



FOR INFORMATION

PUBLIC

OPEN SESSION

TO: Committee on Academic Policy and Programs

SPONSOR: Sioban Nelson, Vice-Provost, Academic Programs

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PRESENTER: See above

CONTACT INFO:

DATE: March 14 for March 30, 2016

AGENDA ITEM: 3

ITEM IDENTIFICATION:

Semi-Annual Report on the Reviews of Academic Units and Programs,
October 2015 – March 2016

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.” (*Committee on Academic Policy 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 AP&P is to undertake “a comprehensive overview of review results and administrative responses.” AP&P “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*). AP&P’s role is to ensure that the reviews are conducted in line with the University’s policy and guidelines; to ensure that the Office of the Vice-President and Provost 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 and the Governing Council for information.

GOVERNANCE PATH:

1. **Committee on Academic Policy and Programs [for information] (March 30, 2016)**
2. Agenda Committee of the Academic Board [for information] (April 12, 2016)
3. Academic Board [for information] (April 21, 2016)
4. Executive Committee of the Governing Council [for information] (May 9, 2016)
5. Governing Council [for information] (May 19, 2016)

PREVIOUS ACTION TAKEN:

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 purpose 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).

The Semi-Annual Report on the Reviews of Academic Units and Programs (April - September 2015) was previously submitted to the Committee on Academic Policy and Programs on October 27, 2015.

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.

Summaries of the external review reports and the complete decanal responses for twelve external reviews of units and/or academic programs are being submitted to AP&P for information and discussion. Of these, two were commissioned by the Vice-President and Provost and ten were commissioned by the Deans. The signed administrative responses from each Dean highlight action plans in response to reviewer recommendations.

Overall, the themes raised in these reviews echoed those in previous compendia: the excellent quality of our programs, the talent and high calibre of our students, and the impressive body of scholarship produced by our faculty. In addition, this set of reviews highlighted programs' innovative, interdisciplinary curricular approaches and valuable links to professions and industry.

As always, the reviews noted areas for development. These included strengthening relationships between units to support academic program collaborations; making strategic investments in the faculty complement; and refining curricula to meet student needs or changing disciplinary landscapes.

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 are presented in the Appendix.

FINANCIAL IMPLICATIONS:

Not applicable.

RECOMMENDATION:

This item is for information and feedback.

DOCUMENTATION PROVIDED:

Compendium of Reviews of Academic Programs and Units, October 2015 – March 2016



UNIVERSITY OF
TORONTO

OFFICE OF THE VICE-PROVOST,
ACADEMIC PROGRAMS

Reviews of Academic Programs and Units

October 2015 – March 2016

**Report to the Committee on Academic Policy and Programs
March 30, 2016**

Reviews of Academic Programs and Units

October 2015 – March 2016

Report to the Committee on Academic Policy and Programs

March 30, 2016

1 Provostial Reviews

Faculty of Music

- Undergraduate: Bachelor of Music, Mus.Bac.; Bachelor of Music in Performance, Mus.Bac.Perf.; Minor in Composition; Minor in Historical Keyboard; Artist Diploma; Diploma in Operatic Performance; Advanced Certificate in Performance; *Music, B.A. Hons.: Specialist, Major; *Music with Ensemble Option, B.A., Hons.: Specialist, Major; *Music History and Culture Minor [*offered by the Faculty of Arts and Science]
- Graduate: Master of Arts in Music, M.A.; Doctor of Philosophy in Music, Ph.D.; Master of Music in Music Performance, Mus.M., Doctor of Musical Arts in Music Performance, D.M.A.

University of Toronto Mississauga

- No programs, non-UTQAP review

2 Decanal Reviews

Faculty of Applied Science and Engineering

- Institute for Aerospace Studies and its programs
 - Graduate: Aerospace Science and Engineering, Master of Applied Science, M.A.Sc.; Master of Engineering, M.Eng.; Doctor of Philosophy, Ph.D.
- Division of Engineering Science and its programs
 - Undergraduate: Engineering Science, Bachelor of Applied Science, B.A.Sc., majors in: Aerospace Engineering; Biomedical Systems Engineering; Electrical and Computer Engineering; Energy Systems Engineering; Engineering Mathematics, Statistics and Finance; Engineering Physics; Infrastructure Engineering; Nanoengineering and Robotics

Faculty of Arts & Science

- Commerce Program [Joint with Joseph L. Rotman School of Management]
 - Undergraduate: Bachelor of Commerce, B.Com.: Accounting Specialist; Accounting Specialist: Public Accounting; Accounting Specialist: Financial

Reporting and Control; Finance and Economics Specialist; Management Specialist.

- Centre for Comparative Literature and its programs, with Literature and Critical Theory programs
 - Undergraduate*: Literature and Critical Theory, Bachelor of Arts, B.A.: Specialist, Major, Minor; Literature and Critical Theory in the Cultural Theory Stream, Bachelor of Arts, B.A.: Specialist, Major [*offered by Victoria College]
 - Graduate: Comparative Literature, Master of Arts, M.A.; Doctor of Philosophy, Ph.D.
- Diaspora and Transnational Studies program
 - Undergraduate: Diaspora and Transnational Studies, Bachelor of Arts, B.A.: Major, Minor
- Department of the History of Art and its programs
 - Undergraduate: History of Art, Bachelor of Arts, B.A.: Specialist, Major, Minor
 - Graduate: History of Art, Master of Arts, M.A.; Doctor of Philosophy, Ph.D.
- International Relations program
 - Undergraduate: International Relations, Bachelor of Arts, B.A.: Specialist, Major
- Urban Studies program
 - Undergraduate: Urban Studies, Bachelor of Arts, B.A.: Specialist, Major, Minor

Faculty of Medicine

- Rehabilitation Sciences Institute and its programs
 - Graduate: Rehabilitation Sciences, Master of Science, M.Sc.; Doctor of Philosophy, Ph.D.

University of Toronto Scarborough

- Department of Philosophy and its programs
 - Undergraduate: Philosophy, Bachelor of Arts, B.A.: Specialist, Major, Minor

Appendix: Externally-commissioned reviews of academic programs,
October 2015 – March 2016

UTQAP Review Summary

Programs(s) Reviewed:	Bachelor of Music, Mus.Bac. Bachelor of Music in Performance, Mus.Bac.Perf. Minor in Composition Minor in Historical Keyboard Advanced Certificate in Performance Artist Diploma Diploma in Operatic Performance Music, B.A. Hons. (Specialist, Major) (offered through the Faculty of Arts and Science) Music with Ensemble Option, B.A. Hons. (Specialist, Major) (offered through the Faculty of Arts and Science) Minor in History and Culture (offered through the Faculty of Arts and Science) Master of Arts in Music, M.A. Doctor of Philosophy in Music, Ph.D. Master of Music in Music Performance, M.Mus. Doctor of Musical Arts in Music Performance, D.M.A.
Division/Unit Reviewed	Faculty of Music
Commissioning Officer:	Vice-President and Provost
Reviewers (Name, Affiliation):	1. Prof. Robert Cutietta, Ph.D., Dean, Thornton School of Music, University of Southern California 2. Prof. Helena Gaunt, Ph.D., Vice Principal and Director of Academic Affairs, Guildhall School of Music & Drama 3. Prof. Tom Gordon, Ph.D., Professor Emeritus, School of Music, Memorial University of Newfoundland
Date of Review Visit:	September 28 - 30, 2015

Previous Review

Previous Review: September 2004

Summary of Findings and Recommendations:

1. Undergraduate and Graduate Programs

The reviewers observed the following strengths:

- Students described the faculty as supportive and dedicated, and noted the high quality of teaching at the Faculty

The reviewers made the following recommendations:

- Solidify plans to provide more interdisciplinary curriculum and programming, including further development of the relationships between OISE and Faculty of Music (i.e. consider increasing music education programming)

2. Faculty/Research

The reviewers observed the following strengths:

- Reviewers were impressed with the resumes of faculty (both full and part-time) noting excellent record of scholarly research and performance

The reviewers identified the following areas of concern:

- Many courses taught by part-time instructors resulting in limited knowledge in overall program requirements and curriculum, and difficulty in finding faculty to serve on music and university committees

The reviewers made the following recommendations:

- Improve full to part-time faculty ratio

3. Administration

The reviewers observed the following strengths:

- Impressive quality and breadth of library offerings at the Faculty of Music Library and U of T Library; high degree of satisfaction with music librarians

The reviewers identified the following areas of concern:

- The Faculty expressed some concern about the proximity (both geographically and in potential new program delivery) of the RCM, but there is opportunity for positive partnerships

The reviewers made the following recommendations:

- Update overall IT infrastructure (computers, library IT, theatres, etc.)

Current Review: Documentation and Consultation

Documentation Provided to Reviewers

Terms of Reference; *Towards 2030 Synthesis Report, Self-Study Document* (193 pp. + 70 Appendices) including information on: academic review process, faculty complement (CVs and policy documents), undergraduate/graduate/professional programs (by area and field, enrolment data, evaluation procedures, student surveys), research (funding and citation data, research centres), organization and financial structure (governance and budget summary), resources and infrastructure (commissioned studies on

communications, physical structure, and precinct planning), academic services (Student Affairs and Music Library), internal and external relations (university links, Music Booking Office, annual *Notes* events brochures, alumni analysis), previous review recommendations (2004), and future directions.

Consultation Process

The reviewers met with the Vice-President and Provost; Vice-Provost, Academic Programs; Vice-Provost, Graduate Research and Education; UTL Chief Librarian; Dean, Faculty of Music; Faculty of Music Senior Leadership Group of Associate Deans (Academic & Student Affairs, Performance & Public Events, Graduate Education, Research); Faculty of Music Academic Planning Group; Directors of Research Centres (MaHRC and ICM); Performance Area Heads; Academic Area Heads; Faculty of Arts & Science designates; Deans/Directors of cognate faculties and academic units (FAS, OISE, JHI, SWK); junior faculty members; senior faculty members; sessional lecturers and instructors; administrative and support staff; financial and advancement staff; Music Library staff; Faculty of Music undergraduate (FMUA) and graduate (MGSA) students; representative alumni and community relations partners.

Current Review: Findings and Recommendations

The reviewers framed their comments within the context of the broader changes in the discipline. They described music's changing pedagogical systems and professional delineations over the past 25 years. They noted that, "[w]hat is also clear is that the university faculties and conservatories of music that will flourish in this environment are those that can embrace change, look towards the future and establish a distinctive position on an increasingly global stage...The particular challenge for the Faculty of Music is now to respond to this context with a focused proposition that capitalizes on its strengths, not least in the comprehensive education and interdisciplinary possibilities of the Faculty in a multi-disciplinary research-intensive university."

1. Undergraduate Programs

The reviewers observed the following strengths:

- Curriculum and program delivery
 - Evidence of recent program and curricular innovation, such as the Booking office and its complementary curriculum

The reviewers identified the following areas of concern:

- Overall quality
 - Few students from outside the GTA
- Curriculum and program delivery
 - Complex array of programmatic options

- Intensive requirements within the undergraduate music curriculum limits exploration of opportunities within the rest of the University
- Additions to the curriculum, though promising, complicate students' already busy schedules
- Barriers to music students capitalizing on UofT resources beyond the Faculty, specifically restrictions on access to Arts & Science courses that complement the developing musician
- Lack of capitalization on the many resources and student experiences available in the GTA
- Strong prospective students lost to competitor institutions that facilitate the completion of double degrees
- Student funding
 - Loss of students to competitor universities on the basis of available student aid

The reviewers made the following recommendations:

- Overall quality
 - Determine what differentiates the Faculty from other comparable schools and then change curricular approach, making the program more attractive to students from beyond Toronto
- Curriculum and program delivery
 - Create a more flexible curriculum structure
 - Re-imagine the current “Comprehensive track” to be the basic or only curricular platform for undergraduate students to allow flexible, individually constructed, interdisciplinary undergraduate programs of study while accommodating traditional pathways
 - Remove some current curricular requirements, allowing students to take full advantage of the courses in the Faculty and the University
 - Remove structural barriers preventing students from pursuing double degrees in Arts & Science

2. Graduate Program

The reviewers observed the following strengths:

- Outreach/promotion
 - Location in the heart of Toronto is a major factor in graduate students' decision to attend
 - Graduate students are attracted to the Faculty to study with particular faculty members

The reviewers identified the following areas of concern:

- Overall quality
 - Lack of unique identity
- Curriculum and program delivery
 - Unclear what differentiates the D.M.A. and Ph.D.
 - Research intensity of some of the D.M.A. students approaches that required of the Ph.D.
- Student funding
 - Differing student financial aid situations for D.M.A. and Ph.D. students

The reviewers made the following recommendations:

- Overall quality
 - Determine programs' unique emphases to set the Faculty apart from competitors and improve recruitment
- Curriculum and program delivery
 - Delineate the differences between the professional doctorate (D.M.A.) and the research doctorate (Ph. D), and change curricula accordingly, or eliminate one of the degrees
- Outreach/promotion
 - Take advantage of opportunities to formally infuse Toronto's artistic resources into the curricula

3. Faculty/Research

The reviewers observed the following strengths:

- Overall quality
 - Longstanding history of leadership in many fields
 - Highly regarded creative practitioners and experienced researchers in its faculty complement
 - Music Library is a national treasure, unquestionably the most important collection in Canada and among the finest in North America
- Research
 - Admirable recognition on the part of the University of faculty's creative professional practice as on a par with conventional research
- Faculty
 - Balance of tenure and non-tenure stream faculty seems appropriate for the Faculty
 - Appropriately large number of sessional faculty with specific expertise, capitalizing on the rich artistic resources available in Toronto

The reviewers identified the following areas of concern:

- Overall quality
 - Prominence in Canada has declined over time
- Research
 - Relatively low competitive funding participation and success rates
 - Publication of research faculty comes closer to productivity expectations, but does not set the Faculty apart as a leader
- Faculty
 - Excessive graduate supervision load borne by faculty eligible for research funding
 - Few early career tenure- and teaching-stream faculty; balance of tenure- and teaching stream complement weighted towards late career faculty
 - Tactical PT vs strategic FT hiring over the last five years

The reviewers made the following recommendations:

- Overall quality
 - Align faculty complement plan and research foci with refocused curricula and strategically defined directions
- Research
 - Create a grants officer position to support faculty in developing competitive funding applications
 - Give creative practitioners encouragement and support in participating in competitive funding
- Faculty
 - Reduce the number of doctoral level students to address supervisory challenges
 - Invest in developing leadership skills among mid-career and junior faculty

4. Administration

The reviewers observed the following strengths:

- Relationships
 - Some junior academic staff members are appreciative of support and mentorship within their immediate specialization area
 - The new website has helped to establish a distinctive identity
- Organizational and financial structure
 - New organizational structures and distributed leadership changes appear effective but are only just beginning to operate
 - The faculty is achieving amazing results with a bare minimum of resources. The music administration's understanding of the financial model is impressive and they manage the limited resources well
- Planning/vision
 - Current Dean is fully aware of the changing context for Faculties of Music

- Current Dean is well positioned to provide the necessary leadership in managing the future challenges

The reviewers identified the following areas of concern:

- Relationships
 - Students, faculty, and alumni cannot articulate what makes a UofT Music degree distinctly different from study elsewhere
 - Unrealized potential collaborations with cognate areas
 - Low morale due to absence of a shared vision, infrastructure limitations, and fiscal uncertainties
- Organizational and financial structure
 - The UofT budget model does not easily support the unique nature of music study because instructional and space costs intensify as enrolment increases
 - Increased enrolment potentially adds to the structural deficit and exacerbates existing space pressures
 - Facilities are below national and international standards affecting student experience and faculty work
- Planning/vision
 - Fundraising is unfocused; the Faculty's infrastructure needs are not reflected in the Boundless campaign.
 - Urgent need to consider 90 QP project in relation to critical renewal needs in EJB (including the renovation of the MacMillan Theatre, Walter Hall and the expansion of the Music Library)
 - Complex overall student numbers and mix of teaching staff poses space, and communications challenges

The reviewers made the following recommendations:

- Relationships
 - Explore partnerships across the specializations in music and between the Faculty of Music and the Faculty of Arts and Sciences, OISE, and other academic units
 - Improve internal communications relying on the new distributed leadership
 - Provide resources to support strategic, unified external communications to key audiences using a coherent interface and ensuring responsive design for easy use on mobile devices.
- Organizational and financial structure
 - Move the music library and all associated costs from the Faculty's budget to the institutional library budget
 - Permanently adjust the Faculty's base budget to relieve pressures associated with current funding

- Address space issues to allow the Faculty to live up to its potential
- Planning/vision
 - Sustainable enrolment strategy should reflect Faculty's shared vision and identity and identify targets by degree, specialization and/or performance medium
 - Fundraising targets should be more ambitious and better articulated

Administrative response—appended



UNIVERSITY OF TORONTO
FACULTY OF MUSIC

Administrative Response to External Review Report
March 2016

Don McLean
Dean

Dear Vice-Provost Nelson:

Thank you for your Summary of the External Review of the Faculty of Music. As per your request, the present document is our Administrative Response. In October 2015, the Faculty of Music was fortunate to be visited by an outstanding and experienced external review team from Canada, the US, and the UK. Based on the Faculty's extensive Self-Study Document (SSD, August 2015) and the External Review Visit (September 28-30, 2015), the External Review Report (October 19, 2015) captures some of the strengths and several of the challenges facing UofT Music, many of the latter shared today by our peer institutions in higher music education across the globe. Several of the recommendations of the Report have already been implemented or are well underway to realization in the context of the development of the Faculty's *Strategic Academic Plan 2016-2021* (June 2016). Others will evolve from it.

Introduction and Context

Mission. The mission of UofT Music closely parallels the University's *Statement of Institutional Purpose*: the University of Toronto is committed "to being an internationally significant research university, with undergraduate, graduate, and professional programs of excellent quality."

Program offerings in the Faculty of Music include excellent quality undergraduate, graduate, and professional programs that have long been leaders in Canada and compare favourably with a broad range of international peer institutions in the US, UK and EU, Australia and Asia. In terms of Faculty mission and purpose: "The University of Toronto Faculty of Music is committed to being an internationally significant institution for academic and artistic excellence in music creation, performance, education, and research."

The Comprehensive Music School. As a North-American "comprehensive model" music school, UofT Music combines the highest levels of professional training in musical composition and performance with broad university-level education, and undertakes creative professional activities (in composition, performance, production) and scholarly research in music that incorporates a wide variety of specialized disciplines (musicology, ethnomusicology, music theory, and music education) and their many humanities- and social-sciences-based parallels. In addition, increasingly complex interdisciplinary links with scientific and technological inquiry are also relevant (historically, for example, in electronic music; and more recently, in music technology and digital media; as well as in music psychology and neuroscience) and, most recently, with music and health (through UofT's ground-breaking establishment of MaHRC: the Music and Health Research Collaboratory).

The Changing Musical Landscape. The external reviewers framed their Report in the context of the changing musical landscape (outside as well as inside the academy) that affects many institutions of higher music education today. **Response:** Further delineation of these ideas might include: the erosion of the master-apprentice model and the predictable ensemble career path in

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professional training; the shift to the so-called ‘portfolio career’ with its stylistic cross-over expectations and requisite blend of professional entrepreneurial and pedagogical skills; the current drop-off in hiring and certification of music teachers (among other specialists) in the public school system and the greater breadth of music education practice and research that has in part evolved as a result; the shift in musicology and ethnomusicology away from traditional historical-period and geographical-anthropological models towards more encompassing critical views of the role of music in contemporary global society; the diffusion of the compositional academic avant-garde to engage broader idioms and new performance venues; the stylistic bridging of jazz, legit, popular and world music; and the demise of many professional music publishers and recording labels coupled with the explosion and ‘promiscuous transportability’ of alternative media objects and outcomes. This is our reality.

Embracing Change. Response: We concur with the reviewers that “university faculties and conservatories of music that will flourish in this environment are those that can embrace change, look towards the future and establish a distinctive position on an increasingly global stage” and that “the particular challenge for the Faculty of Music is now to respond to this context with a focused proposition that capitalizes on its strengths, not least in the comprehensive education and interdisciplinary possibilities of the Faculty in a multi-disciplinary research-intensive university.” The academic planning process now underway will generate a *Strategic Academic Plan 2016-2021* by June 2016 that will address many of these challenges and opportunities.

Specific Issues and Responses

We have been asked to respond to a number of issues raised by the reviewers. These include: program development, research, resources and planning, and relationships, and to comment on implementation timelines.

Program Development

Program complexity. The reviewers expressed concern over the complex array of undergraduate program options and their intensive requirements limiting Music students’ engagement with the broader University. They recommended taking an innovative approach to the curriculum; specifically, they strongly advised the Faculty consider the wholesale reimagining of the ‘Comprehensive’ (generalist) track as the basic degree structure, and to consider a more flexible approach to curricular design that would allow more individualized programming.

Response: Discussions are well underway along these lines, including the potential collapse of the two current degree designations (Bachelor of Music and Bachelor of Music in Performance) into one, and the streamlining of program options. It is important, however, to emphasize that certain specializations (most obviously performance and composition) require much dedicated time at particular stages of development (including pre-university studies) if professional expertise is to be attained within degree program timelines. Over the past two years, changes in the design of core music theory and musicianship courses and the expansion of curricular and extra-curricular professional development training have been put in place, partially in response to an extensive undergraduate student curriculum survey. Key program objectives include attaining greater flexibility for students to be able to move across current disciplinary boundaries and to increase their research (including creative professional) exposure and experiential learning

opportunities (President's Priority 3). The establishment and development of the Music Booking Office (since 2011) has been a particularly successful extra-curricular professional experiential learning initiative.

Non-music courses and double degrees. The reviewers noted the barriers faced by Music students who wish to take courses outside the Faculty, and the lack of a double degree option at the University, which they felt negatively impacts recruitment of outstanding students.

Response: We continue to work with various academic units and the colleges to ensure improved access for Music students to courses outside the Faculty. Music undergraduate degrees typically require 4.0 FCE courses outside of Music; there are extensive scheduling and wait-listing challenges. The University is now encouraging the exploration of double degree options and Music's discussions with several units are moving forward expeditiously. This initiative is led by the Associate Dean Academic & Student Affairs.

Graduate programs. The reviewers drew attention to the need for greater philosophical and curricular differentiation of the Faculty's two doctoral degrees: PhD in research fields, and DMA in performance (and composition). In comparison with North American norms, the UofT DMA 'professional degree' is quite research intensive. This problematic, yet characteristic, feature also creates additional co-supervisory burdens on many full-time research faculty members. (Which the reviewers warned may necessitate a reduction in DMA intake.) And it creates a noticeable imbalance in levels of student financial support in the context of University-wide graduate funding policy.

Response: We have recently taken several incremental steps in conjunction with the Provost and Vice-Provost Graduate Research and Education to address some of the funding discrepancies. We are now exploring options to differentiate more clearly the two degree-paths, including the possibility of folding some of the DMA fields into the PhD (e.g., PhD in Performance Studies), as was also briefly considered by the reviewers. The overarching goal is to develop a distinctive UofT profile for these very successful programs and to find the resources needed to make them flourish. This initiative is led by the Associate Dean Graduate Education.

Distinctiveness. The reviewers encouraged the Faculty to define the 'uniqueness' of its academic offerings in order to set it apart on the national and international stages. The reviewers noted the current relative paucity of students from outside the GTA. They stated that the new website (2015) has helped to establish a distinctive identity, but raised important considerations for its second phase of development.

Response: For years, UofT Music (much like UofT as a whole) has been the national leader in comprehensive program offerings. The challenge going forward is to enhance that breadth in ways that are not merely additive, but that coordinate excellence in highly specialized domains, balancing traditional strengths with areas of ground-breaking innovation. Development of consensus around the definition of our current and future distinctiveness is the work of the *Strategic Academic Plan* process now underway. In restructuring its Student Affairs area, and in order to overcome its GTA-centricity, the Faculty will expand its national and international profile and recruitment efforts through the addition of an International Recruitment Officer

(IRO); we expect to have an IRO in place within the next six months. The new website is innovative and A/V intensive, but has also created considerable controversy for its sometimes unconventional content, style, and navigational design. The Faculty has recently launched a mobile version, expanded social media coverage, developed extensive new content, and is moving towards a 2.0 version to address various navigational issues identified over the past year.

Research

Strengths. The External Review Report notes UofT Music's longstanding history of leadership in many fields, the highly regarded creative practitioners and experienced researchers in its faculty complement, noting the University's admirable recognition of creative professional practice on a par with conventional research. The Review also recognized the Music Library as a national treasure, unquestionably the most important collection in Canada and among the finest music research libraries in North America.

Research funding and productivity. The reviewers expressed concern about the relatively low level of participation and success rates in competitive research funding, and that current external funding opportunities in research/creation are under-developed. They also noted that, although the publication of research faculty comes closer to productivity expectations, it does not set the Faculty apart as a leader, and that prominence in Canada has declined over time. (They again noted the excessive graduate supervision load, particularly in the DMA cohort, borne by faculty eligible for research funding.) The reviewers also recommended the appointment of a Research Grants Officer (RGO) to assist the Faculty in improving and optimizing its grants record and profile.

Response: UofT's research productivity in Music is currently ranked second in Canada and fourth in citations among North American public peers. The low grant participation rate among research scholars remains a concern. It is, in part, as the reviewers note, a condition of an overbalance of senior humanities faculty whose career-stage productivity is no longer construed as grant-dependent, and on changing circumstances in SSHRC funding; for example, the shift to more partnership grants, which demand a more innovative and collaborative outlook. The grant participation and success rate of our recent junior hires bodes well for the future, and we continue to incentivize individual applications and partnership developments, with several innovative projects now underway.

A recent awards and recognitions initiative, jointly sponsored by the VP Research and the Deans of Single-Department Faculties, is enhancing the profile of our creative and professional faculty members. In Music, this celebrates the extensive Arts Councils grant support and public awards in performance and composition achieved by many of our faculty. It should also be noted that, although challenges for faculty funding remains, the success rate of UofT Music in securing external funding for its graduate students in the normally eligible humanities-based MA/PhD research cohort is double the University average.

In the context of the planning process, the Faculty is working towards a *Strategic Research Plan* that will address many of these issues in coordinated fashion. This initiative is led by the Associate Dean Research (AD-R). The Faculty first appointed an AD-R at the end of 2011, which resulted, among other initiatives, in the establishment of MaHRC in 2012. The current

AD-R is focusing on the building and outcome-oriented strengthening our internal and external partnerships. We concur with the reviewers' recommendation to create a Research Grants Officer position and hope to have an RGO in place within the next six months.

Faculty complement. The reviewers state that the complement is, at present, 'out of balance' and note that, although the ratios between tenure-track, contract, and sessional faculty are in keeping with North American norms, "the inverted generational pyramid in the demographic of tenure-track faculty combined with the heavy frost (if not deep freeze) in hiring tenure- and teaching-track faculty during the last five years" has "privileged opportunistic rather than strategic appointments over this period." They conclude: "If the Faculty is to move forward, it will need to be in a position to make appointments that will reinforce strategically defined directions that will assist in creating a distinctive international identity." The reviewers also noted the need to invest in developing leadership skills among mid-career and junior faculty.

