, but could increase tensions with hospital institutes; consider instead the establishment of one or two undergraduate courses in specialized areas (e.g. imaging)
- Planning / Vision
  - Consider Department name change, including reference to cancer

**ADMINISTRATIVE RESPONSE – Appended**





**Catharine Whiteside, MD PhD**

*Dean*

*Vice Provost, Relations with Health Care Institutions*

## **EXTERNAL REVIEW | DEPARTMENT OF MEDICAL BIOPHYSICS Dean's Response**

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On behalf of the Faculty of Medicine I wish to thank the external reviewers Professor Philip Branton (Chair, Department of Biochemistry, McGill University), Dr. Ian Smith (Director General, National Research Council Institute for Biomedical Research), and Professor Etta Pisano (Vice-President for Medical Affairs and Dean, College of Medicine, University of South Carolina) 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. Many thanks to all the faculty members, students, and staff who met with the external reviewers—your input was most helpful and the Faculty is grateful for your engagement. Professor Burns is to be congratulated on his excellent leadership during his first term as Department Chair. As the reviewers indicate, the Department of Medical Biophysics has maintained an outstanding record in research and continues to mount the most successful biomedical graduate training program of its kind in Canada.

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

### **1. Education**

The reviewers identified that the Department of Medical Biophysics is essentially an off-campus interdisciplinary graduate Department in which the faculty members are employed scientists in affiliated hospital-based research institutes, predominantly University Health Network/Princess Margaret Hospital and Sunnybrook Health Sciences Research Institute. The students and faculty report that some course content requires review and revision that is now underway. The students commented that the engagement of the faculty in the research seminar course is low. This low attendance should be reviewed by the Department.

The reviewers recommend that the Faculty of Medicine should consider a uniform (or possibly unified) process for application and acceptance of all graduate (basic science doctoral) students. Further, they suggest that a common basic curriculum be offered to students across basic science graduate Departments during the first 1 or 2 years of study. The feasibility of these steps will depend on whether the other basic science Departments in the Faculty have interest in these approaches.



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**FACULTY OF MEDICINE**

**Catharine Whiteside, MD PhD**

*Dean*

*Vice Provost, Relations with Health Care Institutions*

A key issue is the time to completion of the PhD program that must be addressed by the Department. The Faculty of Medicine expects an average time to completion of approximately 5 years. The reviewers are incorrect in stating that the average time to completion in other basic science Departments in the Faculty Medicine is commonly 6 to 7 years.

The Department of Medical Biophysics does not have an undergraduate basic science program, although could offer teaching in on-campus Faculty of Arts & Science Departments (with associate revenue) under the current arrangement provided by the Provost.

I agree that student support should be increased through fundraising and external awards. Joint fundraising with the hospital-based Foundations must be established and the Department has access to, and should work closely with, the Faculty of Medicine Advancement Office in this endeavour.

## **2. Research**

The faculty members of Medical Biophysics have status appointments to the University of Toronto and engage in research in hospital-based research institutes supported by affiliated hospital and their Foundations. The base budget of the University Department is composed of a historic base that traditionally has supported the administration of this graduate unit including U of T Open award funding. New revenue has been added to the Department budget aligned with graduate enrolment expansion. The Faculty has established a revenue-sharing model that is identical for all graduate Departments. The Faculty of Medicine does not support tenured faculty off campus. The Department of Medical Biophysics partners with the hospital research institutes in support of the graduate program and research directions. I agree with the reviewers and the Department Chair that a more effective integration of the joint academic mission between the hospital research institutes and the Department includes the recruitment of scientists. Although the scientists are successful and well supported within the hospital research institutes, the role of the University Department is to integrate interdisciplinary and collaborative themes across institutions. The highest level agreement between the University and hospitals was renewed in 2011 in the form of a Governing Council Memorandum of Understanding that articulates commitment to the joint academic mission. This MOU will not be altered. Closer relations between the Chair of the Department and the Vice-Presidents of Research is desirable and the Faculty of Medicine will assist in developing a more formal agreement at the Department with the hospital partners that will be consistent with the affiliation MOU.