Response: The Faculty continues to work with the Provost and Vice-Provost to redress the imbalance in its complement by focusing on areas of key innovation in curriculum and research. As is the case in most institutions today, much progress is contingent on the timing of faculty retirements and renewals. In most music schools, distinct complement challenges centre in areas of performance and creative practice (particularly with respect to the use of sessional faculty, capitalizing on the rich artistic resources available in Toronto) and are managed by the Associate Dean Performance & Public Events. However, the Dean and the entire AD team are engaged in the strategic planning of the overall faculty complement and its operational realization. New organizational structures (Associate Deans, Area Chairs, Committees) are beginning to build distributed leadership skills across the faculty.

Resources & Planning

Academic Plan. Acknowledging the changing landscape and challenging budget context for faculties of music generally, the reviewers strongly recommended the development of an academic plan and a shared vision for the Faculty that would outline future directions for academic programs, faculty and staff complements, recruitment, research, space and fundraising, and guide the allocation of resources to the Faculty to support these directions.

Response: Over the next few months, the process of the development of the *Strategic Academic Plan 2016-2021* is addressing many of these issues broadly and directly. The implications for programs and recruitment, research and complements, space and fundraising are part of the annual budget review process and will require ongoing adjustment of implementation plans and resource allocations throughout the next planning cycle.

Budget and Space. The External Review Report observes that the UofT budget model does not easily support the unique nature of music study because instructional and space costs generally intensify as enrolment increases. The reviewers specifically recommend: (1) the removal of the Music Library and all associated costs from the Faculty's budget to the institutional library budget; (2) a fixed and permanent adjustment to the base budget to relieve the pressures associated with current funding; (3) a reasonable reduction in the undergraduate head count target. They continue: [4] "Another unintended consequence of this budget model is that it intensifies already unmanageable pressures on inadequate ... and outdated facilities. Indeed, the

facilities would fall below national and international standards even if the student body were half the current size.” The Review emphasized the urgent need to consider the 90QP project in relation to critical renewal needs in the EJB (including renovation of the MacMillan Theatre, Walter Hall, and the expansion of the Music Library). The Review also explicitly states: “We have examined the finances of the music unit and find the expenditures to be lean by any national or international standards. The faculty is achieving amazing results with a bare minimum of resources.”

Response: The Faculty appreciates the reviewers understanding of the fiscal and physical constraints under which we operate, and its assessment of our judicious use of existing resources. Progress on specific items is as follows: (1) the Library transfer, which also affects other academic units, will be resolved within the next few months through the concerted effort of the Provost and the Chief Librarian in collaboration with the relevant faculties; (2) the structural base budget shortfall, identified in 2011, continues so far to be addressed only through a series of modest OTO adjustments; and (3) related enrolment targets can only be safely down-adjusted within the current budget model if there are compensatory offsets in revenue; although more refined recruitment and enrolment targeting (by instrument and program specialization) is already improving intake balance in some areas.

[4] Space has been a major focus of the Faculty’s planning and operational efforts over the past five years, with several modest furniture and IT upgrades to classrooms and the Library in the Edward Johnson Building (EJB) and at 90W (90 Wellesley Street West, “Faculty of Music south”), and detailed feasibility and planning studies undertaken for the EJB and the precinct. Current discussions, with long-range implications, involve the elaboration of the position of Music within the proposed 90QP (90 Queen’s Park) *Centre for Civilizations & Cultures* project, the determination of the medium-term future of the 90W site (a converted dormitory and eventual ‘tear-down’), and the undertaking of major renovations to the EJB, including MacMillan Theatre and Walter Hall (not renovated since 1964), the common spaces (including a proposed student-partnered Café in the EJB lobby, which will form part of the link to 90QP), and the Music Library (one of the great international research libraries for music, but not renovated physically since 1989). These critical capital items are approved targets within the *Boundless Campaign* for Music and are aligned with strategic academic priorities.

Relationships

University Relations. The External Review Report recommends that we explore partnerships across the specializations in music and between the Faculty of Music and other academic units, in particular with the Faculty of Arts and Science (FAS) and Faculty of Education (OISE).

Response. The Faculty of Music’s relationships with FAS and OISE are historically important, and Music is part of OISE’s new shift to the Masters of Teaching program. But the Faculty SSD outlines many other partnerships, including program and project initiatives with the Munk School, the Jackman Humanities Institute (JHI), and more recently with Medicine, Engineering (FASE) and Kinesiology and Physical Education (KPE) through MaHRC, with Law, Rotman, and the iSchool through Music Technology & Digital Media, and with the Colleges (notably Vic, UC, Trinity, St. Mike’s, Innis, and also Massey) through various fellowships and academic programs. The potential for double degree programs currently being explored with several

academic units is an important step forward. Concerning tri-campus relations, a long-active presence for Music at UTSC is presently being restructured, and a long-dormant presence at UTM is in process of rejuvenation. Program partnership developments are being led by the Associate Dean Academic & Student Affairs, research partnerships by the Associate Dean Research. The goal is to target key relationships and to sustain and celebrate specific outcomes.

Communications. The External Review Report notes the need for improved internal communications mechanisms within a recently evolving distributed leadership model. External communications, critical for a Faculty that puts on over 600 concert and special events annually, need to project “a unified and distinctive identity”.

Response. The new Faculty website (launched January 2015) is now entering its second (‘2.0’) phase of development; its innovative (A/V driven) features will need to capitalize on identifying key audiences and clarifying brand, and ensuring coherent interface with internal resources and external (particularly mobile) platforms. Increasing the communications staff complement (beyond one) will be an important strategic need.

External Relations. The reviewers praised the UofT Opera program’s relationship with the Canadian Opera Company (COC), and cited it as a best-practice model for other collaborations.

Response. Though not exclusive, the UofT COC relationship has deep historical roots based on key ‘cross-appointments’ and an established Young Artists Program in which we have had considerable success in open competition; its model is indeed attractive but perhaps not easily transferable. That said, UofT Music has many other strong relationships with major arts organizations in the GTA, including the Toronto Symphony Orchestra (TSO; with over 20 UofT alumni and/or current teachers), the COC orchestra, and the National Ballet of Canada Orchestra, many contemporary music organizations (New Music Concerts, The Music Gallery, Esprit Orchestra, Array Music, etc.), and early music groups (Tafelmusik, Theater of Early Music, Toronto Consort, etc.). Professionals from these groups teach and sometimes perform alongside our students, and many UofT alumni run these organizations. Also important are links to concert/festival organizations (TSO New Creations Festival, Toronto Summer Music, Soundstreams, RCM Koerner Hall, The Arts & Letters Club, WMCT Music in the Afternoon, etc.) and pre-university/community ensembles and programs (the Toronto Symphony Youth Orchestra (TSYO), the Hannaford Street Silver Band and Hannaford Youth Program, MusicFest Canada, Tafelmusik Summer Baroque Institute, Regent Park School, El Sistema Toronto, etc.). An ongoing goal is to make many of these partnerships stronger (and more publicly recognized), at the same time more nimble and stably recurrent. Many instances of significant progress in building or reaffirming these relationships over the last five years could be cited. The ongoing challenge in such city-based relationships is to ensure they are goal-directed, project-oriented, and sustainable. (President’s Priority 1.) Internationally, UofT Music is the sole non-EU representative on the Council of the Association of European Conservatoires (AEC). We also participate in or run several national and international summer programs. Growing our international partners and international student recruitment capacity is a key strategic objective in the next few years (President’s Priority 2).

Implementation Plan

Many of the recommendations of the External Review Report are already being implemented. The following notes give timeline projections for the immediate, medium, and longer terms.

6-9 months. Underway. Within the current post-review period, the Faculty has picked up its broadly consultative strategic planning process (temporarily suspended during the completion of the SSD) and, with the assistance of an experienced external facilitator, is on track to complete its high-level *Strategic Academic Plan 2016-2021* by the end of June. The budget transfer of the Music Library will also be completed within that timeframe. An embedded HR professional is assisting with the articulation of support staff positions in student affairs—graduate studies, student counselling, recruitment (IRO, with Enrolment Services); as well as research (RGO) and communications. Several key strategic academic hires are completed or in progress: music and health (new Director of MaHRC, January 2016, CRC pending), music and health research scientist position in partnership with Holland Bloorview Kids Rehabilitation, piano renewal (core area strength), composition renewal (Music Technology & Digital Media innovation), and Head Music Librarian renewal (in conjunction with central UTL). A strategic review of the complement going forward is underway at the senior leadership level. Key capital projects (90QP) are moving through planning to design.

1-2 years. Outlook. Completing the *Strategic Academic Plan*, bringing it through governance, and beginning its implementation, the Faculty will see significant degree program consolidation and increased student-centred flexibility in both undergraduate and graduate program offerings. In partnership with other academic units we expect to see targeted establishment of double degree undergraduate programs and additional interdisciplinary collaborative graduate programs. We will resolve DMA/PhD program ambiguities and resource allocations. We will strengthen our research focus, partnerships, and grant success through the efforts of the AD-R and RGO. (MaHRC will open access to CIHR funding beyond SSHRC.) In partnership with the Provost and Planning & Budget we will (need to) reach an incrementally stabilizing solution on the base budget. In 2017 the Faculty of Music will be significantly engaged in the cultural and academic activities associated with C150 (Canada's sesquicentennial). In 2018 the Faculty will mark its centennial year, celebrate its century of educational leadership, and highlight aspirational directions for its second century. Capital projects strategy and timelines for Music (90QP, 90W, EJB) will be confirmed.

3-5 years. Projections. The 90QP project will be well into construction. Capital renovations within the EJB should also come through planning to fruition. Major fundraising objectives evolved from the *Boundless Campaign* for Music will (need to) be realized. The *Strategic Academic Plan 2016-2021* will move through its five-year cycle. The Faculty, perhaps named through a transformative philanthropic gift, will be recognized internationally as the go-to place for professional training and research in several fields, including opera, world music, and music and health, and will lead innovation in many areas of musical creation, performance, education, and research.

Respectfully submitted on behalf of the Faculty of Music,



Provostial Review Summary

Division Reviewed	University of Toronto Mississauga (UTM)
Commissioning Officers:	Vice-President and Provost Vice-President, University of Toronto, and Principal, UTM
Reviewers:	<ol style="list-style-type: none"> 1. Dr. Anthony Cascardi, Dean of Arts and Humanities, College of Letters & Science, University of California, Berkeley 2. Dr. Charmaine Dean, Dean of Science, Western University 3. Dr. Anthony Masi, Professor of Industrial Relations and Organizational Behaviour, Desautels Faculty of Management, McGill University
Date of Review Visit:	November 2 – 4, 2015

Previous Review

N/A

Current Review: Documentation and Consultation

Documentation Provided to Reviewers

Terms of Reference; Self-Study; Towards 2030: The View from 2012; UTM Faculty Complement Plan 2015; 2004-2010 New Entering and Their Cumulative Graduation Rates Chart; Office of the Registrar Annual Report 2014-15.

Consultation Process

The reviewers met with the Vice-President and Provost; Vice-Provost, Academic Programs; Acting Vice-President and Principal, University of Toronto Mississauga; Vice-Principal Academic and Dean, University of Toronto Mississauga; Vice-Dean Graduate

and Vice-Dean Undergraduate, University of Toronto Mississauga; Vice-Principal Research, University of Toronto Mississauga; Registrar and Director of Enrolment Management, University of Toronto Mississauga; Dean of Student Affairs, University of Toronto Mississauga; Assistant Dean, University of Toronto Mississauga; Chief Administrative Officer, University of Toronto Mississauga; Executive Director of Advancement, University of Toronto Mississauga; Chief Librarian, University of Toronto Mississauga; deans of cognate university faculties and divisions; junior and senior faculty members; administrative staff; undergraduate and graduate students; alumni; and members of the external community.

Current Review: Findings and Recommendations

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

The reviewers observed the following strengths:

- Overall
 - UTM delivers high-quality education to well-prepared students by attracting and retaining world-class academic talent
 - Imaginative, interdisciplinary programs in several specialized areas
 - Success-oriented students
- Undergraduate education
 - Enthusiastic, interested student leaders
 - “Early alert” system in place to identify students in difficulty (pilot phase)
 - Integrates experiential learning
- Graduate education
 - Enthusiastic professional graduate education leaders with a cohesive vision
 - Institute for Management and Innovation (IMI) on a positive trajectory
 - Encouraging success of the Mississauga Academy of Medicine (MAM)
- Faculty
 - Faculty committed to research and scholarship of the highest calibre
- Planning/vision
 - Rate of growth in the student body and in the professorial complement align with the general academic plan of the University of Toronto

The reviewers identified the following areas of concern:

- Overall
 - Ubiquitous presence of “growth pains” from rapid enrolment increases; faculty/student ratios are the highest of the three campuses
 - Continued growth could impact the quality of the applicant pool
 - Advising and enrolment management distributed across two portfolios

- Undergraduate education
 - Perception that the UTM campus carries out a significant portion of the undergraduate training at U of T, rather than being a significant part of a well-integrated and functioning tri-campus university
 - Unacceptably large class sizes with uneven support (tutorials, labs)
 - Lack of close relationships between UTM students and tenure-stream faculty whose graduate departments are located downtown and are not represented at UTM
 - Students face challenges in meeting their schedule of classes if they must travel across campuses
- Graduate education
 - Differences of opinion about how to approach the creation of more innovative graduate programs
 - Student experience varies considerably by department, with the most serious issues expressed by students whose graduate research departments were located principally downtown or who were in departments at UTM that did not map directly onto the most relevant graduate department
- Faculty
 - Some faculty members are not present at the UTM campus because their St. George research space offers “a dynamic quality”
 - Complement growth has not been as strategic as possible due to absence of overarching plan to link department plans with a divisional hiring plan; large number of searches makes it unclear if hiring plan is effective
 - Differences in teaching loads and start-up funds may affect levels of funded research, ability to recruit graduate students and post-docs in a tri-campus environment, and capacity to take on leadership roles
 - Cultural differences between campuses impede cross-disciplinary research and curriculum development
- Planning/vision
 - Lack of shared institutional identity across diverse departments at UTM
 - Absence of a common vision for UTM’s role in the tri-campus system
 - Shortage of on-campus housing limits potential catchment area

The reviewers made the following recommendations:

- Overall
 - Give serious attention handling the impact of growth, and meet the challenge of teaching increased numbers of students
 - Reorganize and more effectively coordinate the advising portfolios to increase graduation rates and reduce time-to-degree
- Undergraduate education

- Support and encourage undergraduate student associations in a systematic way, and join forces with student academic associations in offering services
- Create more opportunities for development of English language and communication skills, mental health/wellness support, and training related to academic integrity
- Further develop opportunities for students to participate in international educational and practical experiences
- Graduate Education
 - Address student experience issues through a variety of direct methods, including creating incentives to host academic events at UTM, etc.
 - Develop a comprehensive and uniform policy regarding the equitable deployment of TAs and other teaching supports across programs and campuses
 - Create unique research and scholarship opportunities for graduate students and faculty members who choose UTM
- Faculty
 - Use faculty hiring to shape a distinct profile in a deliberate way rather than simply responding to demand
 - Engage all faculty in the integration of teaching and research
- Planning/vision
 - Capitalize on the tremendous possibilities for interdisciplinary research, scholarship opportunities, and programming at UTM
 - Consider opportunities to replicate and adapt programs and institutes, like IMI and MAM, that have most effectively leveraged UTM's strengths
 - Articulate a vision that will allow constituents to establish a secure and stable identity, while recognizing that it will be experienced in different ways
 - Create a new integrated planning cycle, with task forces for contentious matters, that will allow for communication and participation in the campus culture
 - Clarify UTM's relationship to the St. George campus
 - Make connections between the campuses more seamless
 - Invest in more frequent, high-tech, Wi-Fi enabled shuttle buses to enhance mobility and incentivize collaboration between campuses
 - Find ways to balance UTM's independence and its ties that will not disadvantage UTM faculty and students relative to their counterparts at St. George or UTSC

2. Organizational Structure & Resources

The reviewers observed the following strengths:

- Organizational structure

- Committed leadership
- Space and infrastructure
 - Location in an attractive suburban setting
 - Wonderful facilities

The reviewers identified the following areas of concern:

- Organizational structure
 - Challenges in obtaining timely replacements for leaders at UTM
 - UTM may have outgrown its old administrative structure (e.g., Principal-VP, Dean and CAO and sub-dean structures)
 - Considerable day-to-day management provides little slack time to engage in strategic planning or consider different ways of doing things
- Financial resources
 - Concerns about resource inequities and financial transfer imbalances between UTM and St. George, specifically in comparison with the Faculty of Arts & Science

The reviewers made the following recommendations:

- Organizational structure
 - Review the workload associated with the academic portfolio
 - Reflect on who will take charge of academic and institutional planning and innovation amidst growth management
 - More closely coordinate academic and enrolment planning to manage growth and increased resources
 - Ensure timely appointments to key leadership positions
 - Consider new structures or communications paths across related leadership roles for better portfolio alignment
- Financial resources
 - Though there may be a logical explanation for the differences in transfers from the University between divisions, ensure that UTM faculty and students have sufficient information to understand the structure and budgets that affect them
 - Inform UTM constituents, in a transparent manner, of the structure and implementation of the budgets that affect them

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

The reviewers observed the following strengths:

- Overall
 - UTM is in a strong position to shape its profile and culture to reflect a distinctive niche and to differentiate itself in research and scholarship

- Impressive niche programs that link UTM to its location but also to the larger goals and objectives of the University of Toronto as a whole
- External relationships
 - UTM is establishing clear impact on its local environment and on society generally
 - Strong relationship to the City of Mississauga
 - Strong, connected alumni leaders
 - Good success in attracting international students to several signature programs and launching initiatives in big data and management for scientists

The reviewers identified the following areas of concern:

- Internal relationships
 - Mixed perception from faculty about vision and distinctive place for UTM within the tri-campus environment
 - Perception of inequality across campuses for faculty, students and staff

The reviewers made the following recommendations:

- Internal relationships
 - Take advantage of the opportunity to create a nexus of UTM activity in research to complement at the St. George campus
 - Strategically define the relationship between St. George and UTM to better focus advancement and fundraising and support the recruitment of high quality students for UTM
- External relationships
 - Engage in collaborative conversations between the City of Mississauga, UTM, and central U of T administration

Administrative response—appended

March 16, 2016

Professor Sioban Nelson
Vice-Provost, Academic Programs
Simcoe Hall
University of Toronto

Dear Sioban,

I am writing to provide an administrative response to the External Review of the Academic Portfolio of the University of Toronto Mississauga, which was held in November 2015. In preparing this response, I invited members of the University of Toronto Mississauga community to provide feedback and consulted with Department Chairs and Institute Directors, the Vice-Principal Research, Director of Advancement, Chief Administrative Officer, Registrar and Director of Enrolment Management, Vice-Dean Graduate and Vice-Dean Undergraduate, UTMSU Executive, UTM faculty, and staff. Below I address the issues raised by the reviewers and outlined in your request for an administrative response.

Vision & Planning

- ***Foremost among these issues is the need for the Dean and Principal to work together on an academic vision and distinctive mission for UTM in which all constituents have a stake, and which can guide the expansion of faculty complement and the development of academic programs. The reviewers noted ways to expand on the successes in IMI and the Medical Academy, encourage new directions in the humanities and social sciences, and support greater collaboration across disciplines.***

As the author of this response, I am serving as Interim Vice-Principal Academic and Dean for a four-month term, from January 1, 2016 until April 30, 2016; it will be up to the next Dean to work with the next Principal to develop a shared vision and distinctive mission for UTM. While it might not constitute a coherent vision in the minds of the reviewers, UTM has an unwavering commitment to hiring and retaining the best faculty and students, providing excellence and innovation in undergraduate and graduate education, and fostering a climate that celebrates diversity and the pursuit of excellence in spite of significant resource constraints, with the latter being a recurrent theme in this response. In preparing this response, I am cognizant of the metrics that demonstrate these strains at every level, including faculty, student aid, and

infrastructure. Yet the members of this community have risen to the challenge of delivering the best they possibly can within limited means - and with enthusiasm and collegial respect.

Going forward, there are mechanisms that I propose could be improved to help forge a shared vision. UTSC and UTM are unique among academic divisions in having a Dean and Principal, each of whom operates in a somewhat different consultative milieu and is privy to different avenues of input into planning matters. The Dean draws ideas mainly from academic colleagues, chairs and directors, and counterparts in other academic divisions, primarily in what could be termed a “bottom-up fashion”. Alternatively, the Principal, as noted in the reviewer report, used his administrative leave to focus his efforts independently on the development of a vision. These two approaches need to be harmonized, with greater consultation between the Principal and the Dean to ensure that the UTM academic community will inform, embrace and implement the vision. Such a partnership might also promote a closer alignment between the academic priorities of our departments and institutes and other areas of UTM, such as Advancement and the Registrar’s office.

With respect to academic programming, there is clearly need for a more coherent approach to new curriculum development, particularly in the face of the growth fatigue that many departments are experiencing. I would strongly recommend the creation of an Associate or Vice Dean position to spearhead programmatic growth and innovation, aided by appropriate staff in the Dean’s office. We need to assess what some of the roadblocks have been to the development of new programs and identify ways of alleviating these. It is important that the Dean – while inviting strategic input from individuals such as the Principal – should be the primary agent for academic programmatic change and development, so that the goal of a distinct and shared vision for UTM that has its roots in our academic units and their aspirations and strengths.

The Institute for Management & Innovation (IMI) is a relatively new institute that is still consolidating itself and, until it has a permanent director appointed, it will be hard for it to fully realize its potential. A search for a director is underway. Once the new director is chosen, s/he will have much to build on: IMI’s programs are led by a group of dynamic and dedicated leaders who have invested considerable energy in creating professional graduate programs that are innovative and relevant, as well as undergraduate programs that are educating our next generation of business leaders.

The Mississauga Academy of Medicine (MAM), while a valuable part of our campus, is a standalone unit within the Faculty of Medicine. We have explored and achieved synergies in various ways, including cross-appointments. In addition, the Dean serves as a member of the MAM Advisory Committee to ensure that the experience of its students – i.e. library access, use of the recreational facilities, etc. – is proceeding well. We will continue to seek opportunities for integration of the life of this important unit within the UTM community.

Finally, I would counsel the incoming Dean to elicit and listen carefully to the views of the very complex academic community we have: there are strong – and differing - views

about issues such as relations with the St. George campus and graduate departments, the role of graduate students at this campus, and about the optimal conditions for individuals in different disciplines to realize scholarly excellence. A 'unified' vision must be the product of a collective exercise driven by mutual respect and by understanding the divergent approaches to excellence that underpin our current success.

- ***The reviewers also encouraged consideration of equity in a number of areas including workload, supports for research and pedagogy, and supports for student learning and experience, both within the campus and across the three campuses.***

There is clearly a sentiment among tenure-stream and teaching-stream faculty that their workloads are excessive relative to their St. George peers. While workload policies for each academic unit now ensure that teaching loads within given disciplines are consistent across campuses, the service loads of our faculty are more difficult to limit. We do our utmost to protect the significant proportion of our faculty who are pre-promotion teaching-stream and pre-tenure faculty from onerous service loads. However, it is evident that with the scale of academic searches (36 underway this year), in addition to other faculty service-intensive processes, such as tenure reviews, promotions, etc., that senior faculty are being pressed into service more intensively than their peers in the Faculty of Arts and Science. In addition, tenure-stream faculty have a bi-campus identity, resulting in service commitments on St. George and at UTM. Finally, our very heavy reliance on sessional instructors means that we have proportionally fewer continuing faculty to take on the civic commitments that arise. In discussions with Chairs and Directors, we learned that they also feel overburdened relative to their St. George counterparts, with relatively fewer supports such as Associate Chairs, faculty advisors, etc. These issues are something that the next Dean will need to address as part of her mandate.

We have also relatively fewer non-academic staff to support the academic mission. The figures from the U of T 2016-17 Academic Budget Review Divisional Statistics Book indicate that UTM has the third highest faculty: staff ratio at U of T (with KPE and UTSC being the highest): 2.93 faculty per administrative staff member compared with an average for U of T of .96. While certain economies of scale might allow us to achieve some efficiency, it is worth noting that even very large faculties such as Arts and Science have a ratio of 1.22. Comparisons between ratios are difficult to make. For example, UTM's ratios exclude administrative staff located in the Principal's Office and portfolios that report up to the Principal, such as the Registrar. In other Faculties and Divisions, these staff members are included in the ratios. FAS's ratios include many positions related to tri-campus graduate programs.

We have high quality and dedicated staff that feel overworked. There are also perceived, comparative workload issues related to the levels of support staff among academic departments; specifically, situations where insufficient numbers of staff, or limited effectiveness of staff, lead to the imposition of additional and, in some cases, inappropriate workload onto faculty. A working group of Department Chairs is being established to review current staffing levels across departments and effectiveness of

current staffing, and to make recommendations on a transparent process for regularly determining the most appropriate allocation of support staff resources. It is expected that the working group will report back to the Dean later this year.

Support for research in some areas, principally the sciences, has not kept pace with the resources available in divisions such as the Faculty of Arts and Science, which appears to have more central funding of its own to allocate. In addition, we are constrained by the availability of lab space and the cost of renovating current space to accommodate new hires. (Based on the 2016-17 Divisional Statistics index of research and office space per FTE, UTM stands at 48.2 NASMs, well below the U of T average of 92.5 or the Arts and Science average of 97.8). The recent agreement by the central administration to provide additional funding for startup is welcome but, if discontinued, our faculty will continue to receive less startup funds relative to their peers in the Faculty of Arts and Science.

In summary, all of these disparities make it hugely challenging to compete with comparable divisions such as the Faculty of Arts and Science to offer similar working conditions for faculty and staff and similar learning conditions for students.

- ***The reviewers recommended a review of UTM's overall administrative structure to ensure that growth and supports for growth are closely coordinated with academic planning, and that the academic portfolio has capacity to support visioning as well as day-to-day management.***

UTM is beginning to review aspects of its administrative structure and ensuring that growth is managed and coordinated with academic planning. This is reflected in our multi-year plans and endorsed by the Provost. With the creation of additional office space we will be able to accommodate additional faculty hires, and with the expansion and renovation of teaching and research spaces and resources we will strive to provide the physical supports needed by existing and new faculty and students. In the shorter term, the availability of lab space will pose a constraint on hiring in the sciences.

It is not the mandate of the Dean oversee a review of the overall administrative structure at UTM, though as mentioned previously, certain lines of reportage should be revisited. Given the close alignment of the work of the Registrar's office – its focus on academic success, eligibility, application of academic regulations, etc. – with the work of the Dean's office, it seems logical that the Registrar report to the Dean's office. This would bring UTM's administrative structure in line with that of UTSC, and would promote closer collaboration on key initiatives, such as day to day planning, admission and enrolment planning, while giving oversight responsibility to a single office. This coordination is essential because several registrarial decisions are integrally connected to academic planning, including program development, complement planning, space planning, student retention, timely progressions and graduation. A single office having oversight will be able to make more efficient and strategic academic decisions.

The next Dean will need to examine the staffing of the Academic Integrity portfolio, which has expanded over the past several years. This office is strained and is playing an important preventative and educative role but also managing a high number of cases, which are becoming more complex, resource intensive and time consuming.

The next Dean will have as her mandate the goal of reorganizing the Dean's office, as needed. From my perspective, the creation of an Associate Dean, Curricula and Pedagogy and a Vice-Dean, Academic Human Resources, with corresponding administrative support in the office, would be highly advisable.

Students

- ***The reviewers remarked positively on the “early alert” system and encouraged further attention and resources to advising and student support (e.g., academic skills, mental health), including reconsidering the structures through which advising is provided.***

The “early alert” initiative enables UTM to identify students who will require additional support to achieve academic success within 4 – 5 weeks of their admission. While this is a very positive development, it further burdens the workload of the Robert Gillespie Academic Skills Centre, a unit that supports academic and pedagogical skills development. Our office has invested in that unit in order to help it keep pace with advising challenges. In addition to specific workshops and academic skills counselling sessions, this unit provides additional support through initiatives such as the Dean's Writing Development Initiative, Peer Facilitated Study Groups, and Head Start, an orientation event held for incoming students in the August before classes begin. Head Start is an important – and very popular – set of lectures and activities that helps students understand the challenges of University-level study and guides them towards appropriate resources for addressing these challenges. We have established an International Education Centre to help integrate international students into the community and provide them with skills, such as language enrichment, to help them achieve success in their studies.

We have various avenues for advising, including departmental advising, registrarial advising, academic skills advising, AccessAbility advising, and counselling through Health Services. A number of these groups have been forming closer connections and making better referrals to each other but more could be done: for example, strengthening the advising network and increasing awareness of respective advising roles; providing more joint professional development sessions on themes such as dealing with difficult people, parents and privacy, helping students explore academic options, etc.; collaborating on ‘tough cases’; and, improving efficiency with a clear referral system that allows tracking. We have a high risk team that includes the Dean's office, Student Life, the Equity & Diversity Office, Campus Police and the Director of High Risk Coordinator Matters (in the Office of the Vice-Provost Students on the St. George campus) that guides the

management of complex cases, and an Equity & Diversity Officer that works with the Office of the Dean to deal with a multiplicity of equity issues related to faculty, staff and students. I would urge the new Dean to work with the various advising groups to continue this work of creating a more cohesive advising network.

- ***The reviewers observed that UTM has struggled to maintain the quality of its applicants during expansion and suggested rethinking recruitment to focus on strategies that can maintain quality***

Given that quality of incoming students is very important, we need to re-examine our recruitment efforts and strategy, perhaps developing a more targeted approach by program/discipline. This concern further reflects structural difficulty within the academic portfolio and the disconnect between the Office of the Dean and the Office of the Registrar, which is unique to UTM. Parenthetically, departments currently have little control over how many students are admitted to their first year courses, resulting in some departments stretched to their instructional limits, while other departments' courses are undersubscribed. While we have no conclusive data, the anecdotal evidence we have suggests that students are entering with weaker generic skills and with more demands on their time outside of their studies. I believe it would be advisable to have a review of our recruitment and admission practices and develop strategies for monitoring post-admission success. In this regard, three faculty members in the Department of Economics who specialize in research in education, have agreed to do some quantitative analysis of the admission and post-entry performance. The creation of an Associate Dean portfolio focused on program development combined with a potential investment in departments to provide them with more resources for program creation and expansion will help to identify and foster new programs that will both attract new students and draw on our academic strengths, aspirations, and capacity and contribute to the development of a distinct identity. A change in the reporting structure that integrates the Office of the Registrar into the Dean's office will facilitate a more streamlined approach to student success and improved information exchange.

- ***The reviewers noted the enthusiasm of UTM's undergraduate student societies and suggested that coordination with these societies could lead to better and more efficient student services***

Partnerships with our University of Toronto Mississauga Students' Union (UTMSU) executive, student clubs, and student societies vary widely and change regularly due to the routine turn-over of student leaders and departmental liaisons. Accordingly, the quality and consistency of baseline services is best assured through the involvement of administrative professionals, such as program academic advisors, career counsellors and learning skills strategists, with student peer promotion and involvement in program planning and delivery remaining keys to success. Our office has worked very closely with the UTMSU to establish and consolidate academic societies, with the Dean matching every dollar raised by a student levy to support these societies. Over the past

several years, the quality and range of academic society activities has grown remarkably, with a wide range of events and programs that promote student academic development, faculty-student interaction, etc. Each society has a faculty liaison in its department to help guide its activities and our office, in turn, provides an orientation for these individuals. The Dean and Vice-Dean, Undergraduate meet monthly with the executive of UTMSU; in the recent past we have collaborated with the UTMSU on raising awareness around issues of academic integrity. This is a fruitful and highly collaborative relationship.

While academic societies have fostered closer links between students and their programs and departments, our departments would like to see stronger ties to their alumni. A few departments have developed internal mechanisms to keep in touch with some alumni and integrate them into events, but departments seek greater central (UTM Advancement) support for developing and fostering linkages to their alumni. This is something that the new Dean, working with the Principal, should address.

- ***The reviewers suggested ways to enhance the graduate student experience at UTM***

Graduate education at UTM comes in two major types: we participate in research-stream masters and doctoral programs offered by the tri-campus graduate departments (with many students, especially in science programs, choosing to affiliate with our campus and spend the majority of their time here) and we offer professional masters programs, the majority of them offered by our Institute for Management & Innovation. In addition, we have a very large number of graduate students who spend time on our campus as teaching assistants.

Students whose graduate supervisors have UTM appointments have the option of becoming affiliated students. Those who do this have access to tri-campus (i.e. recreational, computing, health and counselling, and library services) but also have access to an increasingly rich array of activities and support at UTM, including training and academic support by the Robert Gillespie Academic Skills Centre and support from the Career Centre. In recent years, an annual research symposium has been held as well as a series of events such as the “Three-Minute Thesis” to help graduate students prepare for the job market. The Dean’s office provides travel grants to graduate students for presenting at conferences. The UTM Association of Graduate Students hosts both social and professional events for its members. We recently renovated a lounge and kitchen for affiliated graduate students. We have a number of awards for graduate students, including research awards, a leadership award, and TA Excellence awards. The Vice-Dean, Graduate has been focusing on increasing the number of affiliated students at UTM as well as the participation of non-affiliated students in the graduate student life of the campus.

Many doctoral students who visit this campus come here solely to complete their TA hours, meaning many departments have little graduate student presence. Efforts have been made, and will continue, to encourage students whose supervisors are based at UTM to ‘affiliate’ and spend more time here. Suggestions have been made that we

provide a specific lounge area for TAs to encourage them to spend more time at UTM. As noted above, various efforts have been made through the Graduate Expansion Fund to promote graduate activity at UTM. Finally, individuals travelling between campuses continue to express longstanding concerns about transportation services and the quality of the UTM bus.

Faculty

- ***The reviewers recommended that all faculty participate in the integration of teaching and research***

We are not clear why this observation arose from the review. All of our faculty are activity engaged in both teaching and research and have numerous opportunities to integrate the two. Our Research Opportunity Program, designed to give undergraduate students an opportunity to participate in faculty members' research, is robust with numbers increasing every year, as are the number of field trips/courses and undergraduate thesis courses. Our workload policies and approach to pedagogy encourage individual instructors to integrate their research into their teaching. Our teaching-stream faculty are doing sensational work in pedagogical research and in spearheading research-driven innovations in teaching. The observation that faculty should do more to integrate teaching and research is quite mystifying. It may reflect a need for clearer communication about how faculty routinely and actively integrate research and teaching.

Relationships

- ***The reviewers observed that the City of Mississauga has undergone considerable change and recommended that UTM consider and strengthen its relationship to the City.***

The City of Mississauga considers UTM to be a valuable asset and key partner in the development of community priorities. In the face of structural changes to its economic base, the City is leveraging its alliance with UTM to help adapt to these changes. In 2013, the City of Mississauga invested \$10 million in the Innovation Complex, which houses the Institute for Management & Innovation (IMI). The City's investment in UTM aligns seamlessly with its economic development strategy to promote access to human capital and the proliferation of a knowledge economy as a means to attract new businesses to the region. In consideration of this, UTM will continue to engage municipal leadership on the core principles that guided the City's original investment. This effort will include the preparation of an independent report that offers an analysis of the return on investment to the City of Mississauga and Region of Peel from the construction of the Innovation Complex and the operation of IMI since its launch in 2014. The report will also include an analysis of how post-secondary educational

institutions contribute to regional economic development and city-building by exploring case studies across North America, with a focus on higher education and municipal partnerships that have been catalytic to the growth of those regions. Through a deputation to City Council in the fall of 2016, UTM will communicate the role that it plays in impacting the City's long-term growth and prosperity. More broadly, UTM will continue to build strategic partnerships with industry, associations and community groups that leverage its unique assets, and communicate these initiatives through multiple marketing channels.

UTM has had longstanding relationships with community partners who take on students as interns, allow them to participate through service learning courses as volunteers, and work with them on community-based research both through the Research Opportunity Program and in other research-based courses at UTM. A listing of just a few of our community partners includes: The Riverwood Conservancy, City of Mississauga, Ontario Ministry of the Environment, Region of Peel, Ontario Trillium Foundation, Environment Canada, Halton, Peel and York Regional Police Services, Industry Canada, RIC Centre, Centre for Addiction and Mental Health, Centre of Forensic Sciences, and Trillium Health Partners. In addition, UTM has a number of artistic and cultural events and venues that attract the attention and members of the community, including the Blackwood Gallery and Theatre Erindale, each contributing some high quality offerings available in their respective cultural areas and attracting thousands of visitors every year. The Blackwood Gallery had over 6,000 visitors last year and regularly partners with the City of Mississauga's Culture Division. Theatre Erindale, in addition to providing a training site for our drama students, is very popular among members of the UTM and the wider community.

Data Points: Student: Faculty Ratio and Funding Model

Over the past couple of years, coincident with the establishment of the new tri-campus governance process, UTM has initiated steps to improve the transparency around university-wide and UTM-specific budget processes. This has included detailed financial presentations at UTM's Campus Affairs Committee and Campus Council; presentations that are shared by Planning & Budget (for the university-wide perspective) and by UTM administration. Those discussions have provided the opportunity to clarify comparative revenues, financial contributions and benefits – from both the central and UTM perspectives. It is expected that we will build on this approach to more broadly communicate these details to the UTM community in the hope that such will result in a better understanding of the dynamics of the underlying financial processes.

To address apparent confusion in the review report, the following information is provided, based on the 2016-17 Divisional Statistics Book and 2016-17 Budget Report:

- the student: faculty ratio for UTM was 35.1 (2016-17 Divisional Statistics, based on fall 2014 data); this is the highest ratio at U of T

- the average student: faculty ratio for the university was 25.7; the ratio for FAS was 29.0
- UTM's net UF contribution will be \$18,333 in 2016-17; FAS's will be \$18,339. A comparison of these numbers is complicated by the fact that FAS's UF allocation includes much of the support for tri-campus graduate programs.
- UF allocations to UTM to date are 19% of total UF since 2007-08. UTM's revenue is 13% of the total university.

As of the 2015-16 operating budget, incremental base UF allocation per student (to 2015-16) was \$1,015 (UTM), \$867 (U of T average), \$797 (FAS).

The perceived inequity observed in the Self Study and reported by various stakeholders during the review visit is a significant source of frustration and confusion members of UTM. The new Dean and Principal can consider additional means of informing the UTM community about budget decisions and processes.

Additional Comments

The period of the review has seen the development of many distinct areas of strength at UTM, including growth in experiential learning, undergraduate research, pedagogical innovation, and ground-breaking faculty research. These are notable strengths of the UTM campus. We are extremely proud of our rich instructional tradition and the number of teaching staff who have spearheaded innovation and won awards. Our researchers are doing ground-breaking work, with many establishing themselves in fields as varied as book history, stem cell research, and environmental policy. Our commitment to internationalization has resulted in a growing percentage of international students among our student population as well as international opportunities for our own students. Our investment in student transition and success has led to a new Office of Student Transition and suite of co-ordinated utmONE course offerings, bringing together resources and services of the Deans' office, the Registrar's office, and Student Life.

Please let me know if you have any questions about this response.

Sincerely,



Kelly Hannah-Moffat
Interim Vice-Principal, Academic and Dean
University of Toronto Mississauga

UTQAP Review Summary

Program Reviewed:	Engineering Science, B.A.Sc. <i>Streams¹:</i> <ul style="list-style-type: none"> • Aerospace Engineering • Biomedical Systems Engineering • Electrical and Computer Engineering • Energy Systems Engineering • Engineering Mathematics, Statistics and Finance • Engineering Physics • Infrastructure Engineering • Nanoengineering • Robotics Engineering
Division/Unit Reviewed	Division of Engineering Science
Commissioning Officer:	Dean, Faculty of Applied Science and Engineering
Reviewers (Name, Affiliation):	<ol style="list-style-type: none"> 1. Marc Dignam, Professor and Head, Department of Physics, Engineering Physics and Astronomy, Queen’s University 2. David Wilkinson, Provost and Vice-President Academic and Professor, Department of Materials Science and Engineering, McMaster University 3. David Attwood, Professor in Residence Emeritus, Department of Electrical Engineering and Computer Sciences, University of California, Berkeley
Date of Review Visit:	November 23 – 24, 2015

¹ Engineering Science streams are referred to within the Faculty as “options”, and in the undergraduate calendar and on student transcripts as “majors”.

Previous Review

Date: December 2010

Summary of Findings and Recommendations

1. Undergraduate Programs

Engineering Science, B.A.Sc.

The reviewers observed the following strengths:

- “[A] jewel in the curriculum offered at the University of Toronto”
- The breadth of exposure and rigorous emphasis on fundamentals in the first two years is appreciated by students when they enter years 3 and 4

The reviewers identified the following areas of concern:

- Students entering with varying levels of math and science preparation
- Some students have weaknesses in communication skills

The reviewers made the following recommendations:

- Assign resources to address communications deficiencies
- Assess students’ levels of preparation and provide modular teaching resources and possible summer preparation
- Determine whether to have more breadth or depth in the curriculum, as the burden on students may be too great if they are expected to handle both
- Repackage nanoengineering major

2. Graduate Programs

- n/a

3. Faculty/Research

The reviewers observed the following strengths:

- The faculty, drawn from across the University, are committed to excellence and innovation

4. Administration

The reviewers observed the following strengths:

- The Chair is very committed to the program and has led significant positive developments in curriculum, recruitment of students, external relations and facilities
- Appropriate fundraising emphasis on fellowships and stipends for summer research

- Staff support each other well and together run an extensive student support system
- Impressive new space in the Bahen Center

The reviewers made the following recommendations:

- Professional licensure for faculty who teach – this requirement presents a special challenge, which should be addressed without compromising the program’s strength in science and mathematics

Current Review: Documentation and Consultation

Documentation Provided to Reviewers

- Visit Terms of Reference
- Engineering Science Self Study
- Faculty Academic Plan 2011-2016
- Faculty Academic Plan 2011-2016, Year Three: Progress and Achievements
- Faculty Annual Report 2015
- Core faculty CVs
- UT Quality Assurance Process

Consultation Process

- Dean Cristina Amon and Vice-Dean Undergraduate Tom Coyle
- Chair Mark Kortschot and Engineering Science leadership
- Option chairs
- Undergraduate students
- Faculty involved in teaching to the Engineering Science program
- Administrative and external relations staff, and student counsellors
- Leaders of cognate departments and institutes
- Engineering Science Board of Advisors
- Professors and staff involved with curriculum, teaching and learning, and engineering design education

Current Review: Findings and Recommendations

1. Undergraduate Program

The reviewers observed the following strengths:

- Overall quality

- Excellent; one of the University of Toronto's flagship programs
- Incredibly high quality, high performing students
- Objectives
 - Unusual curricular structure of having two years of study before specializing results in engineers with much greater breadth and a deep appreciation of interdisciplinary approaches
- Admissions requirements
 - Attracts students with very high entry grades
 - Laudable development of additional measures to assess the suitability of applicants by examining the potential of students to become leaders in their fields
- Curriculum and program delivery
 - Very strong and challenging curriculum
 - Continual assessment and renewal of programmatic options, involving input from students, the Advisory Board as well as Faculty at the University
 - Emphasis on fundamentals and the integration of knowledge helps students find innovative approaches to new challenges
- Assessment of learning
 - Appropriate set of graduate attributes and assessment methods
- Quality indicators
 - Program attracts some of the top students
 - Graduates study at renowned graduate schools
 - Significant number of students hired after graduation as a result of participation in PEY

The reviewers identified the following areas of concern:

- Admissions requirements
 - High entrance grades for admission is no longer a distinguishing feature of the program, as the quality of all Engineering students has risen
 - Challenges inherent in selling the value proposition of such a hard program to potential students
- Curriculum and program delivery
 - Loss of skill, continuity and knowledge in the design process between second year and fourth year due to the lack of a design course in third year
 - Questions around the level of participation of the Department of Mathematics in program delivery, including the relatively large number of courses taught by grad students and postdocs and the consequent lack of continuity

- Academic workload is higher in Engineering Science than in most other programs; students are concerned that not all students seek help when they are in need—an issue recognized by staff

The reviewers made the following recommendations:

- Admissions requirements
 - Seek to enrol students with slightly lower high school grades but with other evidence of accomplishment and passion for engineering
- Curriculum and program delivery
 - Replace some of the current curriculum with sufficient hands-on design in the third year to enable the continuous development of design skills and capability
 - Continue to work with the Mathematics Department, using the new interdivisional teaching agreement, to increase the number of instructors who teach courses over multiple years
 - Develop a process whereby the Faculty as a whole can work with the Mathematics Department to prioritize the allocation of teaching resources
 - Monitor stress-related issues in students and see if there are ways to reduce the workload in the first two years
 - Promote the excellence and uniqueness of its graduates in manner which affirms the high quality of all engineering programs but differentiates the nature of the Engineering Science program
 - Continue to foster entrepreneurship through core design courses as well as the capstone design courses

2. Graduate Program

- n/a

3. Faculty/Research

The reviewers observed the following strengths:

- Overall quality
 - Dedicated faculty
 - Very strong research profiles
- Research
 - Faculty provide students with excellent exposure to cutting-edge research both in the classroom and in the supervision of the final year thesis projects

The reviewers identified the following areas of concern:

- n/a

The reviewers made the following recommendations:

- n/a

4. Administration

The reviewers observed the following strengths:

- Relationships
 - Valuable initiatives in alumni outreach and the creation and involvement of a strong Advisory Board, leading to enhanced opportunities for the mentorship of students and for future employment
 - Strong sense of community amongst the students, which extends to the faculty and the support staff
 - Very good relationships with the other departments in Engineering and in Arts and Science, particularly with the departments of Electrical and Computer Engineering, UTIAS, IBBME and Physics
- Organizational and financial structure
 - Current approach to the budget works well
 - Supportive and enthusiastic associated faculty and staff
 - Sufficient space for the administration as well as for meeting and social space for the students; lab space provided by other departments
- Planning/vision
 - Excellent current leadership
- Department/unit/programs relative to the best in Canada/North America and internationally
 - Very strong program that compares favourably with other engineering science and engineering programs in Canada and abroad, though there are few direct comparators
 - Commendable creation of a consortium of Engineering Science programs around the world

The reviewers identified the following areas of concern:

- n/a

The reviewers made the following recommendations:

- Planning/vision
 - Pursue more opportunities for new revenue generation, in concert with the Faculty Advancement office
 - Continue to focus on alumni relations as departmental leadership changes

- Continue to build on the strengths of this program and be vigilant as to any potential challenges and future opportunities

Administrative response—appended



UNIVERSITY OF TORONTO
FACULTY OF APPLIED SCIENCE & ENGINEERING

Cristina Amon, Dean

March 3, 2016

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

Dear Sioban

I write in response to your letter of February 9, 2016 regarding the November 2015 external review of the Division of Engineering Science and its undergraduate program.

The external review process is a valuable exercise that affords us the opportunity to take stock of the state of our academic units and of the Faculty as a whole. We are extremely pleased with the reviewers' positive assessment of the overall strength of the Engineering Science program, particularly its high quality and high performing students, dedicated faculty, and supportive and enthusiastic associated faculty and staff.

The following is in response to the issues raised by the reviewers in their report. For ease of reading, a summary of each area identified in the review (in bold) is followed by the administrative response.

CURRICULUM AND PROGRAM DELIVERY

The reviewers recommended the addition of a hands-on design course to the third year to enable the continuous development of design skills and capability.

Engineering Science has grown the design component of its curriculum significantly over the past fifteen years. We have a full-year design course in first year, followed by an intensive and over-weighted design course in the winter term of second year, and a capstone design course in fourth year. In third year, we provide an accelerated technical curriculum in each of the eight disciplines represented by our majors. Because we do not start this until third year, it would be quite difficult to incorporate a dedicated course with an appropriate discipline-specific design experience into the curriculum, and ill-advised for students to increase their course load or drop a technical course. At the same time, we agree with the reviewers that continuity in the practice of basic design methods would be valuable.

Over the past two years, we have incorporated more design into third year by expanding our seminar series course to introduce students to design safety practices and standards relevant to their major. Going forward, we will search for opportunities to incorporate at least one significant design experience within an existing course in each major. Furthermore, a few key courses, such as the course in controls serving three of our majors, could be modified to provide the continuity of design that our reviewers have recommended. We will review the third year curriculum over the next two years with a view to incorporating more design into at least one key courses in each major.

The reviewers advised engaging with the Department of Mathematics in the Faculty of Arts & Science to ensure ongoing support for the program.

We agree that we need to work more closely with the Department of Mathematics to ensure continuity and quality of instruction offered to our students. The new Interdivisional Teaching Agreement has just been signed after many years of negotiation, and we have had some preliminary discussions with the Undergraduate Chair in Math, who, while facing some resource constraints, is of course willing to work with us in a collegial way.

STUDENTS

The reviewers encouraged the monitoring of students' stress levels given the challenging nature of the program.

As a challenging program full of students with high standards and expectations, it is inevitable that stress levels will be elevated in our classes. We were happy that the reviewers found no evidence to indicate that students in our program are more stressed than those elsewhere. Nevertheless, we take this issue very seriously, and have two dedicated academic counselors who proactively monitor class results to identify students who are struggling. We also have regular focus-group meetings with our first and second year classes, regular meetings with our first and second year instructor teams, and regular "Major Lunches" for our upper year students and the chair of their major.

To ease the transition into first year, we initiated a two-day boot camp in 2015, which was very successful. Various speakers addressed study, life, and coping skills, in addition to providing some key background in basic mathematics and engineering concepts. We plan to enhance this going forward with a module on mental resiliency, and monitor the outcome to determine its effect. Plans for this have been in the works since December 2015.

At the same time, we are reviewing our first and second year curriculum to streamline delivery by more closely integrating material from different courses. This is primarily

accomplished by having assignments that require knowledge from two or more courses. Our first efforts were made this past year and were well received, so we will continue to review the curriculum with a view to expanding this approach.

The reviewers encouraged reflection on how recruitment strategies might be broadened to attract a distinctive incoming cohort, given that high grades alone no longer distinguish these entrants from other incoming engineering students.

The reviewers have identified an important and pressing problem: our incoming student grades are compressed into a relatively small zone, 92-100%, and it is increasingly difficult to justify choosing students based primarily on marks. Of course, we already review the entire student profile form, searching for evidence of leadership, communication skills, and technical ability. Given the nature of our program, we typically search for student council leaders, robotics club presidents and founders, high placement in national science and mathematics competitions, and high-level sporting performance.

We also participated in the Broad Based Admissions committee, which has resulted in applicants' submitting a real-time video and written response that are evaluated by a panel of trained volunteer alumni assessors. We are closely monitoring student outcomes in comparison to the evaluations made during the pilot year last year, and will incorporate them as appropriate going forward. We will continue to look for other means of distinguishing promising candidates for Engineering Science.

RESOURCES AND PLANNING

The reviewers encouraged the pursuit of new philanthropic opportunities for revenue generation, as well as to continue to strengthen alumni ties and build on program strengths.

Philanthropy follows from alumni engagement and this has been a strong focus over the past four years. For the past year, Engineering Science has piloted the EngSciConnect online portal as a means of achieving more meaningful alumni engagement. We have superb results thus far, with ~1025 of a potential ~2900 contactable alumni signed up for the system, >51% open rate average of our biweekly e-digest, over 950 mentors have declared themselves as willing to help, and regular contributions of content and job postings by our alumni. With senior students and staff in the system we have achieved 40% membership in the first nine months (1360 out of a potential 3400). Going forward, we will continue to build out the EngSciConnect platform so that our alumni community is fully engaged in our mission.

We have also actively pursued advancement opportunities over the past five years, but these efforts take some time to mature. Our first External Advisory Board was founded in 2012, and meets two to three times a year. We have a dedicated advancement staff member, shared with the Institute for Aerospace Studies, who is actively seeking major gift opportunities.

We will continue to promote both engagement and advancement during the next five years, with a view to obtaining significant support for program priorities.

Thank you very much for the opportunity to respond to the report of the external review team. Their comments and recommendations have helped sharpen the vision and future priorities for the Division of Engineering Science.