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**Catharine Whiteside, MD PhD**

*Dean*

*Vice Provost, Relations with Health Care Institutions*

The Faculty's Strategic Academic Plan 2011-16 was prepared with broad consultation of all Departments including Medical Biophysics. The Faculty Research Strategic Plan 2012-17 was recently approved by Faculty Council and all Departments including Medical Biophysics are expected to consider these Faculty goals when preparing their own strategic plan. As part of this plan, the Department will be work with the Faculty of Medicine and the hospitals/research institutes to track key performance indicators reflecting research and education activities.

**Summary**

Overall the external review of the Department of Medical Biophysics was highly favourable. Congratulations and thanks to Professor Burns and the administrative staff of the Department for their commitment to sustaining excellence. I look forward to the further development of strategic directions for this Department and closer alignment with the affiliated hospital research institutes.

A handwritten signature in cursive script, reading "C Whiteside".

*Catharine Whiteside*

*Dean, Faculty of Medicine*

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

*(May 2012)*

## REVIEW SUMMARY

|                                       |  |
|---------------------------------------|--|
| <b>Program(s) under review:</b>       | Master of Management & Professional Accounting, MMPA<br>Diploma in Investigative & Forensic Accounting, DIFA   |
| <b>Division/Unit under review:</b>    | <i>Review of programs only; programs are housed in the Professional Graduate Program Centre (PGPC), University of Toronto Mississauga</i>  |
| <b>Commissioning Officer:</b>         | Vice-Principal Academic and Dean, UTM  |
| <b>Reviewers (Name, Affiliation):</b> | <ol style="list-style-type: none"> <li>1. Dr. Gordon D. Richardson, KPMG Professor of Accounting, Joseph L. Rotman School of Management, University of Toronto</li> <li>2. Dr. Dan A. Simunic, Professor and CGA Chair in Accounting, Sauder School of Business, University of British Columbia</li> <li>3. Dr. Larry M. Parker, Professor and former Chair, Department of Accountancy, Weatherhead School of Management, Case Western University</li> </ol> |
| <b>Date of review visit:</b>          | December 3-4, 2012   |

|   |   |
|---|---|
| <b>Previous Review Date:</b>                                    | November 2007 (part of review of Department of Management, UTM)   |
| <b>Summary Findings and Recommendations of Previous Review:</b> | <p><b>1. Undergraduate Program (none)</b></p> <p><b>2. Graduate Programs (MMPA, DIFA)</b></p> <p><b>The reviewers observed the following strengths:</b></p> <ul style="list-style-type: none"> <li>• Very impressive, innovative programs</li> <li>• Respond to important needs</li> <li>• Offered and managed at a high level of quality</li> <li>• Students satisfied overall; very enthusiastic about the quality of teaching and work placements</li> <li>• 46% of MMPA students found co-op positions in Big 4 accounting firms in last 3 years</li> </ul> <p><b>The reviewers identified the following areas of concern:</b></p> <ul style="list-style-type: none"> <li>• Students would like dedicated study and social space to network and build community</li> <li>• Students' access cards do not allow weekend entry to the St. George campus building, including the library</li> </ul> <p><b>The reviewers made the following recommendations:</b></p> <ul style="list-style-type: none"> <li>• While there are good arguments for converting DIFA to a Master's degree program, first secure sufficient tenure-stream faculty to teach in a Master's level program</li> </ul> <p><b>3. Faculty/Research</b></p> <p><b>4. Administration</b></p> <p><b>The reviewers observed the following strengths:</b></p> <ul style="list-style-type: none"> <li>• DIFA program partnership with Montreal's École des Hautes Études Commerciales (HEC) and the Canadian Institute of Chartered Accountants (CICA)</li> <li>• Strong support of the MMPA program by the Big 4 accounting firms</li> </ul> |

|                                     |  |
|-------------------------------------|--|
|                                     | <ul style="list-style-type: none"> <li>Expert leadership</li> </ul> <p><b>The reviewers identified the following areas of concern:</b></p> <p><b>The reviewers made the following recommendations:</b></p> <ul style="list-style-type: none"> <li>Golden opportunity for raising funds from Big 4 accounting firms because MMPA provides a unique source of talented professionals</li> <li>Funds could be used to support or endow Chairs in Accounting to provide additional senior research and program leadership</li> </ul> |
| <b>Last OCGS Review(s) Date(s):</b> | MMPA: 2004-05, Good Quality<br>DIFA: 2005-06, Approved to Commence   |

## CURRENT REVIEW

### DOCUMENTATION PROVIDED TO REVIEWERS:

Covering Memo  
Itinerary  
Terms of Reference  
External Reviewer Appraisal Report Template  
Self-Study (MMPA + DIFA) & Appendices  
Faculty CVs  
OCGS:  
MMPA Appraisal Report December 2006  
MMPA SGS Response May 2007  
MMPA Review Outcome July 2007  
DIFA Appraisal Report  
DIFA UofT Response to OCGS Appraisal  
DIFA Approval to Commence  
DIFA Memo – Motion for Commencement  
Graduate Level DLEs  
Tri-Campus Framework  
MMPA/DIFA Letter of Intent  
University of Toronto Facts & Figures 2011  
SGS Academic Calendar  
Excerpt for the PGPC 2011-2012  
School of Graduate Studies Viewbook  
MMPA Viewbook 2012  
DIFA Viewbook 2012

### CONSULTATION PROCESS:

The reviewers met with the Vice-Principal Academic and Dean; Vice-Dean Graduate; Director and Associate/Assistant Directors of the MMPA & DIFA Programs; Students; junior and senior Faculty; Administrative Staff; Industry Partners and Representatives; Employers; Alumni; Department of Management Chair; along with the Dean, Graduate Studies & Vice-Provost Graduate Education.

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

### 1. Undergraduate Program (none)

### 2. Graduate Program (Master of Management & Professional Accounting, MMPA; Diploma in Investigative & Forensic Accounting, DIFA)

#### A. Master of Management & Professional Accounting, MMPA

**The reviewers observed the following strengths:**

- Overall quality
  - “Highly successful”, best program of its kind worldwide
  - Unique hybrid program “combines the best of an MBA degree with a professional master’s degree” providing both management skills and the accounting knowledge necessary to enter the accounting profession
  - Program has “potential to be among the elite” professional graduate programs at U of T
- Curriculum and program delivery
  - Curriculum (especially experiential learning), delivery and placement “set the standard” for competitor programs
  - Impressive emphasis on integrated learning, communication, effective teamwork and leadership
  - Dedicated faculty
- Assessment of learning
  - Appropriate methods for evaluating student achievement
- Quality indicators
  - High quality international applicants
  - “Truly impressive” 83% pass rate on 2012 Uniform Final Examination (examination leading to the accounting profession)
  - Highly sought-after graduates because of breadth of management training in addition to accounting knowledge, and skills in communication, teamwork and leadership
  - CMA Ontario is very pleased with program quality
- Outreach / Promotion
  - “Value added” hybrid program is “a strong product with clear selling points”

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

- Curriculum and program delivery
  - Mix of students creates challenges for effective delivery of some classroom learning outcomes
  - Research-oriented accounting faculty at Rotman have little or no involvement with MMPA
  - Rotman faculty access MMPA students only by teaching on overload
  - “Dilution” of co-op requirement from 8 to 6 months (further dilution possible)
  - One of the Big 4 accounting firms has stopped participating in co-op placements
- Quality indicators
  - Some students feel some courses are “insufficiently challenging”
  - Student concerns that quality of placements, especially for international students, may not be sufficient to qualify as appropriate experience to sit for the Chartered Accountant examination
- Enrolment
  - “Unsustainable” student mix (57/81 of year-1 students are international) a strain on co-op placements and negatively impacts classroom dynamics, level of academic challenge and graduate job placements
- Student funding
  - High tuition poses challenges for student recruitment
- Outreach / Promotion
  - Need for greater brand clarification and visibility (confusion regarding distinctiveness of the MMPA in relation to the MBA or Masters of Accounting)
  - Given current challenges with placements, advertising that 100% of students secure co-op placements is “potentially misleading”

**The reviewers made the following recommendations:**

- Curriculum and program delivery
  - Program should be aware of changing standards in AACSB accreditation
  - Consider creating rotating research fellow positions to encourage interaction between Rotman accounting faculty and MMPA students
- Quality indicators
  - Consider a longitudinal study of MMPA alumni; results would likely assist in enhancing brand visibility
- Enrolment

- Reviewers “strongly recommend” returning international/domestic student mix to 50/50
- Student funding
  - University should consider optimal tuition levels before fundraising for bursaries
  - Consider offering bursaries, teaching or research assistantships to domestic students