Sincerely



Cristina Amon
Dean

cc: Mark Kortschot, Professor and Chair of the Division of Engineering Science
Daniella Mallinck, Director, Academic Programs, Planning and Quality Assurance
Justine Garrett, Coordinator, Academic Planning and Reviews
Caroline Ziegler, FASE Governance and Programs Officer

UTQAP Review Summary

Programs Reviewed:	Aerospace Science and Engineering: M.Eng., M.A.Sc., Ph.D.
Unit Reviewed:	University of Toronto Institute for Aerospace Studies (UTIAS)
Commissioning Officer:	Dean, Faculty of Applied Science & Engineering
Reviewers:	<ol style="list-style-type: none"> 1. Prof. Jonathan P. How, Ph.D., Richard Cockburn Maclaurin Professor of Aeronautics and Astronautics, Massachusetts Institute of Technology 2. Prof. Sanjiva K. Lele, Ph.D., Department of Aeronautics and Astronautics, Department of Mechanical Engineering, Stanford University 3. Prof. Metin Yaras, Ph.D. Chair and Professor, Department of Mechanical and Aerospace Engineering, Carleton University 4. Roxana Zangor, Ph.D., Manager, Product Safety and Reliability, Pratt & Whitney Canada
Date of Review Visit:	September 30 – October 1, 2015

Previous Review

Date: May 4 – 6, 2011

Summary of Findings and Recommendations

1. Undergraduate Programs

Offered through Division of Engineering Science

2. Graduate Programs

The reviewers observed the following strengths:

- Outstanding students and professors
- Support for independent research

The reviewers identified the following areas of concern:

- Students would like more course offerings, especially in the Ph.D. program

The reviewers made the following recommendations:

- M.Eng. could better serve Canada's workforce needs in the aerospace industry
- Aim for one Ph.D. student graduated per faculty per year, which is the standard at peer institutions

3. Faculty/Research

The reviewers observed the following strengths:

- Quality of research is excellent; publications and citations are strong

4. Administration

The reviewers observed the following strengths:

- Strong support staff and leadership
- Excellent facilities
- Compares well with the leading institutions in aerospace engineering around the world
- Faculty provides strong support, opportunities and incentives for collaboration

The reviewers identified the following areas of concern:

- Remote location and lack of access to University resources
- Faculty need a location with sufficient space for their research, including wind tunnels and artificial terrain

The reviewers made the following recommendations:

- Enhance international visibility
- Move the Institute to the main campus or Downsview Park
- Stable funding for technical support
- Staff workload is high; no back-up for absences

Last OCGS review(s) date(s): 2005/06

Current Review: Documentation and Consultation

Documentation Provided to Reviewers

- Visit Terms of Reference
- UTIAS Self-Study
- Core faculty CVs
- Faculty Academic Plan 2011-2016
- Faculty Academic Plan 2011-2016, Year Three: Progress and Achievements
- Faculty Annual Report 2015
- UT SGS Graduate Calendar, 2015-2016
- UT Quality Assurance Process

Consultation Process

The reviewers met with:

- Dean Cristina Amon and Vice-Dean Research Ted Sargent
- Director David Zingg and UTIAS leadership
- UTIAS faculty (assistant and associate professors, full professors, and associate professors, teaching stream)
- Graduate students
- Engineering Science Director Mark Kortschot and Associate Chair, Engineering Science Jim Davis
- Undergraduate students in Engineering Science's Aerospace Stream
- Administrative staff
- UTIAS Advisory Board
- Leaders of cognate departments and institutes

Current Review: Findings and Recommendations

1. Graduate Program

The reviewers observed the following strengths:

- Overall quality
 - Programs are effective and well-balanced, and attract high-quality students
- Objectives
 - M.Eng. provides excellent industry preparation and re-education for those already in research or industry positions
- Admissions requirements
 - M.A.Sc. provides an opportunity to assess students' research potential, allowing for fast-track admissions of some students into the Ph.D.
- Curriculum and program delivery
 - Majority of graduate courses are taught by full-time faculty members, especially courses frequently taken by M.Eng. students
 - M.A.Sc. provides students with excellent courses and research thesis work
 - Ph.D. students value opportunity to work on range of research projects
- Assessment of learning
- Quality indicators
 - Ratio of Ph.D. students to faculty is comparable to similar institutions
- Students
 - Graduate students are happy, and praise coordination across research groups and the availability of their supervisors and other faculty

The reviewers identified the following areas of concern:

- Curriculum and program delivery
 - Challenge of creating an appropriate M.Eng. curriculum, given that most courses are taught jointly with the M.A.Sc.
 - New undergraduate stream in robotics may result in less faculty contact with graduate students therefore negatively affecting the graduate program
- Quality indicators
 - Time-to-completion for the Ph.D. is long compared to U.S. and European aerospace institutions, though similar to Canadian institutions; Ph.D. program is falling slightly short of goal of one graduate per year per faculty
 - Students' research project participation (beyond the thesis) contributes to their increased time-to-completion
- Enrolment
 - Challenges in recruiting qualified students, in part due to decline in Canadian aerospace industry
 - Declining domestic pool of potential Ph.D. students
 - Planned enrolment increases will be dependent upon the recruitment of qualified international students
- Students
 - Small proportion of female students
 - Remote location may be discouraging collaborations between students at UTIAS and those at St. George

The reviewers made the following recommendations:

- Admissions requirements
 - Create an explicit and uniformly applied qualifying exam process for admission to the Ph.D. program, following the best practices of other institutions
- Curriculum and program delivery
 - Consider how the addition of instructors from industry could be beneficial to M.Eng. students' career preparation
- Assessment of learning
 - Redefine the Doctoral Examination Committee's (DEC) mandate to focus on progress evaluation
- Quality indicators
 - Find ways to reduce students' time-to-completion without diminishing their educational experience
- Enrolment
 - Engage in cross-cutting research to continue to attract and retain top students

- Students
 - Consider ways to promote a community atmosphere for M.Eng. students
 - Engage in targeted recruitment of female students and strategic efforts to counter misperceptions about the aerospace engineering profession
 - Involve female alumni or aerospace professionals in recruitment events
 - Consider adding transportation options between UTIAS and St. George (e.g., Wi-Fi equipped shuttle) to improve interaction between students in both places
- Student funding
 - Offer more competitive research stipends similar to those offered at leading aerospace academic institutions to attract a larger number of M.A.Sc. and Ph.D. students

2. Faculty/Research

The reviewers observed the following strengths:

- Overall quality
 - Dedicated, enthusiastic, and high-caliber faculty members and support staff within a dynamic learning and research environment
- Research
 - New Sustainable Aviation and Aerial Robotics centres will lead to substantial developments in these areas, strengthening UTIAS's national and international profile
 - Excellent record of publications per tenure or tenure-track faculty, reflecting major increases since the last review
 - Appropriate level of research activity in the robotic/UAV areas
 - Group has shifted from its traditionally-strong research in space control to UAVs and ground rovers, reflecting changes in funding priorities in the discipline
 - Strong research productivity in the aerodynamics and combustion areas
 - Computational research is supported by in-house resources and access to Compute Canada
 - Ongoing research projects with non-aerospace applications, enabling connections with a broader sector of industry
 - Successful research collaborations between aerospace structures faculty member and Department of Materials Science and Engineering
- Faculty
 - Positive recent addition of two successful female faculty members
 - Dynamics and control area greatly strengthened by two new hires
 - Strong collaboration among the aerodynamics and combustion faculty
 - Recent hire enhances expertise in computational engineering and will strengthen multidisciplinary analysis and design

- Teaching stream faculty contribute to research output and graduate student training, despite heavy teaching load
- Effective, though informal, mentorship for junior faculty

The reviewers identified the following areas of concern:

- Research
 - Faculty identified the availability of qualified graduate students as the primary limiting factor in maintaining or growing their research productivity

The reviewers made the following recommendations:

- Overall quality
 - Engage in cross-cutting research to improve visibility, graduate student recruitment, and strengthen the Institute's reputation
- Faculty
 - Consider giving more frequent formal feedback to junior faculty, especially given the increase in the tenure-track period to six years and the large number of recent faculty hires from a variety of backgrounds

3. Administration

The reviewers observed the following strengths:

- Relationships
 - Extensive industry involvement, with both Canadian and international aerospace partnerships
 - Level of industry involvement consistent with trends at other academic institutions in Canada, where research funding policies emphasize industry-relevant research
 - High morale of faculty, students, and staff; UTIAS viewed as a very congenial and positive place to work
 - Relatively isolated location leads to a tight-knit community, with frequent interactions and opportunities to exchange ideas
 - Active collaborations with faculty at St. George, evidenced by collaboration on the new robotics facility, co-advising of graduate students, and teaching of Engineering Science undergraduates
 - Limited direct overlap between the dynamics and control research group and electrical and computer engineering and mechanical engineering/robotics researchers
- Organizational and financial structure
 - Well-equipped, unique experimental facilities, including wind tunnels and facilities for emission and flame stability in combustion

- Facilities provide a strong basis for collaboration with faculty on the main campus and at other Universities
- Cohesive group of staff
- Effectiveness of current leadership, evidenced by the growth and quality of graduate students; growth of the overall faculty complement; and the number of new faculty hires
- Department/unit/programs relative to the best in Canada/North America and internationally
 - Excellent institute, with outstanding students and professors and strong administrative support staff
 - International footprint has increased, as demonstrated by new faculty hires from international institutions, impact of the published research of the faculty, and employment of graduates at leading academic institutions

The reviewers identified the following areas of concern:

- Relationships
 - UTIAS faculty may be underrepresented in University-level committees
- Organizational and financial structure
 - Staff complement is the right size for nominal operations, but are stretched thin during absences (e.g., vacations)
 - Computer and network support provided by a part-time staff member
 - Technical support in research laboratories is arranged and funded by individual faculty members
 - Highly fluctuating provincial funding for research; growth is primarily from federal, while industry sources have remained more stable
 - Institute operates close to financial margins, posing challenges for leadership flexibility and placing pressure on faculty to produce grants rather than engaging in quality research
 - Planned reductions in undergraduate enrolment at FASE, combined with higher than average graduate student support, may impact the Institute's financial health
 - Facilities are good, but old, and could be livened up substantially
- Planning/vision
 - Shift from domestic to an international pool of qualified graduate students is likely to require even larger contributions by faculty members towards student stipends
 - This could cause faculty to focus too much on fundraising, rather than engaging in research

The reviewers made the following recommendations:

- Organizational and financial structure
 - Consider ways to adjust the Institute's funding to promote a better balance between fundamental/high-risk research and industry-driven research
 - As the faculty and student complement grows, increase computer/network operations support to full-time
 - Establish centralized technical support to oversee the operation of research laboratories to ensure efficiency, continuity of research, and uniformity in health and safety practices
 - Provide opportunities for balanced representation of UTIAS faculty on University committees, to encourage increased interaction and collaboration
 - Focus the mandate of the advisory board on fundraising and achieving a more constant level of industrial support
 - Revisit finances to provide more freedom/flexibility than is currently available
 - Use the UTIAS corridors as a means to highlight recent research results, e.g. using posters of recent student research
 - Make every effort to make the current facility as welcoming as possible
 - Proceed in a timely manner with a phased renewal plan for the existing buildings, as the move to Downsview is at least several years away
- Planning/vision
 - Find a new leader with an effective vision and implementation plan for the future
 - New leader should place emphasis on engaging individual faculty to ensure coherence of the academic team, including having a faculty retreat every other year
 - Review the Faculty's changing enrolment priorities and the potential impact they may have on faculty research productivity
- Department/unit/programs relative to the best in Canada/North America and internationally
 - Consider and analyze UTIAS's cohort universities, so that desired improvements in rankings can be made

Administrative response—appended



UNIVERSITY OF TORONTO
FACULTY OF APPLIED SCIENCE & ENGINEERING

Cristina Amon, Dean

March 2, 2016

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

Dear Sioban

I write in response to your letter of January 19, 2016 regarding the September/October 2015 external review of the University of Toronto Institute for Aerospace Studies (UTIAS) and its MASc, MEng, and PhD programs.

The external review process is a valuable exercise that affords us the opportunity to take stock of the state of our academic units and of the Faculty as a whole. We are pleased with the positive nature of the review report, particularly with regard to the overall excellence of UTIAS, its outstanding students, and excellent research productivity.

The following is in response to the issues raised by the reviewers in their report. For ease of reading, a summary of each area identified in the review (in bold) is followed by the administrative response.

CURRICULUM AND PROGRAM DELIVERY

The reviewers suggested ways to enrich the MEng program to better reflect its graduates' career objectives.

With respect to the MEng program, the reviewers suggested course offerings tailored to the MEng students, in particular courses taught by practitioners from the relevant industry. This is a good suggestion. Although UTIAS has primarily exploited its strong partnerships with industry in its undergraduate course offerings, it will determine a number of topics in which faculty expertise is limited, and look for suitable and willing instructors from among its local industry partners. A particularly good example is the subject of aeroacoustics. UTIAS does not currently have a graduate course in this important area, and has several collaborators at Bombardier aerospace with suitable expertise. This will be initiated immediately with a view to having a first course in place within 1-2 years and a number of such courses in place within 3-5 years.

We also note that feedback from the Institute's MEng students indicates that many are happy to be in the same courses as the doctoral stream students, and many of its graduate course offerings are not targeted toward research but are equally relevant to the career goals of MEng students.

The reviewers also made recommendations to support consistent admission and qualifying exam processes for the MASc and PhD programs.

With respect to admissions and qualifying exam processes, the reviewers recommended that UTIAS adopt qualifying exams for its PhD students of the kind that are common in some institutions in the US.

We believe that the US-style qualifying exam does not map well onto the current system at UTIAS, as its students take a relatively small number of courses. We also believe that the Institute currently has an excellent system of Doctoral Examination Committee (DEC) meetings held annually, with the first one held within six months of the start of the PhD program. The second DEC meeting, which is held roughly 18 months into the program, is a qualifying exam in which the student's registration can be terminated if inadequate progress has been made, although this rarely happens.

UTIAS will examine best practices in peer departments at the University of Toronto and in Canada and the US. Based on the outcome of this examination, UTIAS will evaluate how best to proceed in order to address this recommendation. This study will be initiated immediately.

The above discussion also addresses the reviewers' comments on the UTIAS MASc program, as it applies to MASc students seeking to continue at UTIAS as PhD candidates.

STUDENTS

The reviewers described the challenges UTIAS has had in recruiting and funding qualified graduate students, in particular female students. They also discuss the challenges with international recruitment. The reviewers note that the average PhD time-to-completion is long compared to international peers, and suggest that students' participation in multiple research projects may be a contributing factor.

With the second highest graduate student to faculty ratio in the Faculty of Applied Science & Engineering, UTIAS's challenge is to maintain the level of quantity and quality enjoyed in recent years. Since its recruitment efforts rely heavily on its reputation, UTIAS will focus its efforts on its web site and social media to increase its visibility.

We agree with the reviewers' statement that UTIAS faces challenges in recruiting female graduate students. This is a serious problem throughout aerospace, and is not unique to the Institute. We hope that the Institute's recent hiring of two female faculty members and increased emphasis on robotics will help. The Institute will also increase its participation in organizations that promote women in science and engineering, such as Women in Aerospace. Furthermore, UTIAS can provide funds to ensure that all well-qualified female applicants receive offers of admission. These measures can be implemented immediately.

With respect to funding of graduate students, UTIAS will continue to emphasize team grants, such as NSERC CREATE grants, and will increasingly look to international companies and agencies for research support. This will be implemented over the next 3-5 years.

With respect to recruiting and funding international graduate students, UTIAS receives far more international eligible applicants than it can afford to accept. The strength of these applicants will continue to improve as UTIAS's international reputation grows. Although the provincial government recently agreed, for the first time, to fund a few international PhD students at Ontario universities, funding support for international students is likely to remain a challenge. Currently an international PhD student costs a UTIAS professor more than twice as much as a domestic PhD student, and the cost is not that much less than that for a post-doctoral fellow; this is difficult to justify.

Finally, with respect to dwell time for PhD students, UTIAS will make a number of changes. First, it will request a draft thesis after four years rather than the current 4.5. Second, in addition to an annual ten-page progress report required for each DEC meeting, UTIAS will require more frequent one-page reports that briefly summarize progress relative to the planned schedule; these will be required at intervals to be agreed upon by the Institute's faculty, e.g. every three to six months. This will help students be more cognizant of their schedule and ensure that deviations from the schedule will be recognized and addressed more quickly. These measures can be in place for the PhD candidates beginning in September 2016.

RESEARCH

The reviewers commended the research activities of UTIAS and its individual faculty members. At the same time, they encouraged the Institute to carefully consider the balance between fundamental and high-risk research versus industry-driven research.

UTIAS has an excellent relationship with many of the major Canadian aerospace firms, conducting collaborative research projects through many NSERC CRD grants, an ORF-RE grant, NSERC NCE programs, and an NSERC Industrial Chair, for example. In pursuing collaborative research projects with industry, UTIAS typically seeks research topics that have both fundamental long-term aspects as well as short- and medium-term relevance. In order to enable increased emphasis on fundamental and high-risk research, UTIAS will increasingly turn to international organizations willing to support such research, and will take advantage of all domestic opportunities for fundamental research, such as ORF-RE grants provided by the province of Ontario, the NSERC strategic programs, where applicable, and the NSERC Discovery Grants program. This is a long-term strategy.

RESOURCES AND PLANNING

The reviewers underscored the value of UTIAS's unique facilities, and they encouraged consideration of how they could be upgraded and better staffed to support ongoing research activities.

UTIAS's experimental facilities, especially those related to combustion and fluid dynamics, are among the best in Canada and comparable to the best in the US and the world. Moreover, many are quite new, and a major combustion facility is currently under construction. Nevertheless, UTIAS experimentalists are constantly seeking opportunities to upgrade and expand their facilities, primarily through the Canadian Foundation for Innovation. A major upgrade of the flight simulator is planned to take place in 2016.

With respect to staffing, UTIAS faculty will consistently include provision for technical support in grants and contracts. UTIAS has a sufficient number of experimentalists to enable cost sharing, where it can provide a limited amount of support to ensure continuity. It has also hired a very capable engineering technologist with duties primarily related to the experimental facilities associated with its undergraduate courses. This person will also provide some support for research facilities.

Thank you very much for the opportunity to respond to the report of the external review team. We will incorporate the feedback from the review as we pursue our ambitious plans to improve in quality and impact of both teaching and research.

Sincerely



Cristina Amon
Dean

cc: David Zingg, Professor and Director of UTIAS
Daniella Mallinick, Director, Academic Programs, Planning and Quality Assurance
Justine Garrett, Coordinator, Academic Planning and Reviews
Caroline Ziegler, FASE Governance and Programs Officer

UTQAP Review Summary

Program(s) Reviewed:	Accounting, B.Com.: Spec Finance and Economics, B.Com.: Spec Management, B.Com.: Spec
Division/Unit Offering Program(s):	Joint Program between the Faculty of Arts & Science and the Rotman School of Management
Commissioning Officer:	Dean, Faculty of Arts & Science
Reviewers (Name, Affiliation):	1. Prof. Brian Bemmels, Ph.D., Senior Associate Dean, Academic Programs, Sauder School of Business, University of British Columbia 2. Prof. Al Slivinski, Ph.D., Dept. of Economics, University of Western Ontario 3. Prof. Lynn Wooten, Ph.D., Associate Dean for Undergraduate Programs, Stephen M. Ross School of Business, University of Michigan
Date of review visit:	January 29-30, 2015

Previous Review

Date: 2006

Summary of Findings and Recommendations:

1. Undergraduate Programs: Bachelor of Commerce, B.Com.

The reviewers observed the following strengths:

- An asset to the University with tremendous reputational potential

The reviewers identified the following areas of concern:

- Concerns about the proposed 2+2 structure (2 years in FAS, 2 years in Management)
- Students feel disadvantaged relative to other undergraduate business programs

The reviewers made the following recommendations:

- Invest in implementing cultural change to enhance student/alumni cohesiveness
- Restructure program to reduce focus on accounting

2. Graduate Programs (n/a)

3. Faculty/Research

The reviewers made the following recommendations:

- Reduce ad hoc collaboration between economics and management faculty

4. Administration

The reviewers identified the following areas of concern:

- Program lacks a clear, consistent shared educational vision

The reviewers made the following recommendations:

- Pick a strategic vision for the program and brand the program
- Restructure the governance system to assure strategic attention to the program and vision

Last OCGS Review(s) Date(s): n/a

Current Review: Documentation & Consultation

Documentation Provided to Reviewers:

Self-Study; Terms of Reference; CVs.

Consultation Process:

The reviewers met with the Deans of the Faculty of Arts and Science (FAS) and the Rotman School of Management (RSM); the Vice Dean, Graduate Education & Program Reviews (FAS); the Vice Dean Academic (RSM); the Chair and Associate Chair Undergraduate of the Dept. of Economics; junior and senior faculty members of the Dept. of Economics (FAS) and RSM; administrative staff; undergraduate students.

Current Review: Findings & Recommendations

1 Undergraduate Program

Accounting, B.Com.: Spec; Finance and Economics, B.Com.: Spec; Management, B.Com.: Spec

The reviewers observed the following strengths:

- Overall quality
 - Impressive quality of students, faculty, and administration and support staff
 - Program is widely recognized for its excellent graduates, particularly in accounting and finance
- Objectives
 - Aligned with the unit's mission, vision, values and academic plan
 - Mission inspires and empowers students to become innovative leaders and engaged citizens
 - Vision emphasizes the delivery of a world class education in business and the liberal arts

- Mission and vision prepare students for problem solving, communication, understanding business contexts, responsibility and leadership
- Admissions requirements
 - Rigorous and appropriate to achieve program objectives
- Curriculum and program delivery
 - Curricular innovations include courses in business design and integrative thinking
 - Expanded offerings of entrepreneurship, social responsibility, and consulting courses
 - Recent incorporation of communications skills in several courses
 - Learning extends beyond the classroom and includes study abroad, professional and leadership development, and service learning
 - Faculty take diverse learning styles into account when delivering curriculum
 - Evident opportunities for student-faculty interaction via co-curricular activities
 - Revamped second-year Economics courses provide training in writing skills
- Assessment of learning
 - Extensive use of a variety of assessment methods ensure that students are meeting learning objectives
- Quality indicators
 - Highly competitive admissions process with only the top quality applicants gaining admission
 - Admissions averages from Ontario secondary schools have been increasing and are higher than other FAS programs
 - Recent changes have resulted in higher quality international students
 - Strong completion rate, comparable to other UofT and external programs
 - Students participate in societal outreach co-curricular programs, including providing help with income tax, financial literacy, consulting, and charitable activities
- Students
 - Rotman students in economics courses are very often the best
- Support
 - Program culture encourages and supports student-faculty interactions
 - Staff are committed to providing the highest levels of service to Rotman commerce students, and students are appreciative of their efforts

The reviewers identified the following areas of concern:

- Overall quality
 - Program has high potential which has not yet been realized, especially given the program's location and the reputation of Rotman
- Admissions requirements
 - Use of a single evaluator for aspects of the admissions process may make it too subjective
- Curriculum and program delivery
 - Management specialist track has a limited offering of management courses
 - Liberal arts learning appears to be separate from Commerce courses
 - Some Rotman faculty are not giving priority to teaching Commerce courses
- Students

- Student morale is low
- Students feel that they are secondary to faculty's MBA teaching
- Students feel that they are without an academic home
- Students feel that the program's level of extra-curricular services does not compare to similar programs at other institutions
- Student funding
 - Students expressed a disconnect between the level of service they are paying for and what they are receiving
- Support
 - Career services are not adequate relative to enrolment in the program
 - Challenges in student advising
- Physical resources
 - Current physical infrastructure provides limited space for student-faculty interaction and for students to work on team projects and conduct club meetings

The reviewers made the following recommendations:

- Admissions requirements
 - Consider having two evaluators for each application, with an additional third tie breaker if needed, to ensure the process is more objective
- Curriculum and program delivery
 - Assess whether the balance between liberal arts courses, economics, and business courses is ideal and aligned with the program's learning objectives
 - Consider how coordination between economics and Rotman faculty could enhance curricular integration
 - Explore ways of moving more of the business curriculum to the first year, such as changing to a direct entry program
- Assessment of learning
 - Implement assessment aligned with the standards of the Association to Advance Collegiate Schools of Business (AACSB)
- Student funding
 - Provide greater transparency about student support budget
- Support
 - Expand career services, advising and related services to better meet the specialized needs of business students in an organized fashion
 - As class sizes increase, continue to monitor staffing to ensure sufficient academic and administrative support
- Outreach / Promotion
 - Review recruitment responsibilities
- Physical resources
 - Consider enhancements to the physical space available to students, possibly in the MBA building, to enhance student-faculty interactions

2 Graduate Program

n/a

3 Faculty/Research

The reviewers observed the following strengths:

- Overall quality
 - Enthusiastic, committed complement of Economics faculty, which is considered the best in Canada
 - Some Rotman faculty are very engaged in teaching Rotman Commerce students

The reviewers identified the following areas of concern:

- Overall quality
 - Mixed levels of engagement with program's students and curriculum from Rotman faculty

The reviewers made the following recommendations:

- Overall quality
 - Seek additional coordination between Rotman and economics faculty to enhance curricular integration

4 Administration

The reviewers observed the following strengths:

- Relationships
 - Staff morale is remarkably high, despite limited staffing and space challenges
 - Excellent working relationship with the Faculty of Arts and Science and Economics Department
 - Career office staff have worked hard to capitalize on relationships with firms in downtown Toronto
 - Marked increase in outreach activities under current leadership, including the CRA income tax volunteer program
- Organizational and financial structure
 - Universally praised program leadership
- Department/unit/programs relative to the best in Canada/North America and internationally
 - Economics Department is considered the best in Canada
 - Rotman's MBA program and faculty are ranked first in Canada

The reviewers identified the following areas of concern:

- Relationships
 - Relationship between the program and Rotman
 - Little emphasis on fostering professional relationships for the program from Rotman
- Organizational and financial structure
 - Organizational structure, financial arrangements and governance, which may be holding back the advancement and improvement of the program
 - Unclear who takes sole responsibility for the program and its success
 - Current division of cost and resources between FAS and Rotman does not reflect unique costs of offering a business program
 - Increases in tuition and enrolment have not resulted in increases to staff support
- Department/unit/programs relative to the best in Canada/North America and internationally
 - Level of resources committed to the program is not commensurate with other business programs

The reviewers made the following recommendations:

- Relationships
 - Consider how to encourage a more positive relationship with Rotman, especially via decanal leadership
 - Provide funding and support to enhance interaction and engagement with alumni and the business community
- Organizational and financial structure
 - Restructure and streamline the governance and administration of the program
 - Consider increasing enrolment and tuition to increase program revenue

ADMINISTRATIVE RESPONSE – Appended



4 March 2016

Professor Sioban Nelson
Vice-Provost Academic Programs
University of Toronto

Re: Review of the Rotman Commerce Undergraduate Programs

Dear Sioban,

Along with the faculty, staff and students of the Rotman Commerce Program, we are grateful to the external reviewers for their assessment of its undergraduate Bachelor of Commerce program, which include three specializations (Accounting Specialist; Finance and Economics Specialist; Management Specialist).

The external review committee highlighted the “quality of the program’s students, faculty and dedication of the administration and support staff”. A joint endeavor of the Faculty of Arts and Science (FAS) and the Rotman School of Management (RSM), the program blends together the excellence and expertise of the globally recognized faculty from both the Department of Economics and the RSM.

The quality of this program notwithstanding, the review report raises a number of issues and challenges. As per your letter dated October 8, 2015, we are writing to address the areas of the review report that you identify as key. The response to these items is separated into short- (6 months) / intermediate- (1 – 2 years) / long- (3-5 years) term action items for the Program, where appropriate. The Faculty of Arts and Science and the Rotman School of Management have worked collaboratively to discuss these issues through an ad hoc working group. A number of these changes have been instituted over the past few months as a result of their discussions. Going forward, our shared objective is to maintain academic quality and significantly improve student experience in the program, with the goal of making this a leading commerce program in Canada.

Curriculum & Program Delivery

• *The reviewers praised the high quality of instruction that students receive. They raised questions about the balance between liberal arts, economics, and business courses, including whether there should be more business courses in students’ first year.*

Based on the external report, one of the issues the Academic Director considered immediately upon his appointment was the current curriculum of the program and whether an adjustment should be made to how it was delivered.