## **B. Diploma in Investigative & Forensic Accounting, DIFA**

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

- Overall quality
  - DIFA compares favorably with other programs of its kind
- Objectives
  - Unique vehicle for Canadian Institute of Chartered Accountants (CICA) members to obtain specialist designation in investigative and forensic accounting (CA●IFA)
  - Clear objectives
  - Program goals “entirely consistent” with UTM’s
- Curriculum and program delivery
  - Sound online delivery technology
  - Largely online delivery creates flexibility regarding geographic range of prospective students
- Assessment of learning
  - All constituents are satisfied with methods of assessment of learning
- Quality indicators
  - High quality students from a variety of backgrounds
  - Students have considerable business experience
  - DIFA graduates are “certainly employable”
  - Students happy with their overall educational experience
  - Faculty pleased to teach in the program

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

- Objectives
  - Future status of the CA●IFA designation is in doubt due to possible merger talks among professional bodies
  - Program leads to diploma (low visibility outside GTA) rather than graduate degree
- Curriculum and program delivery
  - Some students would like more face-to-face learning opportunities
  - Some students would like enhanced online environment (e.g. webinars, podcasts)
  - Program viewed as difficult relative to credential received
  - Limited participation of tenure-stream research-oriented faculty in program delivery an issue in the context of possible conversion to MIFA
- Quality indicators
  - Limited economic success of forensic accounting specialty decreases demand for program
  - Students who do not receive employer financial support tend to vary in quality
- Enrolment
  - “Bleak” future enrolment prospects
- Student funding
  - Program viewed as expensive
  - Currently only about 50% of students currently receive financial support from their employers (used to be majority)

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

- Objectives
  - Consider developing a master’s program (MIFA) that could attract students from North America and beyond seeking a “very high quality education and training experience” leading to a widely recognized credential
- Curriculum and program delivery
  - If a MIFA were created, program would require greater technological innovation and investment

- If a MIFA were created, more courses would need to be taught by tenure-track research-oriented faculty
- Enrolment
  - Reviewers do not recommend maintaining the program's status quo (eventually declining enrolment would make the DIFA unviable)
- Outreach / Promotion
  - Consider conducting marketing research to determine global demand for a possible MIFA

### 3. Faculty/Research

#### The reviewers observed the following strengths:

- Overall quality
  - Good research in accounting at UTM
- Faculty
  - Several promising research hires at junior level

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

- Faculty
  - Sufficiency of faculty resources in view of upcoming AACSB accreditation (possibly 2013)

#### The reviewers made the following recommendations:

- Research
  - Explore ways to ensure that students are exposed to current research in accounting and related disciplines
- Faculty
  - Consider recruiting externally for full professor in accounting and internally for faculty to serve as directors of MMPA and DIFA programs

### 4. Administration

#### The reviewers observed the following strengths:

- Relationships
  - MMPA: Excellent morale; "incredible enthusiasm and support" from accounting and non-accounting faculty
  - DIFA: high morale of students, graduates and faculty
  - Representatives of the ICAO and CMA Ontario view MMPA as "vitaly important" to the professional accounting bodies
  - DIFA has very strong relationship with Canadian Institute of Chartered Accountants
  - Practice community would likely support MIFA "given Canada's tradition of excellence in this area"
- Planning / Vision
  - "Visionary" efforts of Director

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

- Relationships
  - Morale of faculty does not reflect uniqueness of MMPA
  - Perceived orphaned status of the program since its departure from Rotman
  - Rotman faculty have impression that teaching in MMPA program is not encouraged by Rotman
- Organizational and financial structure
  - Problems related to a legacy organizational structure: MMPA director has no budgetary or hiring authority for full time faculty
  - Teaching in MMPA does not count toward load or merit evaluation; 92% of MMPA teaching is done on overload basis
  - Heavy administrative load for MMPA/DIFA director
- Planning / Vision



- Reviewers do not feel the IMI proposal addresses concerns regarding the need to develop a sustainable administrative structure to support the programs; feel that programs' visibility and self-determination would be reduced
- Lack of succession planning for the current Director; need for program advocate
- Alumni would like better relations and better visibility and brand clarification of the MMPA

**The reviewers made the following recommendations:**

- Relationships
  - Explore ways to support more integration with St. George campus
- Organizational and financial structure
  - Consider whether efficiencies associated with creation of the proposed IMI could address director's heavy administrative load
- Planning / Vision
  - Develop a sustainable administrative structure to support programs' continued growth and success, including enhancing the programs' visibility and marketability, and increased self-determination (possibilities include creating a UTM Department of Accounting or School of Accountancy)
  - Consider working with business community to create bursaries for domestic MMPA students
  - Create a succession plan for the MMPA director