Short-term response:

- Following the recommendation of the Rotman Commerce Academic Director and with support from the ad hoc working group, both faculties have approved changes to the first-year curriculum. RSM approved the changes on December 11, 2015 at its Faculty Council Meeting and FAS approved the changes at its Social Science Curriculum Committee on February 12, 2016. Under the approved curriculum changes, students

entering their first year will now have the option to take more introductory business courses. Three additional half-year courses will be offered by RSM to first year students covering topics in finance, accounting, and marketing. To make room for these additional business courses, students will have the option to take one fewer Arts & Science elective in their first year and instead take this elective in their upper years. In addition, the current introductory business course (RSM100) will be reduced from a full-year to a half-year course, with a renewed curriculum focusing on strategy and organizational behavior. By taking more business courses in their first year, students will be able to make better informed decisions regarding their upper year specializations and also be better prepared for internship interviews in the early stages of their program. The Rotman Commerce program office will help support students by providing the needed academic advising on each of the specializations in the first year of the program.

- The Faculty of Arts and Science will work with the Rotman Commerce program office to maintain and update a list of potential, but not limiting, Arts & Science courses students can take to complement their business studies. As more FAS elective courses have been moved to upper years, it will be vital for students in their first year to receive appropriate and up-to-date counselling on course options when choosing electives. One aim of this advising will be to ensure students attain appropriate support and guidance on the necessary prerequisites and to improve access to upper year course offerings in their field of interest.
- The Program office will gather a comprehensive inventory of all available professional and soft skills training opportunities that exist within the program and within the University to inform a comprehensive plan of integrating professional skills development into the Rotman Commerce program.

Intermediate response:

- The Academic Director will consider further curriculum changes and their implications on the program and its students. Some key considerations will be to ensure a healthy balance between business, liberal arts, and economics courses and to enhance the flexibility and choice that students have in selecting upper-year courses. Any recommendations made by the Academic Director on further curriculum changes will be reviewed and presented to both Faculties for their approval through the newly proposed Resource and Planning Committee outlined below as part of the governance oversight of the program.
- The Program office will design a coordinated and comprehensive delivery plan for improved professional and soft skill development to be integrated within the program based on the inventory noted above.

Quality Indicators

• The reviewers made note of the program's excellent location; high quality faculty; and the wonderful reputations of the FAS Economics Department and Rotman. They suggested that there were opportunities for further leveraging these factors to further enhance the program, including further engaging Rotman faculty.

RSM has taken several measures to improve its faculty's engagement with Rotman Commerce.

Short-term response:

- The Rotman Commerce Academic Director and the Vice Dean of Undergraduate & Pre-Experience Programs at RSM have worked with RSM area coordinators to discuss faculty teaching assignments with the aim of strengthening teaching at the undergraduate level.
- RSM has signaled to its faculty the equal importance of both undergraduate and graduate teaching by: (a) equalizing incentives to teach in both programs; (b) taking steps to better emphasize the importance of Rotman Commerce within its vision; (c) creating opportunities for the Dean of RSM to speak and interact with Rotman Commerce students as he does with the graduate students (d) altering the decanal administrative structure at RSM so greater attention and oversight can be placed on the undergraduate program.
- RSM held numerous town hall meetings with staff and faculty to discuss methods of better engaging with the program and its students. At the town hall meetings, a few ideas were brought forward which will be implemented in the short-term, including: (1) establishing regular opportunities for engagement and communication among staff at RSM and staff charged with supporting the Rotman Commerce program; (2) establishing regular opportunities for engagement between all Rotman Commerce faculty and students, such as the “weekly coffee chat” initiative.

•The reviewers observed that student morale is low and suggested that priority be given to improving students experience, advising, and space.

The student experience is important to both Faculties and will be made a priority. Both Faculties view improvements and increases to space as critical conditions that are necessary to improve the student experience and the program’s ability to grow its staff complement and advising capabilities.

Short-term response:

- Another outcome of the aforementioned town halls was the initiative to start mentorship programs between MBA and Commerce students and/or 4th and 2nd year Commerce students. The mentorships will focus on sharing career experiences and providing advice on interview preparation, as well as providing an extended network of support for incoming students.
- The projected increase in first-year business courses is intended to create a stronger sense of community amongst the first-year students that will stay with them throughout their undergraduate studies.
- RSM recently rearranged classroom space and allocations at 105 St. George Street and has facilitated access to large and attractive event spaces for Rotman Commerce. In addition, Rotman Commerce has been given priority access to a high-demand classroom within the Rotman building.

Intermediate-to- Long-term response:

- The ad hoc committee has undertaken an extensive review of career services offered at competing undergraduate business programs. As a consequence of this review, both Faculties conclude that Rotman Commerce should increase its complement of career service advising for students. RSM and FAS have worked together to increase resources towards Rotman Commerce with the goal of increasing the current staff complement of

the program and assisting in building and improving career services. The agreed increase in the program's base budget (noted below) is meant to help support these improvements.

- RSM and FAS are currently reviewing both the intermediate and long-term space needs of the program. In the intermediate term, both Faculties aim to secure enough space so the program can hire the additional staff for academic and career advising that is needed to compete with other top-tier Commerce programs in Canada. Options for intermediate space needs are currently being proposed and reviewed by both Faculties with the goal of securing and fitting space for program needs over the next academic year. In long-term discussions on space, both faculties aim to resolve, as best possible within the considerable pressures on space within the University, the following identified issues: (1) finding space to bring staff together in a more unified, contiguous area to resolve the current fragmented structure that makes the program difficult to manage; (2) increasing available student space; (3) finding classroom space with up-to-date and consistent technology to improve student experience. Long-term space planning is a priority for both Faculties and will continue to be discussed, reviewing all possible options.

Relationships

- *The reviewers encouraged reflection upon the roles of Rotman and FAS in ensuring the program's success*

The relationship between the FAS and Rotman is valued by both and they will continue to work together to ensure the success of the Rotman Commerce Program.

Short-to-Intermediate response:

- The Deans of both Faculties have started to meet regularly to discuss how each can provide appropriate and coordinated support to the Rotman Commerce program. These regular meetings are expected to continue going forward and will draw from the input and recommendations of the Resource and Planning Committee for Rotman Commerce (noted below).
- Both Faculties have agreed to form a Resource and Planning Committee for Rotman Commerce with members from both Faculties, which will serve as the main working group for future resource discussions for the Program. This standing committee will serve as a direct line of communication and oversight liaising between the Deans of both Faculties and the Academic and Managing Directors of the Rotman Commerce program. Program and student needs requiring resource and academic approvals by the faculties will be discussed in the Resource and Planning Committee with the input of the Academic and Managing Directors of the Rotman Commerce program. Recommendations from this committee will be brought forward to the two Deans. Examples of issues that are expected to be brought forward and discussed in this committee going forward include: recruitment and admission, alumni relations, tuition schedule, space, staffing needs, and overall student experience.
- The Chief Administrative Officers from both Faculties are meeting regularly as part of the discussions around current and future resource allocations and in efforts to achieve greater financial transparency between the Faculties.

Resources and Planning

- *The reviewers pointed out that the level of resources committed to the program is not commensurate with other similar business programs.*

Short-Term response:

- Both Faculties have agreed to lift previous restrictions placed on the Program's base budget and have committed to raise the base budget by 27% above the current year's budget, by the end of 2017/18.

Intermediate- to-Long-Term response:

- Both Faculties, working through the Resource and Planning Committee, will continue to discuss the level of resources and services needed for Rotman Commerce to be commensurate with other leading business programs. This includes adjustments to both the base budget for the ongoing program costs of servicing students, as well as one-time only (OTO) resource allocations for program space.

To conclude, we appreciate that the external reviewers identified the Program's strengths and noted areas of development. The Program, the Faculty Arts and Science and the Rotman School of Management have already begun to move forward with plans to address the recommendations as presented by the reviewers. We are committed to implementing all of the recommendations outlined above, with the aim of delivering an exceptional and distinctive student learning experience.

Sincerely,

David Cameron

David Cameron,
Dean and Professor of Political Science
Faculty of Arts and Science

Tiff Macklem

Tiff Macklem
Dean, Rotman School of Management

cc. David Goldreich, Director, Rotman Commerce Program

UTQAP Review Summary

Program(s) Reviewed:	Comparative Literature, M.A., Ph.D. Literature and Critical Theory, B.A. (Hons.): Spec, Maj, Min Literature and Critical Theory in the Cultural Theory Stream, B.A. (Hons.): Spec, Maj
Division/Unit Offering Program(s):	Centre for Comparative Literature (graduate program), Faculty of Arts & Science
Commissioning Officer:	Dean, Faculty of Arts & Science
Reviewers (Name, Affiliation):	<ol style="list-style-type: none">1. Prof. Sander Gilman, Ph.D., Graduate Institute of the Liberal Arts, Emory University2. Prof. Martin Kreiswirth, Ph.D., Department of English, McGill University3. Professor Galin Tihanov, Ph.D., School of Languages, Linguistics and Film, University of London
Date of review visit:	February 12-13, 2015

Previous Review

Date: n/a

Last OCGS Review(s) Date(s): 2006/07

Current Review: Documentation & Consultation

Documentation Provided to Reviewers:

Self-Study; Terms of Reference; faculty CVs

Consultation Process:

The reviewers met with the Dean, Faculty of Arts and Science; Principal, Victoria College; Chairs / Director of cognate units; junior and senior faculty members; administrative staff; Literature and Critical Theory undergraduate program and Centre for Comparative Studies graduate students.

Current Review: Findings & Recommendations

1 Undergraduate Program

Literature and Critical Theory, B.A. (Hons.): Spec, Maj, Min

Literature and Critical Theory in the Cultural Theory Stream, B.A. (Hons.): Spec, Maj

The reviewers observed the following strengths:

- Overall quality
 - Program compares favourably to those at top ranking international universities
- Objectives
 - Reflects strong humanities interest of Victoria College
 - Provides an alternative independent major for students in the humanities
- Admissions requirements
 - Highly selective
 - Most students are enrolled in double majors, combining Literature and Critical Theory (LCT) with a wide range of subjects from across the disciplines
- Curriculum and program delivery
 - Balanced and rich in options
 - Reflects very well the current state of the discipline
 - Highly commendable foreign language requirement
- Assessment of learning
 - Rigorous, robust, and fair; assessment is applied consistently across the various modules
 - Evaluation methods are deftly tailored to the courses they serve
- Quality indicators
 - High quality educational experience, evidenced by students' feedback
 - Anecdotal evidence suggests that graduates find employment in a wide range of professions
 - High overall academic standing of program graduates

The reviewers identified the following areas of concern:

- Overall quality
 - Additional resources required to continue offering a high quality program
- Curriculum and program delivery
 - Canon does not always align with students' interest in wider fields
- Support
 - Limited contact with program advisor
- Physical resources
 - Lack of common space where students and faculty can interact

The reviewers made the following recommendations:

- Overall quality
 - Coordinate with Comparative Literature (COL) to bring a greater breadth of teaching to LCT
- Curriculum and program delivery
 - Continue to develop and improve curricular modules
 - Ensure that faculty complement continues to align with curriculum
 - Consider how COL graduate students could provide LCT with engaged and interested instruction on various academic areas
 - Consider how LCT could benefit from a wider range of courses in COL
- Assessment of learning
 - Gather statistics on graduates' employability to support positive anecdotal evidence
- Students
 - Better support the student union's social impact activities
- Support
 - Ensure sufficient mentoring capacity for students

2 Graduate Program

Comparative Literature, M.A., Ph.D.

The reviewers observed the following strengths:

- Overall quality
 - Recognized as one of the most important programs in the world in the changing field of comparative literature
 - Highly commendable engagement of faculty, students and administrators
 - Considerable recent achievements
 - Very high quality students with very wide breadth of academic focus
- Students
 - Aware and critical
- Support
 - Excellent individual supervision
 - Workshops available on some elements of professionalization

The reviewers identified the following areas of concern:

- Curriculum and program delivery
 - Curriculum is "rather conservative" in scope
 - Program is loosely structured and driven by student research projects, rather than organized around a central body of texts, thinkers, competencies, or disciplinary methodologies
- Quality indicators
 - Lack of employment data
- Students

- Relatively small number of Ph.D. students from outside of Canada, reflecting University issues around supporting international students
- Student funding
 - Graduate TA packages require teaching every year during the program and could increase time-to-completion
 - Some students only TA in basic language courses during their program
 - Some students must TA in unfamiliar subjects
 - TA opportunities are based on the needs of the cognate departments; cognate departments give priority to their own students
- Support
 - Mentoring capacity not meeting students' needs
 - Not enough support for professionalization; students use the professional development resources of other departments
 - Absence of training in non-academic pathways
- Outreach / Promotion
 - Lack of unitary approach to the program may make the program less attractive to prospective students
- Physical resources
 - Lack of common space where students and faculty can interact

The reviewers made the following recommendations:

- Curriculum and program delivery
 - Consider ways to offer a more unitary program experience
- Student funding
 - Initiate fundraising to make the program more attractive in North American and international contexts
 - Consider how to provide teaching training in multiple fields to graduate students, especially before they enter the classroom
 - Provide graduate students with a spectrum of teaching experiences and range of choices for placement (within the limits of the collective agreement)
- Support
 - Create structured summer programs to provide students with training and internships for potential alternative careers
 - Create a regularized system of internships with the museums near the University, with reciprocal training of museum docents by U of T faculty

3 Faculty/Research

The reviewers observed the following strengths:

- Overall quality
 - High quality, wide ranging and internationally visible research
 - Very high quality faculty

- Research
 - Faculty research activities place LCT at the forefront of undergraduate interdisciplinary programs, and they develop and enrich the overall student experience

The reviewers identified the following areas of concern:

- Overall quality
 - Few teaching topics and research projects beyond what would fit into traditional disciplinary departments
- Faculty
 - Relatively small number of core faculty in COL
 - Majority of cross appointments are individually negotiated and are not always supported by home departments
 - Absence of a strategic approach to complement planning
 - Current staffing model may not reinforce faculty connections between undergraduate and graduate programs

The reviewers made the following recommendations:

- Faculty
 - Address program structure and staffing to ensure programs' stability
 - Examine the balance of research, teaching and service in faculty appointments
 - Create at least three named core appointments, rotated across departments/disciplines on term-limited basis in each program and confer with faculty to transition to these new arrangements
 - Ensure that faculty have equivalent commitments to graduate and undergraduate education
 - Seek to add a faculty appointment in public scholarship and museum studies in COL
 - Set up a program of digital humanities with new faculty who are experts in this field

4 Administration

The reviewers observed the following strengths:

- Relationships
 - Wide-ranging interaction with U of T departments and programs
 - Developing relationships with alumni
- Planning / Vision
 - LCT's academic plans are broadly adequate
- Department/unit/programs relative to the best in Canada/North America and internationally
 - LCT compares favourably to similar programmes in leading international universities
 - Faculty research in COL is equivalent to the best programs

The reviewers identified the following areas of concern:

- Relationships
 - Missed opportunities for COL to have regularized connections with museums professional schools
 - Absence of connections to the Faculty of Medicine or the School of Public Health, which could allow for the teaching of ASL and links with disability studies
- Organizational and financial
 - Programs run on goodwill and limited resources
 - Separate funding models for the two programs
 - Current LCT oversight rests with relatively few individuals
- Department/unit/programs relative to the best in Canada/North America and internationally
 - COL's structure is not commensurate with that of leading North American programs

The reviewers made the following recommendations:

- Relationships
 - Prioritize developing relationships between LCT and other universities, and government, academic, and professional organizations
- Organizational and financial
 - Reconsider approach to faculty appointments, administrative structure, and connections with other units to help programs fulfill their important roles at the University
 - Strengthen relationship between COL and LCT
 - Create administrative committees to oversee the running and direction of the programs

ADMINISTRATIVE RESPONSE – Appended



UNIVERSITY OF TORONTO
FACULTY OF ARTS & SCIENCE

2 March 2016

Professor Sioban Nelson
Vice-Provost Academic Programs
University of Toronto

Re: Review of the Centre for Comparative Literature graduate program and the Literature and Critical Theory undergraduate program

Dear Sioban,

Along with the faculty, staff and students of both the Centre for Comparative Literature and the Literature and Critical Theory Program, I thank the external reviewers for their assessment of the units and their programs, which include the M.A. and Ph.D. in Comparative Literature and the B.A., Hons. specialist, major and minor programs in Literature and Critical Theory.

The reviewers were asked to comment separately about each program. Of the Literature and Critical Theory program, they observed that “The LCT programmes, in their depth and breadth as evidenced in the self-study, compare favourably to similar programmes in top ranking universities internationally.” They also commented positively on the fact that “faculty research activities place LCT at the forefront of undergraduate interdisciplinary programmes in which high-quality, wide-ranging, and internationally visible research filters through and shapes outstanding undergraduate teaching.”

Of the Centre for Comparative Literature the reviewers touched upon the Centre’s positive engagement in teaching and research encompassing virtually every field in the humanities as well as reaching out to the social sciences and sciences like public health and medicine.

As per your letter of October 29, 2015, I am writing to address the areas of the review report that you identify as key and which the reviewers noted as challenges faced by both programs. The response to these items is separated into short-(current-3 months)/intermediate- (3-12 months)/long-(12+months) term action items for the Programs, where appropriate.

Curriculum & Program Delivery

- *The reviewers noted the considerable curricular freedom available in the graduate and undergraduate programs. The reviewers strongly encouraged consideration of the graduate program’s curriculum and structure, including its support of alternative career pathways and the development of professional competencies.*

The Centre for Comparative Literature’s faculty and students are engaged in teaching and research that encompasses virtually every field in the humanities as well as reaching out to the social sciences and sciences like public health and medicine. The expansion of literary study to other areas in the humanities and sciences happens in Comparative Literature because the study

of literature inspires larger questions that are at the heart of the humanities, questions that grapple with the structures of human knowledge and experience. The Centre's faculty and students all work across linguistic boundaries, employing rigorous critical and theoretical lenses to bring into dialogue literature and other cultural forms that are too often kept apart by artificially constructed institutional, geographical, chronological or ideological boundaries. The Centre benefits from its position, at once nodal and outside: it stretches across the humanities *and* it falls between the usual disciplines. At the heart of the research by faculty and students in the Centre for Comparative Literature is the close engagement with cultural products in their original languages. Knowledge of languages is a key component of the Centre's examination of both the contexts of literature and the interaction between literatures. While the range of languages in which the students and faculty work is impressive, the critical methods and theoretical rigor provided by the training in Comparative Literature encourages cross-linguistic and cultural conversations.

The strength of Comparative Literature does not arise from a canon or corpus of shared texts, but asserts itself in the rigorous reading practices and theoretical reflection that all graduate programs in Comparative Literature train their students to develop. The Centre offers a core course (.5 FCE), required of all its students, that explores the multiple ways of thinking about what it means to compare one thing with another, or what is at stake when one 'translates' languages and cultures. The Centre will make this core course a more prominent feature in the delivery of the curriculum. The Centre will seek to intensify and hone the focus of this course to more effectively capture the 'undisciplined' vitality of Comparative Literature and capitalize on its unique position to interrogate the meaning and contexts of cultural production.

The Centre's curriculum is always evolving to reflect the directions and commitments of a discipline whose parameters are fluid and dynamic. For example, the reviewers' sense of the importance of digital humanities for Comparative Literature is exactly right, but not in the way they recommend which would involve dedicating a rare faculty line to this. Comparative Literature is already at the forefront of privileging DH, and not simply as a mode of technical knowledge, but as an area for sustained academic engagement and critical reflection. The Centre has approved two new course proposals for DH graduate seminars that were approved by FAS this past winter. One course, "Text and Digital Media," to be taught by Ruoyun Bai, examines new forms of textualities and textual practices that are emerging in the digital era and highlights an understudied dimension of the text, i.e. the medium that forms its material and technological infrastructure such as scroll, codex, book, CD, e-book, the Internet, and smartphone. The second course, "Converting to Digital Humanities," to be taught by Ann Komaromi, critically examines the discourse of Digital Humanities through the writings of theorists and practitioners in order to understand how digital tools might be used in the analysis of literature and other types of comparative study.

The reviewers' concern that the Centre's graduate program's curriculum and structure support alternative career pathways and the development of professional competencies is one we share. The program is built on flexibility and sensitivity to the needs of students' own individual projects, thereby facilitating a smoother, faster transition to the dissertation itself, while also providing new, exciting opportunities to acquire knowledge and skill sets that can be 'translated' into a variety of careers. By facilitating and supporting the timely achievement of candidacy through the very structure of the program, the Centre is also enhancing the professional futures of its graduates as research done by the Dean of SGS clearly points to the link between timely achievement of candidacy and timely completion, both of which contribute to the success of

graduates in competition for jobs, in academic as well as in alternative or extra-academic markets.

Short-to-intermediate term response:

- A detailed revision of the core course will be worked out collaboratively over the course of the next year and a half, with a new, possibly year-long, course in place by fall of 2017.
- Two new courses in the Digital Humanities will be offered as part of the Centre's curriculum over the next two years, with the first course taking place next year.

Students

- *The reviewers expressed concern about the structure of TA assignments and whether they are impacting students' time-to-completion.*

While the Centre is able to ease progress through the program through new mentorship structures, the reviewers' comments on the, often, unproductive structure and timing of students' teaching assignments are valid. In the Faculty of Arts and Science, currently, the structure of TAships is such that students in the funded cohort are required to teach. For a graduate only unit, such as Comparative Literature, the availability to their students of TAships in their preferred fields is limited. Although the Centre's Director and Graduate Coordinator make every effort to place students in the most appropriate teaching positions, working closely with the departments where the TAships are located, determinations, however, are made by the individual departments. While the requirement to teach during the funded years of the doctoral degree may have a negative impact on time to completion as the reviewers note, it should be pointed out that, according to the most recent SGS statistics, the time to completion of students in Comparative Literature is below the average for humanities doctoral programs, and this is despite the rigorous language requirements (3 languages other than English) of the program.

Short-to-Intermediate response:

- The Centre will continue to work with the Dean's Office in Arts and Science to ensure graduate students receive TAships in fields of interest and academic preparation.
- *The reviewers observed that both programs would benefit from increased mentoring of students, and tracking of graduate outcomes.*

In addition to supporting students' research, intellectual development and professional preparedness, Comparative Literature is committed to providing assistance to students to facilitate smoother progress through the program. As the reviewers have noted graduate students could benefit from more and better mentorship models. As for the LCT program, the coordinator and faculty mentor individual students regarding degree requirements, the shape of their personalized program of study, and post-graduation prospects. In order to provide additional support they too will be implementing plans to enhance the mentoring to the undergraduate students.

Short-term response:

- The Centre ran a series of six (increased from 3 in previous years) professionally focused workshops this past fall and provided support to enable selected students to attend summer seminars like those offered by the Harvard University's Institute of World Literature or Cornell's School of Critical Theory where invaluable professional contacts are forged.
- The Centre, in consultation with faculty and students, approved an initiative that all incoming doctoral students will be paired with both a faculty member as well as a senior doctoral student with whom they would be required to meet at least once a semester. Advice and support about the academic program from both the faculty and student perspectives will provide incoming students with a much stronger sense of how to navigate the program. Such a mentorship arrangement will complement the already existing requirement for all PhD students in years 1-3 to meet with the Graduate Coordinator, and those at a more advanced stage to meet annually with their thesis committees.
- The faculty of the Centre has already started to meet to discuss a new initiative to draw attention to the strengths of the faculty, and to create more opportunities for collaborative work by distinguishing a series of clusters that would group together faculty and students working in related areas. Such clusters would not only build in collaborative intellectual exchange but will also provide mentorship benefits. These clusters will meet twice a semester both to discuss academic support and to encourage the exchange of ideas in a forum for the presentation of work in progress. Such a mentorship arrangement will be particularly valuable for students who have achieved candidacy and are at the writing stage, and who are the most in need of more formalized structures to support timely completion of the degree. This initiative will need to be discussed and approved by the faculty who will be involved in determining the shape and definition of these clusters, and will be ready for implementation by September 2016.
- Representatives of the LCT Student Union (LCTSU) attend LCT committee meetings where they participate in discussions with faculty and provide updates on their activities.
- LCT faculty, working in partnership with the organizing committee for the COL graduate student conference "Trans-," which took place on March 4-5, 2016, solicited and adjudicated submissions for an undergraduate panel at the conference. Feedback from the audience, including Professor Linda Hutcheon, suggested that the undergraduate panel made up of LCT students was one of the best at the conference. Members of the conference organizing committee and LCT faculty intend to ensure this is a regular feature of future COL graduate student conferences.
- LCT faculty participate in Socials for students, as well as round-table discussions organized by the student union (recent round-tables have, for example, have included such topics as "Free time" (2013), "Literature theory in the classroom" (2014), and "Interdisciplinary study" (2012)). Faculty members have also been involved at an advisory level with the LCTSU Literature journal "FUN".
- The LCT program implemented a plan for a group advising session targeting LCT 3rd year majors and specialists on January 25, 2016. The session addressed common issues with meeting degree requirements and alerted students to the possibilities for pairing LCT with another discipline. The participation of several faculty in the discussion made it possible to outline a range of options for further academic and professional development for those graduating from an LCT program, including the graduate program in Comparative Literature at the University of Toronto. Additional personalized attention

from faculty to individual students' questions and concerns was facilitated at the session and is being pursued in follow-up outreach”.

Intermediate-to-long term response:

- The Centre is interested in pursuing the possibility of providing internship opportunities for graduate students as suggested by the reviewers and will be working with the School of Graduate Studies and with other Chairs and Directors of graduate programs in the humanities to put forward an initiative to expand the federal MITACS program to the humanities.

Faculty

- *The reviewers made recommendations relative to the balance of core and affiliated faculty for the graduate program.*

The Centre consists of core faculty who are involved in all aspects of the Centre: teaching, committee work, policy discussions, meetings, etc. In addition, the Centre has a deep and rich list of Associate faculty who may serve on the thesis committees of our students, and who, with the approval of their home departments, sometimes teach joint courses in Comparative Literature, courses that are fully part of the core programs in both departments. Given the linguistic, generic, cultural, and disciplinary diversity of the practice of Comparative Literature at Toronto, the Centre is fortunate to draw its core and associate faculty from virtually every humanities department in FAS, as well as from other faculties like Law or Music. The Centre's decisions are made collegially in response to the agreed upon needs of the program. Like all other graduate Centres at the University of Toronto, appointments are shared with other units and are governed by collegially established and formalized workload policies.

While the reviewers are sensitive to the need for more core faculty, they also recommend that COL be staffed by means of appointments with fixed terms that may or may not be renewable. This does not align with the needs and vision of the Centre. The Centre's success is rooted in the coherence and continuity of its program and in the collaborative commitment and investment by its faculty to the long-term support of its students, and to a continuing conversation about the shaping and direction of its academic programming. The reviewers' suggestion that core lines be shared between COL and LCT only partially aligns with COL's needs. COL and LCT intend to collaborate on one core line in Comparative Literary Theory. For the sake of intellectual focus as well as administrative cohesion, it is essential that the fluctuating structure that currently characterizes the relationship between the two programs be anchored by a core specialist in Comparative Literary Theory whose time is committed solely to the integrated undergraduate and graduate programs. At the same time, COL's diversity also demands that there be collaboration with many units on joint hiring. It is in Comparative Literature's interests to continue to assume smaller percentages of positions since that enables the Centre to provide core faculty who teach courses and work with students on a wider range of fields and topics as required by the nature of the discipline.

A number of the core faculty at the Centre are approaching retirement, and the long-term renewal is a priority. New faculty are a resource to complement and extend current faculty strengths, while also bringing into the Centre teaching that will support and align with the directions in which the discipline is evolving. Given the comparative focus of the research undertaken at the Centre, one of the most compelling foci of such comparativity is the

conversation undertaken between Eastern and Western modes of thought, writing, and creativity. Therefore, one of the Centre's top hiring priorities is in the area of modern Middle Eastern literatures (Arabic, Persian, Turkish, Hebrew). The Centre will also be collaborating with the Department of English for a replacement for one of their core faculty already on phased retirement who teaches in both departments in the area of Postcolonial literature and theory. The Centre's goal, supported by the Director together with the Chairs of the partnering units, is to realize three new hires in 1-2 years, while also looking forward in the longer term to further renewal as more faculty retire.

Intermediate-to-Long Term response:

- A number of core faculty at the Centre are approaching retirement, and a renewal plan is a priority for the Centre in order to maintain the flexibility in teaching and areas of study.

Relationship

- *The reviewers encouraged further collaboration between the undergraduate and graduate programs.*

The Centre for Comparative Literature, and the Literature and Critical Theory Program collaborate and are committed to working towards institutional arrangements that will enable the two programs to formalize and enhance the extensive cooperation that already takes place. Signs of this commitment include the significant cross-over among faculty from COL to LCT; the enrolment of advanced LCT students in COL graduate seminars; the hiring of COL graduate students as TAs and of COL graduates as sessional instructors for LCT courses.

Intermediate – to-Long term response:

- The COL, the LCT, the Faculty of Arts and Science and Victoria College will work together to review current arrangements and the possibilities of new initiatives for both the graduate and undergraduate programs and their students.

Resources and Planning

- *The reviewers emphasized the need to address organizational and financial structures to ensure optimal support for the programs.*

Intermediate-Term response:

- The Faculty will continue to work with the Centre to ensure discussions affecting resources and complement take place.

Long-Term response:

- The Faculty will continue to engage with the LCT program, Victoria College and the University in matters relating to resources, space and complement. A review of current arrangements is being discussed with the desire to have a better understanding of the current financial and organizational implications.

To conclude, we appreciate that the external reviewers identified the strengths and noted areas of development for both the Centre for Comparative Literature and the Literature and Critical Theory Program. The Programs and the Faculty have already begun to move forward with plans to address the recommendations as presented by the reviewers.

Sincerely,

A handwritten signature in black ink that reads "David Cameron". The signature is written in a cursive, slightly slanted style.

David Cameron,
Dean and Professor of Political Science

cc. Jill Ross, Director, Centre for Comparative Literature
Ann Komaromi, Coordinator, Literature and Critical Theory Program
Angela Esterhammer, Principal, Victoria College

UTQAP Review Summary

Program Reviewed:	Diaspora and Transnational Studies, Hons. B.A. (major, minor)
Division/Unit Offering Program:	Centre for Diaspora and Transnational Studies
Commissioning Officer:	Dean, Faculty of Arts & Science
Reviewers (Name, Affiliation):	<ol style="list-style-type: none">1. Prof. Jonathan Boyarin, Ph.D., Mann Professor of Modern Jewish Studies, Professor of Anthropology, Department of Near Eastern Studies, Cornell University2. Prof. Imre Szeman, Ph.D., Canada Research Chair in Cultural Studies, Professor of English, Film Studies and Sociology, University of Alberta
Date of Review Visit:	March 31 – April 1, 2015

Previous Review

n/a. Program Launched 2005.

Current Review: Documentation and Consultation

Documentation Provided to Reviewers

Self-Study; Terms of Reference; faculty CVs

Consultation Process

The reviewers met with the Dean, Faculty of Arts and Science; Vice Dean, Undergraduate, UTM; Chairs/Directors of cognate units; junior and senior faculty members; administrative staff; undergraduate students.

Current Review: Findings and Recommendations

1. Undergraduate Program

The reviewers observed the following strengths:

- Overall quality
 - Vibrant, dynamic program that remains unique in North America
 - Laudable, impressive program within the University, especially as the notion of diaspora becomes increasingly important
- Objectives
 - An ideal program for developing a wide range of careers that would serve Toronto and Canada, where knowledge of multiple, changing diasporic communities is essential to understanding broader society
- Curriculum and program delivery
 - Large range of courses available
 - Program has been designed to give students grounding in the core aspects of the study of diaspora and transnationalism, as well as detailed familiarity with two diasporic communities or regions
 - Program structure and curriculum are appropriate to meeting program objectives
 - Students speak highly of DTS courses as well as the range of major and minor courses available
- Quality indicators
 - Impressive ratings by students on evaluations of teaching
- Enrolment
 - Enrolment has grown substantially and is poised to continue to grow
- Students
 - Students are thrilled with the program
- Support
 - Faculty work to promote faculty/student interaction via events and office hours

The reviewers identified the following areas of concern:

- Curriculum and program delivery
 - No current, structured way of engaging in projects with local and community groups, NGOs, government, and public and private sector organizations
 - The number of cross-listed courses has tripled between 2005-06 and 2013-14, diluting the specificity of the program and its objectives
 - Students do not always have access to all courses hosted by other departments, where seats are first reserved for majors
- Support
 - Increasingly difficult for students to access busy faculty

- Physical resources
 - Welcome area seems underutilized

The reviewers made the following recommendations:

- Objectives
 - Expose students to specific careers and post-graduate positions to help professionalize the program and maximize outcomes
- Admissions requirements
 - If the faculty complement remains at its current size, consider introducing admissions requirements to limit program enrolment, though complement and program expansion is preferable
- Curriculum and program delivery
 - Add a new third-year course (focused on community service-learning) to bring continuity between years 2 and 4 and create stronger identification for students with the program
 - Consider the principles under which courses are cross-listed and make certain those courses fit program objectives
 - Create additional opportunities for learning beyond the classroom
- Support
 - Modest expansion of the complement would make faculty better able to meet with students
- Outreach/promotion
 - Develop a plan for student recruitment and reconsider recruitment strategy to focus on University (as opposed to high-school) students, encouraging them to take DTS 200 and then continue with the program
- Physical resources
 - Retrofit existing welcome space to give students a place to gather

2. Faculty/Research

The reviewers observed the following strengths:

- Research
 - Substantial research achievements of individual core faculty, comparable or surpassing their national and internal peers
 - Important recent publication from director and faculty collaborators

The reviewers identified the following areas of concern:

- Overall quality
 - Though the Centre is doing an admirable job of teaching undergraduates, it is not achieving its full potential as an interdisciplinary research centre
- Research

- Staffing and financial shortfalls have led to declines in conferences, events and talks sponsored by the Centre
- Faculty
 - The large number of courses diminishes the amount of time faculty can contribute to administration and student involvement

The reviewers made the following recommendations:

- Research
 - Create more opportunities for undergraduates to be involved in faculty research
- Faculty
 - Add a teaching stream appointment in Gender and Transnationalism as a first priority (co-appointment with Women and Gender Studies Institute) and an appointment in African Diaspora (co-appointment with the Department of History)

3. Administration

The reviewers observed the following strengths:

- Organizational and financial structure
 - Faculty and staff have been going above and beyond in meeting students' needs and in ensuring the visibility of the program
 - Appropriate organizational and financial structure
 - Positive, important addition of undergraduate program coordinator
- Planning/vision
 - Already-successful program requires relatively small programmatic and complement changes to make it vibrant and strong in the long term

The reviewers identified the following areas of concern:

- Relationships
 - Could do more to increase relationships with other universities
 - Lack of extensive and ongoing connections with individuals and organizations in Toronto
- Organizational and financial structure
 - Program has outgrown the faculty and staff complements assigned to it
 - Current director has taken a voluntary overload to support the program
 - Single staff member has a wide range of responsibilities in supporting the program, including teaching
 - Difficult to manage successful programs at all three campuses; would require substantially more resources to maintain current structure

The reviewers made the following recommendations:

- Relationships
 - Build stronger relationships within the local community to benefit undergraduates
- Organizational and financial structure
 - Appoint a director whose load is fully in the program
 - Add an additional half-time administrative position to support the faculty and current staff member
 - Add human and financial resources to help the program realize its high potential, engage in new forms of recruitment, and grow in its outreach to the community
- Planning/vision
 - Re-examine tricampus nature of the program and consider closing UTM program, given the relatively high amount of resources required to service few students
 - Engage in a discussion across the Faculty of Arts & Science about the practice of building programs around courses offered by existing units

Administrative response—appended

2 March 2016

Professor Sioban Nelson
Vice-Provost Academic Programs
University of Toronto

Re: Review of the Diaspora and Transnational Studies undergraduate program

Dear Sioban,

Along with the faculty, staff and students of the Centre for Diaspora and Transnational Studies (CDTS), I am thankful to the external reviewers for their assessment of its undergraduate programs, which include Diaspora and Transnational Studies, Hons. B.A. (major, minor).

The external review committee praised the Diaspora and Transnational Studies undergraduate program as “a dynamic one that remains unique in the North America academy”. The reviewers identified the quality of the program as a product of the efforts of the faculty and staff who have contributed to a program which offers “scholars an opportunity to articulate and communicate research programs and theoretical perspectives with those who share their passions”. They continued their praise for a program which brings together “knowledge of multiple, ever-changing diasporic communities” to better understand the current world and its societies.

The quality of this program notwithstanding, the review report raises a number of issues and challenges. As per your letter dated November 30, 2015, we are writing to address the areas of the review report that you identify as key. The response to these items is separated into short- (6 months) / intermediate- (1 – 2 years) / long- (3-5 years) term action items for the Program, where appropriate.

Curriculum & Program Delivery

• *The reviewers noted the substantial number of cross-listed courses, and encouraged reflection on the impact of this structure on the clarity of the program’s learning objectives. They also recommended the program consider adding a service learning course in the third year to add continuity between years two and four.*

The Diaspora and Transnational Studies program is an interdisciplinary program offering its students flexibility and breadth in course selection, a distinguishing factor the reviewers themselves agree is a main attraction for undergraduate students. The numerous cross-listed courses are intended to give students the ability to draw from both the social science and humanities courses offerings needed to satisfy the requirements for gaining a major or minor in the program.

Intermediate-term response:

- The program has provided students with core courses in 2nd, 3rd, and 4th year taught by CDTS faculty which anchor a unified experience for those enrolled in the major and minor programs. The Program will consider the reviewers’ recommendation that a service learning course in third year should be considered and will be reviewing, in consultation with the Dean’s Office, the implications to the program.

- *The reviewers encouraged the program to gather information on the accomplishments of its graduates in order that students might better understand the range of careers and opportunities open to them on completion of the program.*

The program appreciates the reviewers recommendation that it begin to gather data on the accomplishments of its graduate students as this will better identify for prospective and current students what prospects are available to them.

Short-to-intermediate response:

- CDTS will maintain a mailing list of all students (current and graduates) to conserve relations and request information on their achievements after graduation. The Program hopes that graduates will welcome the opportunity to return to speak to current students about their experiences, both within the program and in their work environments. The Centre will also dedicate a section of their website to highlighting alumni relations.

Relationships

- *The reviewers drew attention to a number of ways in which better connections might help the program address the barriers students have to taking courses in other departments, engage faculty from other units, increase the number of experiential learning opportunities, and improve the Centre's research profile.*

The CDTS and the Faculty of Arts and Science (FAS) Dean's Office are aware of the limitations placed on CDTS students due to the interdisciplinary nature of the program. Other Departments and faculty within these units are responsible to students enrolled in their programs. The volume of cross-listed courses was one mechanism to help alleviate pressures on students enrolling in courses and engaging with faculty outside of the CDTS.

Intermediate-to-Long-Term response:

- The CDTS and the FAS Dean's Office will work together to review current agreements with units cross-listing courses and firming up these relationships to better assist CDTS students with their academic and experiential learning opportunities.

Resources and Planning:

- *The reviewers expressed concern about the resource-intensive nature of the tri-campus undergraduate program, and encouraged the closure of the UTM offering given the relatively few students it serves.*

Programs with a tri-campus nature share numerous challenges, but these are programs valued by both parties as they provide students with unique research and learning opportunities.

Intermediate response:

- The FAS Dean's Office will meet with the Director of the CDTS and members of the UTM program to evaluate its current status and review arrangements currently in place.

• *The reviewers noted the efforts that program staff and faculty put into supporting the student experience, and they suggested that the physical space for the program could be better utilized to this end.*


The CDTS supports its students through various experiences such as conferences, study abroad and sponsorship for participation in nation-wide competitions which are not space dependent, but also welcome students to the Jackman Humanities Building to hold meetings, get-togethers or simply to spend time at the Centre.

Intermediate response:

- The Director and the FAS Dean's Office will review the current space of the Centre to determine what is needed to make the CDTS space more welcoming to its students.

To conclude, I appreciate external reviewers' assessment of the Centre's strengths and challenges. I am committed to reviewing the recommendations as outlined above with the goal of maintaining and improving the student learning experience.

Sincerely,

A handwritten signature in black ink that reads "David Cameron". The signature is written in a cursive, slightly slanted style.

David Cameron,
Dean and Professor of Political Science
Faculty of Arts and Science

cc. Ato Quayson, Director, Centre for Diaspora and Transnational Studies

UTQAP Review Summary

Programs(s) Reviewed:	History of Art, B.A. (Hons.): Spec, Maj, Min History of Art, M.A., Ph.D.
Division/Unit Reviewed:	Department of the History of Art
Commissioning Officer:	Dean, Faculty of Arts & Science
Reviewers (Name, Affiliation):	<ol style="list-style-type: none">1. Dr. Frederick Asher, Professor Emeritus, Department of Art History, University of Minnesota2. Dr. Jeffrey Chipps Smith, Kay Fortson Chair in European Art, Department of Art and Art History, University of Texas, Austin3. Dr. Dietrich Neumann, Professor of History of Art and Architecture, Professor of Urban Studies, Professor of Italian Studies, Director of Urban Studies, Dept. of the History of Art and Architecture, Brown University
Date of Review Visit:	October 20-21, 2015

Previous Review

Date: April 2004

Summary of Findings and Recommendations

1. Undergraduate Programs

B.A., Fine Art (History of Art): Spec, Maj, Min; B.A., Visual Studies: Spec, Maj, Min

The reviewers made the following recommendations:

- Engage in systematic discussion of the undergraduate curriculum
- Consider whether to refocus the Specialist programs on interdisciplinarity

2. Graduate Programs

M.A., Ph.D., History of Art; Master of Visual Studies

The reviewers observed the following strengths:

- High quality program and impressive placement of Ph.D. graduates

The reviewers made the following recommendations:

- Augment Ph.D. funding to enable the department to compete internationally for the best students and perhaps permit student to do less TA work and more research
- Develop Master's program in curatorial studies

Faculty/Research

The reviewers observed the following strengths:

- Impressive faculty

The reviewers made the following recommendations:

- Increase team-teaching

Administration

The reviewers observed the following strengths:

- Leading art department in Canada
- Impressive cooperation between the art history and visual studies program

The reviewers made the following recommendations:

- Stabilize and consolidate departmental space, including the library, in the planned renovations to 1 Spadina Crescent
- Re-examine digital imaging system
- Employ a resident IT technical, given the current and increasing emphasis on digital technology
- Increase administrative staff support

Last OCGS review(s) date(s): **2006/07**

Current Review: Documentation and Consultation

Documentation Provided to Reviewers

Self-Study; Terms of Reference; faculty CVs

Consultation Process

The reviewers met with the Dean, Faculty of Arts and Science; Chairs/Directors of cognate units; junior and senior faculty members; administrative staff; undergraduate and graduate students.

Current Review: Findings and Recommendations

1. Undergraduate Program

The reviewers observed the following strengths:

- Overall quality
 - Remarkably successful undergraduate program
- Objectives
 - Covers a broad range of artistic fields and epochs
- Curriculum and program delivery
 - Innovative teaching techniques supported by an ATLAS grant
 - Historical strengths in European and American art have been enhanced with more offerings in non-western/global art
- Quality indicators
 - Art History courses rated consistently above the average for all U of T courses
 - High level of satisfaction with upper level courses
- Enrolment
 - Enrolments are among the highest in all of North America
- Students
 - Unique undergraduate conference organized by students each year
 - Students generally happy with their department and overall opportunities for involvement
- Support
 - Students consider faculty open and approachable

The reviewers identified the following areas of concern:

- Curriculum and program delivery

- Architecture is underrepresented in course offerings, even with a search underway in modern architecture
- Undergraduate students would like more study abroad opportunities, internships, and research experience with faculty
- Lack of discussion sections a notable difference from other art history programs, especially given large class sizes in 100-300 level classes
- Upper level courses not always offered on a regular basis
- Art history methodology course appears too early in the program
- Assessment of learning
 - Lack of clarity around course evaluations
- Support
 - Not always easy for students to reach faculty
 - Students would like more contact with regular faculty
 - Many students receive advising from their colleges, rather than the department, resulting in less discipline-specific information given to students

The reviewers made the following recommendations:

- Curriculum and program delivery
 - Develop experiential learning, research, and international opportunities, and improve communication about these options
 - Consider having undergraduates teach discussion sections
 - Add more architecture offerings; further develop the relationship with the architecture scholars in the Daniels Faculty
 - Consider adding Latin American art
 - Move the art history methodology course to the second or third year
- Assessment of learning
 - Employ discipline-specific course evaluations
- Support
 - Utilize the new website to improve communication with students
 - Enable more frequent consultation between the undergraduate advisor and the college liaisons

2. Graduate Program

The reviewers observed the following strengths:

- Overall quality
 - Ph.D. program is comparable to outstanding programs at the very best universities
 - Graduate program is considered the best in Canada

- Admissions requirements
 - Reasonable requirements
 - Highly selective acceptance rate to the Ph.D. program
 - Effective admissions committee process
- Curriculum and program delivery
 - Very close to encyclopedic coverage
- Quality indicators
 - Graduates employed at numerous museums and universities in North America, Europe, Israel
 - Exceptional time-to-completion of five years for Ph.D. students
- Student funding
 - Impressive number of students receive funding from non-University sources

The reviewers identified the following areas of concern:

- Curriculum and program delivery
 - Little opportunity for graduate students to gain meaningful experience beyond the classroom
 - Issues with the M.A. Program
 - Little close mentoring from a faculty member in students' areas of specialization
 - Unfunded, perhaps contributing to less selective admissions
 - No thesis required, no comprehensive exam, no theory and methods course
 - Distribution requirements prevent students from focusing
 - One-year program previously had been two years, resulting in students racing through their coursework
 - Lack of community among M.A. students
 - M.A. students alienated from Ph.D. students
 - Appears to be an extension of the undergraduate program
- Students
 - Very negative results to unscientific survey of graduate student satisfaction
 - Lack of cohesion due to some faculty members having primary affiliation to a college or research centre rather than the department
 - Low graduate student participation in departmental events
 - Ph.D. students would benefit from better communication and a more transparent policy about teaching opportunities and assignments
- Student funding
 - Funding structure for Ph.D. students could be improved to better reflect their trajectories through the program

The reviewers made the following recommendations:

- Curriculum and program delivery
 - Identify and build upon areas of strength to make the program more attractive
 - Develop a better relationship between the M.A. and the Ph.D. to create a cohesive graduate program, rather than two very distinctive programs
 - Consider assigning a faculty mentor to each student in the M.A. program
 - Provide greater flexibility within the M.A. program, including the ability to concentrate in an area
- Assessment of learning
 - Consider adding some of the assessment methods used in the Ph.D. program (methods course, comprehensive exam)
- Students
 - Provide independent teaching opportunities for graduate students
 - Survey students to better understand factors that are impacting morale
- Student funding
 - Consider extending departmental funding for Ph.D. students who secure extramural funding and to accommodate the time required to gain language proficiency

3. Faculty/Research

The reviewers observed the following strengths:

- Overall quality
 - First-rate, very productive, internationally-recognized faculty
- Research
 - Research productivity compares well with that of peer faculty in leading North American and European research universities
 - Faculty represent the highest standard for Canadian universities
 - Graduate students collaborate with advisors in the creation of conferences and symposia and accompany faculty in conducting research abroad

The reviewers identified the following areas of concern:

- Faculty
 - Inherent lack of cohesion among the complement, partially due to tri-campus issues and faculty offices located in various places
 - Many faculty members feel that their primary allegiance is to a college or research centre rather than to the department

4. Administration

The reviewers observed the following strengths:

- Relationships
 - Fruitful collaboration with the Royal Ontario Museum
- Organizational and financial structure
 - Appropriate structure within the framework of the University
 - Delightful library, which serves as the de facto center of departmental life

The reviewers identified the following areas of concern:

- Relationships
 - Underdeveloped relationship with the Daniels Faculty
- Organizational and financial structure
 - Physical space needs a thorough renovation
 - One seminar room lacks proper circulation
 - “Deplorable” lack of a dedicated lecture room
 - Graduate student lounge needs sprucing up
 - Many offices are inadequate
 - Some webpages have not been updated in several years
- Planning/vision
 - Some faculty felt that the search for the next department chair was not adequately consultative

The reviewers made the following recommendations:

- Relationships
 - Further develop the relationship with the Daniels Faculty to benefit the student experience and broaden courses available
 - Explore collaborations with institutions such as the Art Gallery of Ontario and the National Gallery of Canada
- Organizational and financial structure
 - Consider having a three-year assignment for the Director of Graduate Study to give students more stability and continuity
 - Consistently maintain the website to provide key information and build a sense of community
 - Make efforts to utilize the talents of UTM and UTSC faculty in the administration of the department
 - Explore ways to improve the space for program delivery, such as adding a dedicated classroom equipped with a high-end digital projector and repurposing the slide office
 - Continue to support the library in its current location, and dedicate more space to it in future renovation
- Planning/vision
 - With assistance from the College, raise funds for graduate students to make the department more competitive than it is already

- Ensure that faculty feel fully invested and involved in the selection of the next chair
- Reconsider the plans to hire a Tibetan scholar and broaden the search to bridge current departmental strengths

Administrative response—appended



2 March 2016

Professor Sioban Nelson
Vice-Provost Academic Programs
University of Toronto

Re: Review of the Department of the History of Art and its undergraduate and graduate programs

Dear Sioban,

Along with the faculty, staff and students of the Department of the History of Art, I am grateful to the external reviewers for their assessment of its undergraduate and graduate programs, which include the History of Art, Hons. B.A. (specialist, major, minor) and History of Art (M.A., Ph.D.).

The external review committee praised the Department as a unit that has “first-rate faculty, who are very productive and internationally recognized”. The Department of the History of Art is “among the highest among all Art History departments in North America” and continues to attract high numbers of both undergraduate and graduate students to their programs.

The quality of this program notwithstanding, the review report raises a number of issues and challenges. As per your letter dated February 25, 2016, we are writing to address the areas of the review report that you identify as key. The response to these items is separated into short- (6 months) / intermediate- (1 – 2 years) / long- (3-5 years) term action items for the Program, where appropriate.

Curriculum & Program Delivery

- *The reviewers emphasized the need to develop experiential learning, international, and research opportunities for both graduate and undergraduate students.*

The Department is aware of the importance of experiential learning and research opportunities to a student’s academic experience and has already begun to address these concerns. The Department has done well to provide graduate students with opportunities outside the classroom. Graduate students have participated in international conferences for professional associations such as the Universities Art Association of Canada, Society of Architectural Historians, American Archaeological Association, International Medieval Congress and Renaissance Society of America, amongst others.

Short-to-Intermediate-term response:

- The Department has started to liaise with the Centre for International Experience to create an information session tailored to the concerns of art history undergraduates. This session will include the participation of the Department’s undergraduate coordinator.

Intermediate-to-Long-term response:

- The Department recognizes that experiential learning and internships are increasingly important for students who are aiming for careers in art institutions, such as museums, galleries, auction houses and heritage sites. The Department currently has an informal student-directed internship process where students seek out opportunities by consulting with faculty. The Department has started discussions with various institutions such as the Royal Ontario Museum to formalize relationships in the hopes of creating internships for students. The Art Gallery of Ontario is hesitant to formalize internship opportunities but the Department will continue to work to secure a more formal model with the AGO and other potential institutions.
- The Department will communicate to graduate students opportunities that are currently available to them, while also discussing potential new experiential learning and research opportunities.

• *The reviewers made a number of observations about the quality, structure, and delivery of the M.A. program. Please address these issues in light of the current scope and intent of the program.*

The History of Art M.A. is an intensive coursework-based program that was conceived to give students the tools to study across distributed areas, so they may build up a broad background.

Intermediate-to-Long-Term Response:

- The Chair will consult with faculty and students to discuss the current structure and delivery of the program with the aim of revising the curriculum and program requirements, as necessary.

Students:

• *The reviewers observed that there could be better coordination of advising and support for undergraduate students between the colleges and the department.*

The advising and supporting of undergraduate students is a priority for the Faculty of Arts and Science (FAS) and for the Department. Challenges exist with any relationship where a student receives support from two separate offices.

Intermediate-to-Long-Term Response:

- The Undergraduate Office, in consultation with the Chair and the Colleges, will review the current access afforded students seeking advice from the Department to better align them with the expectations of the students.

• *The reviewers recommended fostering more of a sense of community and increasing communication with graduate students to address issues of morale, improve camaraderie between M.A. and Ph.D. programs, and ensure participation in events and teaching opportunities.*

Intermediate response:

- The Department will consult with faculty, staff and graduate students to review the current communication processes and prepare a plan on how to improve communication with students on departmental matters that concern them.

- Opportunities for improving student morale and improvement of camaraderie will be addressed by the department through the introduction of peer mentoring (the matching of an M.A. student with a Ph.D. student).
- *The reviewers encouraged revisiting the funding structure for Ph.D. students to better reflect students' trajectories through the program.*

Intermediate-term response:

- The Department, with the guidance of the FAS Dean's Office, will review the current funding structure to better understand if changes can be made to better assist students as they progress through the program.

Resources and Planning:

- *The reviewers emphasized the need for improved facilities to better support program delivery.*

Short-to-Intermediate term response:

- The Department is working with the Office of Infrastructure Planning to present options that will improve the current space.

To conclude, I thank the external reviewers for their assessment of the Department's strengths and challenges. I am committed to implementing the recommendations as outlined above with the goal of maintaining and improving the student learning experience.