**ADMINISTRATIVE RESPONSE – Appended**



OFFICE OF THE DEAN

March 14, 2013

Cheryl Regehr  
 Vice-Provost, Academic Programs  
 University of Toronto  
 Simcoe Hall  
 Toronto, ON M5S 1A1

Dear Cheryl,

**Re: Response to the December 2012 External Reviews of the MMPA and DIFA Programs**

*Comments on the MMPA Program Report*

We are pleased that the external reviewers recognized most positively the unique nature and significant successes of the MMPA Program, as well as the quality of its students and the performance of its graduates on national professional accounting examinations. We agree that the nature of the MMPA curriculum provides an excellent and innovative professional master's education for a career in professional accounting.

Although the external reviewers are very positive overall, they do identify several areas of concern which are noted below with our comments, plans and actions.

- Student Success

Despite an increase in the number of students admitted to the MMPA Program over the past few years, the average GMAT score has steadily increased, from 651 in 2008/09 to 691 in 2012/13. This suggests not only that class intelligence and academic preparation has improved steadily over the past few years, but also that we are admitting an academically impressive group of students. The external reviewers did, however, express concerns about the educational value of some of the classroom discussions. The main source of the problem was the English competency of some of the international students: some of those students, though academically qualified, were not able to express themselves with sufficient clarity in oral communications.

The Program has now introduced higher standards of interview screening as part of the admission process to ensure that all students, domestic as well as international, have good communication skills. In addition, greater formal and informal assistance has been provided to ensure robust classroom discussions.

We are pleased to note that the reviewers applauded as “truly impressive” the 83% pass rate of MMPA students on the most recent Chartered Accounting final exams and the positive comments of representatives from employers and professional accounting bodies.

- Recruitment, Visibility, and Promotion

The reviewers noted that the number of international students in the Program has increased in recent years while the number of domestic students has dropped. We share their concern and have urged the Program to increase the number of domestic students without reducing the international cohort.

Based on the Program’s excellent record of co-op work term assignments, and surging application numbers, it was decided, beginning in 2010, to increase the class size from 65 to 85 per class with the larger size being divided into two sections of 42 or 43. Much of that increase came from international students. But admission decisions for the 2013 entering class have been taken to achieve a more equal balance of domestic and international students, with the expectation of achieving a 50/50 target by the entering class in 2014.

We agree, in view of increasing competition, that there is a need more effectively to raise the visibility of the unique value-added nature of the MMPA Program, particularly to attract domestic students. The creation of a nameable Centre, an EDU: C, provisionally titled “The Centre for Professional Accounting Studies”, is being explored in order to provide increased visibility, and link the successful reputation of the MMPA and DIFA Programs to the undergraduate accounting program to recruit more outstanding domestic students to all. Such a Centre will make evident the significant and successful efforts made to educate future professional accountants at UTM.

- Student Funding

Tuition levels have been rising to the point that the MMPA domestic tuition is now one of the highest for a master’s program in Canada. Going forward, we propose that tuition levels for domestic students be frozen. In addition, several mitigating steps have or will be taken, including:

- A higher limit of Professional Student Loan (now \$60,000) will be negotiated with participating banks.
- For 2013 entering domestic students, we have introduced \$50,000 in additional Entrance Scholarship Funding.
- The School of Graduate Studies recently confirmed that MMPA students are eligible for the University’s UTAPS needs-based awards.

- Experiential Learning and Placements

The reviewers praise the Program’s emphasis on experiential learning but note that the co-op requirement has been reduced from 8 months to 6 months. The full MMPA Program incorporates 2 co-op work terms. Students are encouraged to acquire a total of 8 months, but they are required only to have a total of at least 6 months of significant co-op work

experience to graduate. Each experience is evaluated to ensure that it meets the MMPA criteria for significance, and if a student does not obtain 6 acceptable month's experience, then the first months of their permanent job placement are assessed prior to approval for graduation.

The Program is extremely careful to indicate that assistance in finding a co-op placement is provided, but that students are responsible for finding their own placements, and that placements are not guaranteed. Very rarely, a student will take a position with a lower-than-desired work-level (due to preference, English comprehension, or market factors), but students cannot graduate without fulfilling the Program requirement for a work placement involving relevant Program-related experience.

The reviewers mention that one of the Big Four accounting firms has stopped participating in co-op placements. The Big Four accounting firms compete for the very best students for co-op placements. Several years ago, one of those firms failed in its efforts to recruit any of the students it had targeted, with the result that the firm decided not to participate in the Program's co-op placements during the subsequent year. The Program has worked to resolve these issues, and the firm is now partially participating in co-op placements. We are hopeful that the firm will return to full participation in the near future. It is worth noting that MMPA placement staff have increased our active employers from 35 to over 70 during the last 10 years. Efforts are being made on a continuous basis to rekindle, maintain and enlarge our active employer list.

- Faculty Resources and Leadership

It is certainly attractive for interested and qualified faculty from the Rotman School or elsewhere in the University to be able to teach in the MMPA Program on regular or overload. In fact, two Rotman faculty teach in the program currently, as do many others from academic units at the Scarborough and Mississauga campuses. Future expansion of such teaching may be possible if reasonable resource allocation arrangements and permissions can be obtained. The introduction of the Centre referred to above should give the opportunity for interested faculty from Management, Law, Economics and Forensics to serve as research fellows connected to the MMPA and DIFA Programs. Arrangements have been made to increase the level of regular load teaching, and discussions have begun with regard to ensuring strong senior leadership for the Programs. In addition, as discussed in more detail below, two tenure-stream and one teaching-stream hire in accounting have been or are currently being made within 2012-13. All do or will teach on load in the Program.

- Additional Issues and Recommendations

- AACSB Accreditation

Current and projected accreditation arrangements are assessed continuously.

- Alumni Studies and Involvement

Alumni studies have and will be undertaken with the view to increasing their involvement as advisors and instructors, and in future funding proposals such as for the new Centre mentioned above. New LinkedIn websites have been

established that offer ready access to alumni and enable the creation of a vibrant community for alumni and current students.

### *Comments on the DIFA Program Report*

The external reviewers' favourable comments concerning the overall quality of the program, its students and web-based, real-time, distance mode of delivery are appreciated. In addition, the recognition that the DIFA Program is one of a very few, but growing, number of programs in the world, and compares favourably to the others, suggests that its basic original social rationale – to assist in combatting white collar and organized crime – is being fulfilled and is growing in relevance.

Nonetheless the reviewers have noted several concerns and have made specific recommendations that require response in the form of the comments and information provided below.

- **Enrolment/Program Demand – Worldwide Developments**

Enrolment has plateaued at a lower than expected level of 15 to 20 students per year for each of two years because the principal source of students – Chartered Accountants who wish to receive the specialist designation of CA•IFA – has been chilled due to uncertainty created during the current merger of CAs, CMAs and CGAs in Canada. It now appears that specialist recognition will continue and, in addition, talks are underway to consider the establishment of a joint IFA designation with the U.S. CPAs. As well, some of the world's largest international lenders (i.e. the World Bank) are actively considering establishing a global investigative and forensic (IFA) certification program. It is therefore likely that the demand for advanced IFA certification will increase, and due to the online, distance-education mode of the DIFA Program, enrolment will increase in the medium term, particularly if a transition is made to a Master's Program.

- **Identity – Transition to a Master's Program**

Most prospective students, and their professional accounting colleagues, view a diploma as a short, non-rigorous, less-than-degree program, and do not immediately see the desirability and value proposition that underlies the DIFA Program, which was designed initially to be of the same length as a master's program and has been operated as such. Prospective students and their supporting employers sometimes find it difficult to justify the tuition fee of roughly \$25,000 for a diploma. Master's programs are emerging in the U.S. further placing a Diploma at a competitive disadvantage.

Replacing the diploma program with a master's program would be a major decision, since it would require further investment in faculty positions. Transition to a MIFA Program would depend on confirmation of enrolment increases or prospects through a marketing survey, significant funding from alumni and IFA professionals, and the increased participation of research-oriented faculty.

- Faculty Resources and Leadership

Fund raising will be undertaken to provide for the replacement of the Program Director when he retires with a research-oriented tenure stream faculty member. In addition, efforts will be made to interest tenure stream faculty from accounting, law, economics and criminology in taking an active role in the Program.