Sincerely,



David Cameron,
Dean and Professor of Political Science
Faculty of Arts and Science

cc. Elizabeth Legge, Chair, Department of the History of Art

UTQAP Review Summary

Programs(s) Reviewed:	International Relations, B.A. (Hons.): Spec, Maj
Division/Unit Offering Program:	Trinity College, Faculty of Arts & Science
Commissioning Officer:	Dean, Faculty of Arts & Science
Reviewers (Name, Affiliation):	1. Prof. Nick Cullather, Ph.D., School of Global and International Studies, Department of History, Indiana University 2. Prof. Eric Helleiner, Ph.D., Faculty of Arts Chair in International Political Economy, Department of Political Science, University of Waterloo
Date of Review Visit:	October 8 – 9, 2015

Previous Review

Date: March 2005

Summary of Findings and Recommendations

1. Undergraduate Programs

The reviewers observed the following strengths:

- Very strong programs with unique involvement of three departments
- Ability to attract very strong students

2. Graduate Programs (n/a)

3. Faculty/Research

The reviewers made the following recommendations:

- Give a small number of core faculty Trinity/department cross-appointments to provide the programs with greater stability in its teaching resources

4. Administration

The reviewers observed the following strengths:

- Strong sense of community shared by faculty, staff, and students

The reviewers made the following recommendations:

- Encourage Arts & Science to appoint a representative to the governing body for the program and to support visiting speakers and ancillary student activities
- Explore opportunities for further collaboration with the Peace and Conflict Studies program and the MA in International Relations program

Last OCGS review(s) date(s): n/a

Current Review: Documentation and Consultation

Documentation Provided to Reviewers

Self-Study; Terms of Reference; faculty CVs

Consultation Process

The reviewers met with the Dean, Faculty of Arts and Science; Dean of Arts, Trinity College; Provost, Trinity College; Director, Munk School of Global Affairs; Chairs/Directors of cognate units; junior and senior faculty members; administrative staff; and undergraduate students.

Current Review: Findings and Recommendations

1. Undergraduate Program

The reviewers observed the following strengths:

- Overall quality
 - Attracts an elite cohort of students
 - Very highly valued by Trinity and the Faculty of Arts & Science
- Curriculum and program delivery
 - Distinctive curriculum built around three strong disciplines: political science, history, and economics
 - Tri-disciplinary model is a great strength and should be preserved
- Assessment of learning
 - Methods for evaluation are in line with FAS standards and goals
- Quality indicators

- A number of indicators point to a high quality of educational experience and teaching
- Student evaluations of courses are well above the FAS average
- Produces some of the most successful social sciences graduates at the university
 - Good post-graduation employment across the private sector, public sector and academia
- The majority of students are involved in some kind of learning beyond the classroom (only 16% are not)
- Enrolment
 - General satisfaction with program size

The reviewers identified the following areas of concern:

- Overall quality
 - Gap between the program's reputation and its reality
 - Program's structure is tenuous at best; rests on a set of collaborative relationships that either no longer function or are unsustainable
- Objectives
 - Priorities articulated in the 2011-12 internal review have only been addressed in very partial ways, though priorities continue to remain very important
- Quality indicators
 - Students would like more professional experiences and internships
- Support
 - Support more strongly felt by Trinity students than by other students in the program

The reviewers made the following recommendations:

- Overall quality
 - Engage in comprehensive reform to maintain and strengthen the program
- Admissions requirements
 - Consider whether the Major should require an introductory modern language course, as the Specialist does
- Curriculum and program delivery
 - Review 300 and 400 level course offerings and offer more choice
 - Consider inclusion of more courses offered by departments beyond the three core departments to widen offerings for students
 - Eliminate the rigidity of the required courses; encourage more of the required courses to be H courses
 - Better integrate core economics courses with program goals

- Include more practitioners as teachers
- Offer more experiential learning opportunities and internships for students
- Support
 - Reposition Trinity support for the program as clearly offered to all students

2. Graduate Program

n/a

3. Faculty/Research

The reviewers observed the following strengths:

- Research
 - Interesting research opportunities available to students

The reviewers identified the following areas of concern:

- Faculty
 - No tenure stream faculty
 - Heavy reliance on sessional instructors
 - Sessional instructors are often less available outside of the classroom
 - Limited student exposure to research-intensive faculty
 - Director has a CLTA appointment and is the program's only dedicated faculty member

The reviewers made the following recommendations:

- Faculty
 - Increase the proportion of courses taught by tenured or tenure-track faculty who understand the specific needs of the program

4. Administration

The reviewers observed the following strengths:

- Relationships
 - Positive collaboration between Trinity's Graham Centre and the Munk School
- Reputation/profile
 - Very good profile in Canada and beyond

The reviewers identified the following areas of concern:

- Relationships
 - Complicated relationship with the Munk School
 - Unclear whether external audiences distinguish between the activities of the Munk School and the IR program
 - Program is very dependent upon its relationships with the three core departments of Economics, History, and Political Science
 - Changing departmental priorities have made it more difficult to create or maintain program-specific courses
- Organizational and financial structure
 - Director does not have a tenured/tenure-track appointment
 - Program is in need of serious financial support
 - Unrealized opportunities for fundraising that could be centred around the program itself

The reviewers made the following recommendations:

- Relationships
 - Restore and reinvigorate the participation of the three core departments
 - Clarify the program's relationship to the Munk School, especially in relation to the Peace, Conflict and Justice program
 - Explore opportunities and collaboration with the Munk School and
- Organizational and financial structure
 - Establish a sustainable leadership structure
 - Reengage the three primary departments in a conversation about the structure and future for the program

Administrative response—appended



2 March 2016

Professor Sioban Nelson
Vice-Provost Academic Programs
University of Toronto

Re: Review of the International Relations undergraduate program

Dear Sioban,

Along with the faculty, staff and students of the International Relations Program, I am grateful to the external reviewers for their assessment of its undergraduate programs, which include International Relations, Hons. B.A. (specialist, major).

The external review committee acknowledged the Program's ability to attract "an elite cohort of students to a distinctive and interdisciplinary set of course offerings". The reviewers continue their praise of the Program as "an elite program...that produces some of the most successful graduates in the social sciences at the University". The Faculty of Arts and Science (FAS) and Trinity College, which hosts the Program, share in the reviewers' adoration of the Program.

The quality of this program notwithstanding, the review report raises a number of issues and challenges. As per your letter dated February 26, 2016, we are writing to address the areas of the review report that you identify as key. The response to these items is separated into short- (6 months) / intermediate- (1 – 2 years) / long- (3-5 years) term action items for the Program, where appropriate.

Curriculum & Program Delivery

• *While the program has distinctive strengths, the reviewers noted that there is a gap between the program's reputation and its reality. They recommended curriculum improvements, including creating more flexible requirements, reviewing upper level offerings, and offering more courses from other cognate departments.*

Those involved with the International Program are aware of the challenges faced to maintain such an elite program. The complexity of these challenges is underscored by the various relationships required to sustain the curriculum.

Intermediate-term response:

- The Program Director will consult with the FAS Dean's Office and the heads of the three departments associated with the Program (Economics, History, and Political Science), with the aim of preparing a strategic plan that may address the rigidity in course requirements.
- The curriculum renewal process will consider several options to improve program delivery, such as introducing streams, for greater flexibility.
- The Program Director will identify potential research opportunities with an understanding of resource implications.

Intermediate-to-Long-term response:

- Following a review of the curriculum and guided by the strategic plan, the Program Director will begin implementing program changes, with the possibility of bringing these forward for governance approval in the 2017-18 academic year.

Resources and Planning:

• *The reviewers expressed concern that the program has no tenure-stream faculty and relies heavily on sessional instructors. The reviewers strongly encouraged the establishment of a sustainable leadership structure and stressed the importance of re-engaging the three main departments in the program.*

Intermediate Response:

- The FAS Dean's Office, in consultation with Trinity College, will review the current leadership structure with the aim of establishing a sustainable directorship.

Long-Term response:

- The FAS Dean's Office and the Program Director will consult with the heads of the three department units to review current teaching agreements and reaffirm their commitments to the International Relations (IR) Program as a way of decreasing the Program's reliance on sessional instructors.
- *The reviewers noted that, while the program's connection to Trinity is a major asset of the program, this benefit was felt more strongly by Trinity students than the other students in the program; they recommended repositioning Trinity support for the program as clearly offered to all students.*


Trinity College is a strong proponent of the IR program and will ensure all students enrolled in the Program receive the same support irrespective of their college affiliation.

Intermediate response:

- Trinity College will clarify the messaging around the program to all FAS students enrolled in the IR program concerning support and opportunities for engagement available to all students. This will include revising the IR program web pages and reviewing and revising the structure of the course union leadership, as necessary.

To conclude, I appreciate external reviewers' assessment of the Program's strengths and challenges. I am committed to implementing the recommendations as outlined above with the goal of maintaining and improving the student learning experience.

Sincerely,



David Cameron,
Dean and Professor of Political Science
Faculty of Arts and Science

cc. Michael Ratcliffe, Dean of Arts, Trinity College
Mairi MacDonald, Director, International Relations Program

UTQAP Review Summary

Program Reviewed	Urban Studies, B.A. (Hons.): Spec, Maj, Min
Division/Unit Offering Program:	Innis College, Faculty of Arts and Science
Commissioning Officer:	Dean, Faculty of Arts & Science
Reviewers (Name, Affiliation):	<ol style="list-style-type: none">1. Professor Meg Holden, Department of Urban Studies and Geography, Simon Fraser University2. Professor Michael Leaf, School of Community and Regional Planning, University of British Columbia
Date of Review Visit:	February 26-27, 2015

Previous Review

Date: March 2005 (with Innis College)

Summary of Findings and Recommendations

1. Undergraduate Programs

The reviewers observed the following strengths:

- Program combines interdisciplinary studies with field work
- Cornerstone of field work is the internship program, which places students in political or government offices

2. Administration

The reviewers made the following recommendations:

- Stabilize funding
- Raise the profile of the program within the University

Last OCGS review(s) date(s): n/a

Current Review: Documentation and Consultation

Documentation Provided to Reviewers

Self-Study; Terms of Reference; faculty CVs.

Consultation Process

The reviewers met with the Dean, Faculty of Arts and Science; Principal, Innis College; Chairs of cognate units; junior and senior faculty members; administrative staff; undergraduate students.

Current Review: Findings and Recommendations

1. Undergraduate Program

The reviewers observed the following strengths:

- Objectives
 - Innovative, interdisciplinary program with emphasis on experiential learning
 - Students develop a sense of social and ethical responsibility
 - Longstanding incorporation of service learning
 - Strong evidence of pedagogical innovation and coherence in the highly individualized, personable, approach designed and carried out within the Program
- Admissions requirements
 - Demand and limited spaces have made the admissions increasingly selective
- Curriculum and program delivery
 - Small, intimate program benefits from the college environment while still being able to draw upon a diversity of courses offered in at least eight different departments within FAS
 - Emphasis on multidisciplinary breadth is expanded further by students' multiple major and minor choices
 - Experiential curriculum involves internship placements and service learning, thereby connecting the program directly to community groups in the city
 - Service learning module in the program's introductory course (INI235Y) and year-long internship placements in the final-year course (INI 437Y)
 - Experiential learning partners have expanded to include key actors across the for profit, non-profit, media and philanthropic sectors, beyond the City of Toronto

- Second year survey course, INI235Y, could increase capacity
- Courses offered by Innis College connect urban studies with writing and rhetoric
- Prerequisites prepare potential students with many of the basic conceptual tools used in the field
- Numerous field trips and international field opportunities
- Quality indicators
 - Range of comparator programs
- Enrolment
 - Enrolments have quadrupled under current leadership
- Students
 - Major events hosted for students, including student conference, Talking About Cities, in 2013, and a showcase of projects regularly produced at the end of INI235Y
 - Students are offered additional opportunities to attend public lectures hosted or co-hosted by the program and to attend pre-lecture receptions
 - Students come from a variety of disciplinary backgrounds
- Support
 - High-demand mentorship program offered by Innis College pairs 50 current students with voluntary mentors from among alumni and select others in urban professions throughout Toronto
 - Builds and maintains effective program links with the professional urbanist community and may serve as a bridge for new graduates
 - Students develop professional and job-seeking skills, including the essential “new” skill of professional/social networking

The reviewers identified the following areas of concern:

- Curriculum and program delivery
 - Difficulty accessing courses in other departments, especially transportation planning courses
 - Wide array of courses may mean that students’ trajectories may be unfocused
- Quality indicators
 - Fluctuation in course evaluations during the period when one of the core faculty members was on leave
- Enrolment
 - Concern about the implications of future growth; larger version of the program would risk losing its personalized nature and could be perceived as in competition with the Department of Geography and Planning and other cognate units

The reviewers made the following recommendations:

- Curriculum and program delivery

- Consider offering the Geography-Urban joint courses more regularly as a full suite, providing greater opportunities for cohesion among Urban Studies students
- Periodically reinforce the intent of agreements with social science departments so that students continue to have access to urban-themed courses in cognate disciplines
- Establish links with units outside FAS, such as Architecture and Engineering
- Include a course in ecology as a prerequisite to further emphasized the value of an ecological or bio-physical perspective in the analysis of urbanization
- Quality indicators
 - Change method of collection for course evaluations and add disciplinary-specific questions
- Enrolment
 - Do not expand the program too quickly; program works well now and derives much of its quality from being small

2. Graduate Program

n/a

3. Faculty/Research

The reviewers observed the following strengths:

- Research
 - Active in research and in securing opportunities for Urban Studies students get involved in faculty-led research projects
- Faculty
 - Responsive and accessible to students, providing great service to the program and the University

The reviewers made the following recommendations:

- Faculty
 - Add an urban professional to the complement to increase practical and professional course offerings

4. Administration

The reviewers observed the following strengths:

- Relationships
 - Program enjoys a complementary relationship with the much larger undergraduate programs in Department of Geography and Planning

- Innis College provides interdisciplinary, student-centred education and student life
- Program directly contributes to the President’s priority of strengthening the relationship between the University and the City of Toronto
- Program regularly hosts and convenes numerous high-profile events for students, the university community, and the community at large
- Organizational and financial structure
 - Space is adequate to support program

The reviewers made the following recommendations:

- Relationships
 - Continue to maintain, update, and expand on relationships that support the program
- Planning/vision
 - Many opportunities for new programmatic directions and partnerships
 - Explore the establishment of a cross-campus network of urban researchers and scholars, helping to focus U of T’s particular strengths in urban studies

Administrative response—appended

2 March 2016

Professor Sioban Nelson
Vice-Provost Academic Programs
University of Toronto

Re: Review of the Urban Studies undergraduate program

Dear Sioban,

Along with the faculty, staff and students of the Urban Studies program, I am thankful to the external reviewers for their assessment of its undergraduate program, which includes Urban Studies, Hons. B.A. (specialist, major, minor).

The external review committee noted that the Program has “long been seen as an innovative teaching program due both to its intrinsic interdisciplinarity and to its emphasis on experiential learning”. The reviewers provided a thoughtful and favourable assessment of the program, highlighting its many positive attributes.

The quality of this program notwithstanding, the review report raises a number of issues and challenges. As per your letter dated March 1, 2016, we are writing to address the areas of the review report that you identify as key. The response to these items is separated into short- (6 months) / intermediate- (1 – 2 years) / long- (3-5 years) term action items for the Program, where appropriate.

Curriculum & Program Delivery

• *One of the hallmarks of the program is its interdisciplinary approach. The reviewers noted, however, that the program runs the risk of having too many curricular options from which students can choose.*

The reviewers properly recognized that the interdisciplinary nature of Urban Studies dictates an approach to the program delivery that depends upon course offerings from other academic units.

Intermediate-term response:

- The program’s range of courses is satisfying to students as this provides some flexibility to completing their studies. The Program Director will review the course offerings with the aim of choosing courses that will complement a student’s learning of urban studies as taught at UofT.
- *The program relies upon connections with cognate units to deliver the curriculum. The reviewers recommend engaging with these units to ensure students have access to the courses that they need.*

The program benefitted greatly from the extremely able leadership of the previous director. The program experienced sustained growth, a clarity of vision, and a keen sense of collegiality with the program’s instructors and those teaching in cognate units. The program has enjoyed mutually beneficial arrangements with the Department of Geography and Planning for numerous years.

Short-to-Intermediate-term response:

- The Program Director will continue to engage with the units who share strong relationships with the program to review the current access of Urban Studies students to courses outside the program and to formalize these arrangements, ensuring Urban Studies students have priority access to courses in cognate units.
- The Program Director will reach out to other FAS units that may be compatible partners for future arrangements such as the School of Public Policy and Governance and the Department of Political Science.

• *The reviewers encouraged the development of relationships with relevant units outside of Arts & Science, such as Architecture and Engineering, to further enhance the student experience.*

The Program Director appreciates the reviewers' recommendation to develop relationships outside of Arts & Science as a way of enhancing student learning and research opportunities

Intermediate response:

- The Director will consult with the Faculty of Engineering and the Faculty of Architecture to explore opportunities of cross-listed course offerings from faculty whose aims and interests intersect with those of the Urban Studies Program. An excellent overview of the different types of urban-focused research and teaching conducted at the UofT is provided by the Urban Innovation Report, indicating the potential academic partners for the Urban Studies Program.

• *The reviewers made some suggestions about how course evaluations may be better used to assess and enhance the program.*

Short-to-Intermediate-term response:

- The Urban Studies Program will continue to refine program-specific questions on course evaluations and work on meaningful strategies to use student responses as one method among many to improve course effectiveness. An example of this is the pilot project led by the Centre for Teaching Support and Innovation (CTSI), which Professor Roberts is taking part in. He devises procedures to integrate student feedback on an ongoing basis in one of the large-enrolment courses that he teaches (JGI 216). The outcomes of this pilot project can be implemented in other courses.

Faculty

• *The reviewers encouraged consideration of the program's limited faculty resources and other resources required to deliver the high quality experiential learning opportunities that the program is known for.*

The high-quality experiential learning opportunities offered by the Urban Studies Program is considered a hallmark of the program and highly sought after by students.

Intermediate-to-Long-Term response:

- The Director will prepare a strategic plan to be presented to the Faculty of Arts and Science (FAS) Dean's Office providing the resources needed to continue offering the high level of teaching and experiential learning to the Urban Studies students.

Resources and Planning:

- *The reviewers expressed concern about the effect of future program growth on the program's personalized approach, and in terms of perceived competition with other units.*

The program has been embraced by students over the years and has grown substantially from when it first began in 1978. The growth of the program is a testament to the teaching and experiential learning opportunities offered to its students. This growth can also adversely affect the personalized approach the program has created.

Long-term- response:

- The Director, in consultation with the program's core faculty, will review the status of the program and what resources are needed to maintain the quality of the program. The key to the immediate future appears to be carefully managed slow growth
- *Please comment on the long-range planning models proposed by the reviewers and how those might build upon current strengths.*

The reviewers were cognizant of the plans at the University to develop a new University-wide strategic urban initiative and therefore suggested numerous ways in which the Urban Studies Program could augment and/or extend currently existing activities to strengthen further the program and its aims. The reviewers proposed four models and while all have merit, I will focus on the particular aspects that strike us as most workable within the context of the UofT, and that can function best with resources the program is likely to have available.

Model 1: *USP as the secretariat for a portal of urban-themed events.* The suggestion that such an initiative could be run by work-study students seems untenable, both because it is unlikely students could manage a communications effort of this scope, and because the restrictions of the work-study contract militate against it. Nonetheless, USP could look into ways to expand its communications reach and intensify its promotional efforts. This would require more coordination between USP administration and URSSU.

Model 2: *USP maintaining a web-based compendium of urban courses campus-wide.*

Unquestionably, increased coordination of urban-related offerings across campus would facilitate student course selection and allow them to be apprised of new courses being offered. Again, it seems unrealistic to think that such an initiative could be carried out by students; instead, this should be a priority for the next Director.

The other two proposed models focus on the experiential learning dimension of the USP, which the reviewers see as essential to the success of the program, but also recognize as "taking its toll on the limited resources of faculty."

Model 3: *USP employing student or alumni-led networks to manage service learning.* Alumni-led models seem more feasible than those led by students. USP will continue to develop the inroads to the alumni community established through the College's mentorship program, and to foster stronger relationships with the UofT Centre for Community Partnerships.

Model 4: *USP establishes a relationship with a single, larger institution that could take in a large cohort of interns on an ongoing basis.* While this model holds some appeal, as it would reduce the labour entailed in setting up internships, we are not sure that it is either practical or desirable. As the University already has an MOU with the city (the most likely host institution), USP could not make any parallel arrangements. Moreover, such an arrangement would dramatically alter the nature of the current capstone course, providing all students with a functionally similar internship. One of the program's guiding principles--that USP affords a range of possible placement opportunities--would be eliminated by opting for a single host. Nonetheless, as the city develops new partnership proposals, USP should continue to be deeply involved in any such initiatives, and look at other applications.

To conclude, I appreciate the external reviewers' assessment of the Program's strengths and challenges. I am committed to reviewing the recommendations as outlined above with the goal of maintaining and improving the student learning experience.

Sincerely,

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

David Cameron,
Dean and Professor of Political Science
Faculty of Arts and Science

cc. Charlie Keil, Principal, Innis College

UTQAP Review Summary

Programs Reviewed:	Rehabilitation Science (M.Sc., Ph.D.) Speech Language Pathology (M.Sc., Ph.D.)
Division/Unit Reviewed:	Rehabilitation Sciences Institute
Commissioning Officer:	Dean, Faculty of Medicine
Reviewers:	<ol style="list-style-type: none"> 1. Prof. Daniel Bourbonnais, Ph.D., School of Rehabilitation, University of Montreal 2. Prof. Martin Ferguson-Pell, Ph.D., Faculty of Rehabilitation Medicine, University of Alberta 3. Prof. Joy Hammel, Ph.D., Departments of Occupational Therapy & Disability and Human Development, University of Illinois at Chicago
Date of Review Visit:	October 8 – 9, 2015

Previous Review

Date: January 2008 (unit only; with the review of the Dept. of Occupational Science and Occupational Therapy and its programs; OCGS review of Rehabilitation Science programs in 2007)

Summary of Findings and Recommendations

1. Graduate Programs (unit only)

The reviewers observed the following strengths:

- Preparing doctoral students is a priority for faculty
- Students have the opportunity to study in different settings with accomplished scientists

The reviewers identified the following areas of concern:

- Providing funding for graduate students is a challenge, as faculty have to write grants to support students' graduate studies

The reviewers made the following recommendations:

- Consider allowing teaching assistance funds to supplement the stipendiary requirement for the clinical departments.

2. Faculty/Research

The reviewers observed the following strengths:

- Research carry forward the goals of enhancing participation, advancing the science and practice, and diversity and inclusion

3. Administration

The reviewers observed the following strengths:

- Unique and excellent example of interdisciplinary collaboration where linkages with researchers in the Toronto Health and Rehabilitation Systems places the student's learning in the context of service delivery

The reviewers made the following recommendations:

- Explore ways that the Sector of Rehabilitation Sciences can have the level of autonomy that supports the growth of each of the disciplines and fosters relationships with other Faculties in the University

Last OCGS Review(s) Date(s): 2007

Current Review: Documentation and Consultation

Documentation Provided to Reviewers

Terms of Reference; Self-Study Report; Schedule; Dean's Report 2015; Faculty of Medicine Strategic Academic and Research Plans; Previous External Review (as the Graduate Department of Rehabilitation Sciences, reviewed with the Department of Occupational Science and Occupational Therapy, 2008), and Dean's and Chair's Response.