- Student Funding

DIFA students are usually all working in the IFA, securities, or regulation fields while they are studying their DIFA courses at night. If the DIFA were a MIFA Program, its value proposition would be clearer and the tuition fees more attractive. Professional Student Loan funds are available, and tuition freezes will be considered.

- Program/Community Development

The reviewers indicated the further efforts should be made to create a learning community for current students and alumni given that much of the interaction is now via a distance-education mode. To this end, the DIFA Program will be hosting, beginning in April, a discussion/speaker series on issues of current interest which students and alumni can attend in person or by webinar. A LinkedIn site has also been created to stimulate interaction between the Program and its Alumni. In addition, as noted above the creation of a Centre is under study that will provide a focus for MMPA, DIFA, and undergraduate accounting students at UTM, and a greater visibility for our accounting programs. The Centre will also enable increased involvement with Rotman accounting faculty.

### ***Comments about Faculty/Research***

We appreciate the reviewers' favourable comments on the quality of UTM faculty, and particularly on the promise of those most recently hired.

We are well-aware of AACSB accreditation regulations including changes currently being approved and will be endeavouring to maintain the accreditation held by the MMPA and DIFA Programs. To maintain standards, we are in the progress of making two hires in Accounting this year, one tenure-stream and one teaching-stream, in addition to the recent tenure-stream hire who began teaching on load in the Programs in 2012.

We agree that the replacement(s) of the current director of both programs will necessitate a search at the full professor level.

### ***Comments about Program Administration***

The reviewers have appreciated the significant efforts made by the current program administration and leadership, and have offered insightful comments and suggestions.

The creation of a Centre for Professional Accounting Studies should provide an attractive platform for the attraction of the senior academic advocate envisioned in the succession plan for the current director of the MMPA and DIFA Programs. The Centre can be expected to provide a recognizable, fundable identity for UTM's accounting programs even though they will be housed within the Institute for Management & Innovation, which prospective students and academics would not intuitively link with professional accounting. Funding will be sought from the professional accounting community for the Centre and for students in its programs.

Measures have been put in place to provide increased teaching resources on regular load in the MMPA and DIFA Programs. We also are arranging for more Management courses in the Program to be taught on load, not just Accounting courses.

### *Implementation Plan*

We view the external reviews of the MMPA and DIFA Programs as very constructive and are pleased to act upon the suggestions made.

- Immediate term (6 months)

Monitor interview screening to ensure that students admitted to the Program have good communication skills.

Freeze domestic student tuition.

Increase domestic student financial support.

- Medium term (1-2 years)

Establish a Centre for Professional Accounting as an EDU:C.

Evaluate the possibility of growth in the MMPA Program.

Evaluate demand for the DIFA Program.

- Long term (3-4 years)

Search for a new Director of the MMPA and DIFA Programs.

Replace the current Director with a senior search.

Consider the possibility of a MIFA.

Sincerely,



Amy Mullin  
Vice Principal Academic and Dean  
University of Toronto Mississauga

## APPENDIX

### Externally commissioned reviews of academic programs completed since the last report to AP&P

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

These reviews are reported semi-annually to AP&P as an appendix to the compendium of external reviews.

| Unit                 | Program  | Accrediting Agency  | Status  |
|----------------------|--|---|---|
| Faculty of Dentistry | Doctor of Dental Surgery, D.D.S.   | Commission on Dental Accreditation in Canada  | Accredited to 2019  |
| Faculty of Dentistry | Ph.D. in Dentistry and M.Sc. in Dentistry /<br>Dental Specialty in: <ul style="list-style-type: none"> <li>• Dental Public Health</li> <li>• Endodontics</li> <li>• Oral &amp; Maxillofacial Radiology</li> <li>• Oral &amp; Maxillofacial Surgery</li> <li>• Oral Medicine &amp; Oral Pathology</li> <li>• Orthodontics and Dentofacial Orthopedics</li> <li>• Pediatric Dentistry</li> <li>• Periodontics</li> <li>• Prosthodontics</li> </ul> |   | Accredited to 2019 all specialties except Oral & Maxillofacial Surgery, provisionally accredited to November 2013 |
| Faculty of Medicine  | Doctor of Medicine, M.D.   | Committee on Accreditation of Canadian Medical Schools (CACMS); Liaison Committee on Medical Education (LCME) | Accredited (next review 2019-2020)  |