Consultation Process

The reviewers met with the following:

1. Vice-Dean, Graduate and Academic Affairs
2. Cognate Department Chairs
3. Cognate Graduate Program Administrators
4. Collaborative Program Directors
5. Research Session – Vice-Dean, Research and Innovation, Vice-President, Holland Bloorview Kids Rehabilitation Hospital, Chief (Rehabilitation Services) Sunnybrook Health Sciences Centre
6. Graduate Education Academic Administrators
7. Academic Affairs Committee
8. Program and Curricula Committee
9. Communications and Community Relations Committee

10. Student Affairs Committee
11. Faculty Staff Development committee
12. Faculty – Professors, Associate Professors, Assistant Professors
13. Rehabilitation Sciences Institute Administrative Staff
14. MSc/PhD Students
15. Collaborative Program Students

Current Review: Findings and Recommendations

1. Graduate Program

The reviewers observed the following strengths:

- Overall quality
 - High caliber of incoming students
- Objectives
 - Consistent and well-aligned with the mission of the University, the Faculty of Medicine, participating cognate units, and interdisciplinary faculty membership
- Admissions requirements
 - Rigorous and aligned with requirements at major international research universities
- Curriculum and program delivery
 - Flexible Ph.D. curriculum allows for immersion into very specific methods and content
 - Breadth and depth of elective research course offerings
 - Unique set of collaborative programs, with interested and committed faculty participating and mentoring students
- Assessment of learning
 - Rigorous and reflect methods used at other research universities
 - Commendable curriculum mapping project allows for growth and refinement of the curriculum and assessment of core competencies upon program completion
- Quality indicators
 - Students are completing the program faster than the University average, entering the market more quickly
 - Consistently used program evaluations have been used to modify the curriculum
- Enrolment
 - High enrolment in the PhD program, reflecting a very healthy environment for interdisciplinary collaboration and learning

The reviewers identified the following areas of concern:

- Curriculum and program delivery

- RSI's configuration (EDU:B, 105+ affiliated faculty) makes curriculum design and implementation difficult
- Confusing half-course requirement in research methods and in field of study
- Unclear if M.Sc. and Ph.D. students are meeting core competencies in knowledge translation
- Ph.D. program requirements are less structured
- Students have difficulty enrolling in elective courses, including research methods courses, extending time-to-completion in some cases and students not taking the most relevant research methods courses
- Time-consuming presentational requirement; offered during the day on campus at a difficult to attend for students who are working
- Enrolment
 - Concerns about the constraints on funding, recruiting, and enrolling international students
- Student funding
 - High Ph.D. enrolment means there is a very large cohort of students to advise, manage, and fund

The reviewers made the following recommendations:

- Curriculum and program delivery
 - Offer coursework that covers knowledge translation strategies, especially given its importance in current research, grant funding initiatives, and practical applications
 - For the M.Sc., explore changing the research methods courses to a full-credit and plan electives as needed in agreement with faculty advisor
 - Reconstruct Ph.D. curriculum to better meet the needs of students
 - Develop a set of elective courses that are consistently offered and are easy to access
 - Develop core research competencies, such as qualitative and quantitative statistics courses, to ensure rigor of expectations
 - Decrease the two-year requirement of presentations and proceedings to two semesters accommodate more research methods content in the program; consider offering this requirement online to accommodate student schedules and increase visibility of student projects for collaborating institutions
 - Consider adding courses in Disability Studies/Critical Studies
 - Use the collaborative programs as a means to continue to strengthen relationships with faculty in cognate units, including increasing student access to courses and TAs/practica
 - To strengthen the curriculum, build on strong relationships with health institutions to make it easier for faculty to offer courses across the university and these institutions

- Quality indicators
 - Develop a summative exit evaluation for students who leave the program early and those who graduate to check on core competencies from students' perspectives
 - Institute a follow-up alumni check-in to evaluate employment outcomes and program perceptions post-graduation
- Enrolment
 - Give special attention to how to maintain growth and increase the recognition of RSI as a strong Ph.D. program
 - Find ways to enrol and support international graduate students to strengthen the program
- Student funding
 - Strategize how to maintain student funding, including for international graduate students
- Support
 - Consider how to add a rehabilitation sciences take on centrally driven professional development opportunities to strengthen the student experience
- Outreach/promotion
 - Highlight collaborative program offerings in recruitment marketing materials

2. Faculty/Research

The reviewers observed the following strengths:

- Overall quality
 - Top university compared with other international Ph.D. and research programs
 - Faculty excel at research publications and funded research in a breadth of rehabilitation specialty areas
- Research
 - Very strong faculty research portfolios, excellent in scope and quality
 - Grant funding has steadily increased since 2011 as the complement has grown
 - Interdisciplinary approach of the programs, including collaborative programs, provides students with opportunities for research, including in the clinical environment
 - Students are highly satisfied with the quality of research supervision
 - Students have opportunities to attend conferences and are exposed to highly developed and innovative research
- Faculty
 - Faculty backgrounds and interests are extremely well-suited to the program

- Students are appreciative of the opportunity to interact with this diverse group of qualified faculty
- Complement has a clear and unified mission to develop independent researchers who can serve as university faculty in academic settings in addition to other milieus
- Faculty are committed to developing the program

The reviewers identified the following areas of concern:

- Research
 - Certain developing areas, such as psychosocial issues, are underrepresented in RSI
 - Students are dispersed across on-site and off-site labs, limiting exchange of ideas
 - Difficulties in funding longer term research programs may lead to more M.Sc. recruitment, as funding is secured for three years
 - Loss of the strategic role of post-doctoral fellows
- Faculty
 - Overwhelming combined challenges for faculty as clinicians, academics, and family members

The reviewers made the following recommendations:

- Research
 - Engage in strategic planning to identify research areas that need to be expanded
 - Ensure that there is a platform to bring student-researchers together, especially in the later years of the programs
 - Advocate for more funding from federal agencies to provide more, and longer-term, research opportunities for students
 - Consider how to take a more direct role in strengthening the experience of rehabilitation sciences postdocs affiliated with U of T
 - Create additional opportunities for students to share their research and build their network beyond U of T, including through a provincial student symposium in rehabilitation sciences
- Faculty
 - Strategize how to maintain funding opportunities for junior faculty, who are building their research portfolios, and strengthen mentorship and relationships with senior professors
 - Provide further support for clinician-scientists in the early stages of their careers

3. Administration

The reviewers observed the following strengths:

- Relationships
 - Recent integration of the SPL department is an important and complementary contribution to the graduate program
 - Close relationships with several well respected and well recognized health and rehabilitation institutions (TRI and Bloorview) offers excellent, advanced research practica and cognitive apprenticeship opportunities for students
 - Very high morale of faculty, students and staff
 - Strong relationships with cognate areas
 - Faculty have robust roles in external organizations, positively impacting RSI's national and international impact
- Organizational and financial structure
 - Helpful concept of the 'Rehabilitation Sciences Sector'
 - Commendable leadership of current director
 - RSI's structure creates the opportunity for reduced fragmentation across disciplines, increasing impact
 - "Can-do" administrative staff
- Planning/vision
 - Administration, faculty, and students are aware of and supportive of RSI's mission, developing its potential, and strengthening its mission
- Department/unit/programs relative to the best in Canada/North America and internationally
 - One of the best training centres in Canada, and likely in the top 5% in North America
 - Inclusion of a communications officer in RSI will positively impact the program and help attract international students, possibly even increased philanthropy

The reviewers identified the following areas of concern:

- Relationships
 - Unclear how relationships with cognate department will be maintained over time, particularly if cognate units are contributing extensively to the maintenance of the RSI program courses and student advising
 - RSI cognate departments functioning in silos
 - Collaborations with health institutions threatened by difficulties in navigating relationships and expectations of faculty and students
- Organizational and financial structure
 - No faculty, significant operating budget, resources to help faculty with grants, significant communications or support staff

- Not as strong of a catalyst for rehabilitation research as it could be; concerns about it becoming a gate-keeping unit rather than a strategic academic unit
- Financial model leaves little opportunity for strategic growth, reducing RSI's potential impact
 - Staff work with very little resources
 - Minimal start-up funds; limited capacity to grow revenue base
 - Ongoing funding is contingent upon faculty raising graduate student funding that meets U of T admissions criteria
- Inadequate fundraising capacity (.25 FTE) devoted to RSI
- Planning/vision
 - Understated culture of RSI works against its greater perception

The reviewers made the following recommendations:

- Relationships
 - Continue to pay attention to the needs to the SPL area to ensure optimal, ongoing integration with RSI
 - Strategize how to incentivize ongoing relationships and equitable engagement with cognate units
 - Build upon the formal relationships with health institutions to place RSI in a leading position for collaborations
 - Use the concept of the Rehabilitation Sciences Sector to embrace the interrelationships of PT, OT, SLP, and RSI, and consider identifying a Sector Facilitator
- Organizational and financial structure
 - Reevaluate the financial model of RSI to ensure its success
 - Create real incentives; ensure RSI's capacity to support the constituents of the sector
 - Consider how cognate units could create a shared funding mechanism to allocate funds to support RSI
 - Consider how the Faculty of Medicine could redirect part of the 10% from positive variances back to RSI
 - Engage administrators from across cognate departments, perhaps creating a single administrative support team
 - Strategize how to maintain high Ph.D. enrolment
 - Create a strategic approach to fundraising and promote increased expectations
- Planning/vision
 - Clearly articulate RSI's strategic goals
 - Ensure alignment between RSI's goals and the goals of the Faculty and University

- Work with the Faculty's communications team to encourage more language around professions other than medicine its goals and ensure a focus on new model of patient-centred care

Administrative response—appended



February 17, 2016

Prof. Sioban Nelson
Vice-Provost, Academic Programs
University of Toronto
Simcoe Hall, Room 225
27 Kings College Circle
Toronto, ON M5S 1A1

Dear Sioban,

RE: Dean's Response to Rehabilitation Sciences Institute Review

Thank you for your letter regarding the recently conducted review of the Rehabilitation Sciences Institute (RSI). As requested I am now providing the Dean's Response, addressing specifically the areas that you highlighted that were raised by the reviewers.

1. CURRICULUM AND PROGRAM DELIVERY: Access to courses, research methods offerings, and translational research collaborations

Immediate Term: There is currently both a qualitative methods course and a quantitative methods course offered each year to RSI students. In terms of facilitating access to courses outside of RSI, a proactive approach taken by the Director this year has led to all students gaining entry to desired methods courses. With respect to the knowledge translation course, there is currently an RSI practice science course that has been offered that addresses knowledge translation. A planning meeting took place on February 11 to discuss offering this course with a larger knowledge translation component or an entirely new course by four faculty with expertise in this area and the Director. Further, the Director is currently the instructor for two courses on rehabilitation presentations and this year has included workshops relevant to knowledge translation such as on effective presentation skills, a systematic review workshop, and a scientific publishing session. The RSI Director's office is supporting/facilitating new student-led initiatives focused on career mentorship that include careers in knowledge translation.

Medium Term: The program is currently considering whether to offer its own biostatistics course tailored to RSI students. A new methods course on systematic reviews has been approved and will be offered next year. The Director will take the lead on this initiative. A formal course focused on knowledge translation will be offered at RSI.

2. STUDENTS: The importance of recruiting international students to RSI.

The RSI has implemented a number of strategic initiatives to enhance recruitment internationally.

Immediate Term: The RSI will have representatives at recruitment fairs or other strategic venues in the USA to enhance recruitment. The RSI now has brochures and other promotional material that have been distributed internationally. A new dynamic RSI website is now in place. A successful information night has been offered and another is planned. The RSI has received a dramatic increase in applications for the February 1st admissions deadline, including from international students with funding.

Medium Term: Formal discussions on international collaborations have occurred with international visitors/scholars from Hong Kong, Israel, Saudi Arabia, and Korea. The Director will build upon these discussions regarding graduate student training. The Director has also been invited to a World Health Organization Partners meeting in May, which will provide an additional platform for discussions on recruitment and scholarly exchange.

The Director has met with the new Faculty of Medicine Partnerships Office with the view of ensuring that RSI is strategically included in larger Faculty of Medicine international graduate student recruitment initiatives and agreements with other universities. Promotional RSI material will be provided to this office for this purpose by the Director's office.

The Faculty of Medicine has recently provided unprecedented exposure to the Rehabilitation Sciences and is committed to continuing strategic communications support.

3. RELATIONSHIPS: Need to further strengthen relationship with cognate units and with external institutions.

Immediate Term: RSI has faculty representatives in collaborative programs relevant to RSI with the goal of enhancing relationships within these CPs. The RSI also contributes financially to these programs. Faculty from cognate Departments and hospitals benefit from stipend support for their graduate students and in their own career development in terms of requirements for promotion—such as evidence of teaching effectiveness and supervision of graduate students.

Medium Term: A strategic planning process is underway that will address relationships with cognate and other units. A more active website aims to enhance greater communication among all RSI members and partners. Major partners such as the Toronto Rehabilitation Institute and Holland Bloorview Kids Rehabilitation Hospital are represented on the Communications and Community Relations committees. Greater representation will be sought of more rehabilitation hospitals/agencies.

4. RESOURCES AND PLANNING: The challenges, including budget and governance, of the new EDU B structure of RSI.

Immediate Term: The new structure provides an opportunity to create an environment that promotes the benefits of collaboration. These benefits include the ability to increase the critical mass in the rehab sector and to provide an environment that promotes interdisciplinary engagement and a focal point for shared resources. The Institute can be a point of advocacy for the rehab sciences, especially around the management of chronic diseases and quality of life issues. The Director and the appropriate committees will take the lead on these collaborative and advocacy efforts. The Faculty of Medicine has agreed not to take any percentage of positive RSI variances given the very limited core budget and to assist the Director/RSI in the development phase.

Medium Term: The core budget of the RSI is relatively small and the overall budget is dependent on graduate student funding; however, philanthropic efforts are currently underway to expand the resources available to RSI. Capturing a larger percent of the current Senior Advancement Officer's time dedicated specifically to RSI is a strategic goal of the Director and the identified Senior Advancement Officer for RSI. Our advancement office in the Faculty of Medicine will be inclusive of RSI in larger Faculty of Medicine advancement initiatives where strategic. The Faculty of Medicine/University will consider bridge funds for students/supervisors short of funds versus only doctoral completion awards.

Long Term: The Director will examine other sources of revenue for RSI beyond graduate student funding and advancement. A combined degree program proposal with University of Toronto Scarborough has been submitted to our office by the Director for review, which may lead to greater undergraduate programming in the rehabilitation sciences. The Faculty of Medicine, in collaboration with the Director, will assist in addressing support for clinician scientists, particularly in early phases of career.

Please let me know if you have any further questions regarding this review.

Sincerely,

A handwritten signature in black ink, appearing to read 'L. Young', with a stylized, cursive flourish.

L. Trevor Young

cc: Daniella Mallinick, Director, Academic Programs, Planning and Quality Assurance
Justine Garrett, Coordinator, Academic Planning and Reviews
Allan S. Kaplan, Vice-Dean, Graduate and Academic Affairs, Faculty of Medicine
Angela Colantonio, Director, Rehabilitation Sciences Institute
Anastasia Meletopoulos, Academic Affairs Specialist, Faculty of Medicine

UTQAP Review Summary

Program Reviewed:	Philosophy, B.A.: Specialist, Major, Minor
Division/Unit Reviewed:	Department of Philosophy, University of Toronto Scarborough (UTSC)
Commissioning Officer:	Dean and Vice-Principal (Academic), UTSC
Reviewers (Name, Affiliation):	<ol style="list-style-type: none">1. Paul Bartha, Professor and Acting Head, Philosophy, University of British Columbia2. Samantha Brennan, Professor, Women's Studies and Feminist Research, Western University3. Lisa Shapiro, Professor, Philosophy and Associate Dean, Faculty of Arts and Social Sciences, Simon Fraser University
Date of Review Visit:	October 26 – 27, 2015

Previous Review

Date: April 10, 2011 (review of program only)

Summary of Findings and Recommendations

1. Undergraduate Programs (Philosophy, BA: Spec, Maj, Min)

The reviewers observed the following strengths:

- Excellent undergraduate philosophy program that meets its goals and objectives
- Good overall structure with coverage of the major areas in contemporary departments of philosophy
- Graduates of the highest quality with impressive placements in top graduate programs

The reviewers identified the following areas of concern:

- Not enough D-level offerings; too many B-level offerings
- Large enrolments in some C-level courses
- Highest student-faculty ratio of the tri-campus philosophy programs

The reviewers made the following recommendations:

- Increase D-level offerings

2. Graduate Programs (n/a)

3. Faculty/Research

The reviewers observed the following strengths:

- Committed, impressive group of contemporary academic philosophers, actively engaged in cutting-edge scholarship
- Effective mentoring of students

The reviewers identified the following areas of concern:

- Complement is too small, preventing program growth, and is lacking in some key areas

The reviewers made the following recommendations:

- Increase complement to offer more courses, especially at the D-level, and fill gaps in coverage

Last OCGS review(s) date(s): n/a

Current Review: Documentation and Consultation

Documentation Provided to Reviewers

- Documentation about the university: UTSC Strategic Plan, 2014-15 to 2018-19; UTSC by the Numbers; UTSC Admissions Viewbook, 2016-16; UTSC Academic Handbook, October 2012
- Documents about the review process: Terms of Reference; Site Visit Schedule
- Documents about the department: Unit Academic Plan, April 2015; Unit Self Study, October, 2015; Registrarial Data Sets for the Departments of Philosophy, English, HCS, and UTSC Campus
- Documents about programs and courses: Description of Programs, 2015-16 UTSC Academic Calendar; Description of Courses, 2015-16 UTSC Academic Calendar; Course Enrolments, 20017-15; Course Syllabi
- Faculty CVs

Consultation Process

The reviewers met with the Vice-Principal Academic and Dean, Vice-Dean, Undergraduate, Assistant Dean, Academic Programs Officer, Vice-Principal, Research, the Graduate Chair of the Department of Philosophy, and the UTSC Department Chair, junior and senior members of the faculty, graduate and undergraduate students and administrative staff.

Current Review: Findings and Recommendations

1. Undergraduate Program

The reviewers observed the following strengths:

- Overall quality
 - Extremely impressive department
 - Positive prospects for continued growth
- Objectives
 - Well-structured, classic philosophy education; curriculum is appropriate to objectives
- Curriculum and program delivery
 - Restructuring of the undergraduate program to establish clear research tracks has provided clarity and variety for majors and specialists
 - Commendable presence of continuing faculty teaching A-level courses
 - Gateway courses are attractive and functioning well
 - Curriculum is up-to-date and representative of North American programs oriented towards analytic philosophy
 - Innovative offerings include PHLB99H3 Writing for Philosophy and PHLC99H3 Proseminar in Philosophy
- Enrolment
 - Strong growth in the Major program, along with overall undergraduate FCE enrolments
- Students
 - Excellent departmental engagement of a vibrant group of undergraduate students through its support for the Association of Philosophy Students (APS) and extra-curricular activities
 - Students acknowledge limited resources and feel that the department genuinely cares about student needs and preferences
 - High student morale
- Support
 - Fully adequate mentoring and advising

The reviewers identified the following areas of concern:

- Curriculum and program delivery
 - Heavy dependence on sessional instructors
 - Lacking variety in upper-level course offerings
 - Weak offerings in History of Philosophy and Value Theory
 - Very large enrolment in PHLA11H3 Introduction to Ethics (500 students, 17 sections)
 - No offerings in Logic or Critical Thinking in the first year, courses usually heavily subscribed to in Philosophy departments

- Enrolment
 - Despite growth, department has not kept pace with other departments at UTSC
- Students
 - Department has registered a concern about the quality of undergraduate writing
- Outreach/promotion
 - Department is not taking full advantage of its website or exploring the opportunities for outreach provided by social media

The reviewers made the following recommendations:

- Curriculum and program delivery
 - Identify two to three core B-level courses as requirements for majors and specialists, and ensure permanent faculty presence in at least some of these courses
 - Enrich offerings in Logic and Critical thinking at the A and B levels to attract more students to the department
 - Support the department's proposals to expand PHLB99H3 Writing for Philosophy and to introduce tutorials for PHLB55H3 Puzzles and Paradoxes
 - Strive for greater variety in actual course offerings in C- and D-level courses
 - Consider breaking PHLA11H3 Introduction to Ethics into two or more sections
- Enrolment
 - Explore additional opportunities for increasing enrolment, such as developing on-line resources and blended courses
- Outreach/promotion
 - Promote programs and courses by enhancing the UTSC Philosophy web page and by using social media

2. Graduate Program

n/a

3. Faculty/Research

The reviewers observed the following strengths:

- Overall quality
 - Strong, young department of active researchers, publishing in top journals
- Research
 - Highly successful annual undergraduate research conference

- Faculty
 - Excellent recent hires
 - Most faculty have significant professional responsibilities
 - Positive role of graduate students in the department

The reviewers identified the following areas of concern:

- Research
 - No current SSHRC grant holders, though three of eight faculty have held such grants within the past five year
- Faculty
 - Shortage of graduate teaching assistants; unclear policies for graduate student attendance at lectures
 - Small faculty complement with limited coverage impacting the department's ability to deliver a classical philosophy education and offer variety in upper level courses
 - High dependence on sessional instructors to deliver curriculum, limiting program growth

The reviewers made the following recommendations:

- Research
 - Explore options for expanding the department's undergraduate research opportunities: an expanded colloquium series, graduate student talks, and more professional development events
 - Promote greater participation by faculty in SSHRC grant competitions through better cooperation with UTSC VP Research office
 - Promote greater awareness of funding for support of workshops and conferences
 - Nominate faculty for external and internal awards, perhaps through a departmental Awards Committee
- Faculty
 - Create a comprehensive strategic plan that clarifies long-term hiring priorities
 - Reduce sessional dependence in the short term by requesting funding for part-time 12-month lecturers, and in the long term by increasing the faculty complement by two or three new positions
 - Support department priorities by making appointments in History of Philosophy (specifically, Ancient Philosophy) and Value Theory
 - Strive to encourage broader faculty input into hiring decisions
 - Establish annual meetings between Chair and pre-tenure faculty regarding progress towards tenure
 - Consider ways to address the shortage of TAs

4. Administration

The reviewers observed the following strengths:

- Relationships
 - Mutually-beneficial tri-campus relationships; UTSC department has strengths in Philosophy of Mind and Analytic Philosophy
 - Overall positive morale (students, faculty, staff)
- Organizational and financial structure
 - Most faculty are extremely satisfied with the climate and governance structure of the department
 - Hard-working, efficient staff
 - Adequate budget
- Department/unit/programs relative to the best in Canada/North America and internationally
 - Program compares well to that of other major North American Philosophy departments with an analytic orientation

The reviewers identified the following areas of concern:

- Relationships
 - Relationships with UTSC cognate departments are healthy but could be enhanced
- Organizational and financial structure
 - Some faculty unclear about tri-campus procedures for hiring and policy decisions
 - Some junior faculty need more clarification on procedures and requirements for promotion
 - Issues related to the current portable space used for the department

The reviewers made the following recommendations:

- Relationships
 - Build connections with other units and programs at UTSC. Possibilities include: Cognitive Systems (Psychology and Computer Science); PPE (Political Science and Economics); Intellectual History (History and English)
 - Engage alumni as a resource for undergraduate programs and as a source of information on career options
- Organizational and financial structure
 - Clearly articulate in one place existing policies and procedures at the tri-campus level and at the department level

- Facilitate a prompt move to a permanent home that meets departmental needs
- Support the department's request for an additional 10% business officer, and consider a general review of staff workload

Administrative response—appended



UNIVERSITY OF
TORONTO
SCARBOROUGH

OFFICE OF THE VICE-PRINCIPAL ACADEMIC & DEAN

2 March 2016

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

Dear Sioban,

Administrative Response:
External Review of the Department of Philosophy and its Programs

Thank you for your letter of February 12, 2016 requesting my administrative response to the external review of the Department of Philosophy and its programs [B.A. (Honours): Specialist, Major, Minor]. I appreciate the seriousness with which the reviewers approached the external review process, and am grateful for the careful consideration they have given to the unit and the programs. I note with pleasure that the reviewers characterize UTSC Philosophy as “a strong department with upward momentum,” and acknowledge the Department’s ambition to become “an important locus of expansion within the broader Toronto philosophy community.”

The external review report was sent to the Chair of the Department to be shared widely within the academic unit. The decanal group, including myself, the Vice-Dean, Undergraduate, and Assistant Dean, Academic, met with the Department on February 29, 2016 to discuss the external review, and the recommendations from the review report. I am pleased with the depth of the discussion that has taken place. We are taking the recommendations of the reviewers seriously and already have begun to act upon them.

As you may know, the UTSC campus has been actively engaged in an academic planning process. As part of this process, all of the academic units, the Centre for Teaching and Learning, and the Library submitted departmental academic plans, and the Campus Academic Plan is close to completion. Many of the initiatives included in the campus plan – strategic enrolment management, curriculum mapping, ensuring students develop strong communication skills, and developing alumni outreach – speak directly to the recommendations made by the external reviewers.

Let me address now the specific points raised in your letter:

Curriculum and Program Delivery:

- The reviewers made a number of observations regarding curricular improvements and coverage, including the frequency, variety and availability of offerings, especially at the upper levels.

The Department has embraced the reviewers' recommendations to expand PHLB99H3 (Writing for Philosophy), and introduce tutorials to PHLB55H3 (Puzzles and Paradoxes). The Dean's Office will work with the Department to carry out these recommendations.

The reviewers recommended the Department expand its offerings in logic, critical thinking, formal methods, ethics, and value theory, and pointed to perceived gaps in the Department's offerings, including history of philosophy – particularly ancient philosophy, and non-analytic philosophy. They also recommended the Department provide additional structure in the program by clearly identifying two or three B-level core courses that all students must take, and consider developing web-based or blended courses that combine face-to-face lectures with online support. The Department is currently reviewing these recommendations, and their Curriculum Committee will discuss them further in the next term. We believe that curriculum mapping will enable the Department to make informed decisions about next steps regarding these, and other, reviewer recommendations.

- The reviewers stated that students would benefit from more research opportunities.

The reviewers recommended several ways to enhance the Department's undergraduate research profile in ways that involve the graduate students, including: expanding a successful undergraduate conference into a modest colloquium series run by the graduate students and the Departmental Student Association; inviting graduate students to give talks; and inviting graduate students to participate in professional development events for undergraduates. The Department has embraced the reviewers' recommendations, and will follow up on them.

Relationships:

- In order to better serve student needs and enhance interdisciplinary offerings, the reviewers emphasized the need for the Department of Philosophy to build stronger links with cognate departments and alumni.

The Department is in the early stages of reviewing the feasibility of developing multi-disciplinary programs with other departments at UTSC, including programs in Cognitive Systems and in Philosophy, Political Science and Economics. Another possibility is Philosophy and Law. They will consult with potential partner units, including Computer and Mathematical Sciences, Political Science, Psychology, and Management in due course.

Faculty:

- The reviewers encouraged reflection on the faculty complement and the types of appointments in the Department, given the tri-campus context and the need to clearly articulate priorities for UTSC.
- The reviewers expressed concern about the Department's reliance on sessional faculty.

The reviewers' recommendations include that the Department develop a comprehensive long-term strategy for hiring. This strategy would consider questions like: where does the Department want to be in five years; does the Department want to build to existing strengths or create new strengths; and how would future appointments serve both the tri-campus department of Philosophy and build relationships within UTSC? The Department's academic plan does address the need for new faculty complement, based on the department's priorities in undergraduate teaching, and on its contribution to the tri-campus graduate program. They have requested two additional tenure stream positions, one in Ancient Philosophy and another in Value Theory. The current campus five-year complement plan includes a tenure stream search for the former in 2017-18.

With regard to the reliance on stipendiary instructors, a review of the data shows that the proportion of Philosophy courses taught by stipendiary instructors is slightly below the campus average. The campus is committed to increasing the overall faculty complement not only in order to reduce the faculty to student ratio, but also to strengthen and expand our research and teaching expertise.

- The reviewers encouraged the Department to seek greater participation in SSHRC grant competitions through better cooperation with the UTSC VP Research.

To encourage faculty to apply for SSHRC grants, the Chair has instituted a SSHRC incentive program under which research funds would be provided to any unsuccessful applicant for a SSHRC grant, subject to certain stipulations. The Vice-Principal, Research has agreed to a double-match of the Department's contribution. The Department also has begun, and plans to continue, expanding its efforts to nominate faculty for awards.

- The reviewers recommended ways in which faculty could be better supported, including through the clarification of policies and procedures for tenure, promotion, hiring, and funding.

The Chairs of the three University of Toronto Philosophy departments are working together to develop a document that will detail existing governance and consultation practices at the tri-campus and graduate levels. The Chair of the UTSC Department will produce a separate document for this campus. The Chair notes that there are already practices in place to encourage faculty to provide input into hiring decisions, including: inviting faculty to review CVs and written work of candidates, encouraging faculty to attend job talks and to read any publically available work, and inviting faculty to address search committees. These practices can be reinforced.

Regarding the recommendation that the Chair meet with all pre-tenure faculty: the Chair is strongly in favour, and has moved to implement this recommendation at the end of this term.

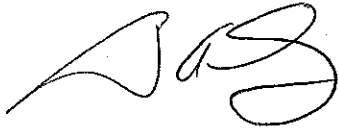
Resources and Planning:

- The reviewers noted that additional shared staff may be beneficial to program functioning, as would a move to a permanent physical space.

The Department of Philosophy shares staff with two other academic units, and all three unit heads have expressed the need for additional staff. The Dean will ask UTSC HR Services to review the staffing needs of these units and will consider their recommendations.

Space remains a serious challenge at UTSC; however, we are very pleased with the recent completion of a campus space plan, which was developed by the Campus Architect after extensive consultation with all units on campus about their current and future space needs. Permanent space will be found for the Department of Philosophy upon completion of Highland Hall in 2017-18.

Regards,

A handwritten signature in black ink, appearing to be 'W. Gough', written in a cursive style.

Professor William Gough
Vice-Principal Academic and Dean (Interim)

APPENDIX I

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(s)	Accrediting Agency	Status
Faculty of Applied Science and Engineering	Computer Engineering, BAsC Electrical Engineering, BAsC Engineering Science, BAsC Mineral Engineering, BAsC	Canadian Engineering Accreditation Board (CEAB)	Follow-up report of June 2015 granted programs full accreditation extension to June 20, 2019.