FOR INFORMATION **PUBLIC** **OPEN SESSION**

TO: Committee on Academic Policy and Programs

SPONSOR: Sioban Nelson, Vice-Provost, Academic Programs
CONTACT INFO: (416) 978-2122, vp.academicprograms@utoronto.ca

PRESENTER: See above
CONTACT INFO:

DATE: March 20, 2018 for April 3, 2018

AGENDA ITEM: 5

ITEM IDENTIFICATION:

Semi-Annual Report on the Reviews of Academic Units and Programs,
October 2017 – March 2018

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] (April 3, 2018)**
2. Agenda Committee of the Academic Board [for information] (April 10, 2018)
3. Academic Board [for information] (April 19, 2018)
4. Executive Committee of the Governing Council [for information] (May 8, 2018)
5. Governing Council [for information] (May 17, 2018)

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 2017 – September 2017) was previously submitted to the Committee on Academic Policy and Programs on November 2, 2017.

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 ten external reviews of units and/or academic programs are being submitted to AP&P for information and discussion. Of these, one was commissioned by the Vice-President and Provost and nine were commissioned by the Dean. 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 the continuing success of faculty grant applications in a competitive funding environment, and the diversity of research opportunities available overall to undergraduate and graduate students.

As always, the reviews noted areas for development. These included exploring options to secure more home department course offerings, encouraging faculty participation and attendance at committee and Council meetings, and considering closer tracking of post-graduate outcomes.

Further, as was highlighted in the previous compendia, the reviewers noted that graduate student time to completion rates, while improving, require continued support.

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 2017 – March 2018

UNIVERSITY OF
TORONTO

OFFICE OF THE VICE-PROVOST,
ACADEMIC PROGRAMS

Reviews of Academic Programs and Units

October 2017 – March 2018

Report to the Committee on Academic Policy and Programs
April 3, 2018

Reviews of Academic Programs and Units

October 2017 – March 2018

Report to the Committee on Academic Policy and Programs

April 3, 2018

1 Provostial Reviews

Faculty of Nursing

- Nursing programs
  - Undergraduate: Nursing, B.Sc.N.
  - Graduate: Nursing, M.N.; Nursing Science, Ph.D.
  - Diploma: Post-Master's Nurse Practitioner Diploma

2 Decanal Reviews

Faculty of Arts and Science
- Celtic Studies programs
  - Undergraduate: Celtic Studies, B.A. (Hons.): Major, Minor, Specialist
- Centre for Drama, Theatre and Performance Studies
  - Undergraduate: Drama, B.A. (Hons.): Major, Minor, Specialist
  - Graduate: Drama, M.A., Ph.D.
- Department of Geography and Planning
  - Undergraduate: Asian Geographies (Arts): Minor (Joint program with National University of Singapore); Environment & Energy (Arts): Minor (Joint program with National University of Singapore); Environmental Geography, B.A. (Hons.): Major, Minor, Specialist; Geographic Information Systems (Arts): Minor; Human Geography, B.A., (Hons): Major, Minor, Specialist
  - Graduate: Geography, M.A., M.Sc., Ph.D.; Planning, M.Sc., Ph.D.

Faculty of Medicine
- Department of Biochemistry
  - Undergraduate, offered through the Faculty of Arts and Science: Biochemistry, B.Sc. (Hons.): Major, Minor, Specialist
  - Graduate: Biochemistry, M.Sc., Ph.D.
- Department of Pharmacology and Toxicology
  - Undergraduate, offered through the Faculty of Arts and Science: Biomedical Toxicology, B.Sc. (Hons.): Major, Specialist; Pharmacology, B.Sc. (Hons.): Major, Specialist; Pharmacology and Biomedical Toxicology, B.Sc. (Hons.): Specialist

- o Graduate: Pharmacology, M.Sc., Ph.D.

University of Toronto Mississauga
- Institute of Communication, Culture, Information and Technology
  - o Undergraduate: Communication, Culture, Information, and Technology, B.A. (Hons.): Major; Digital Enterprise Management, B.A. (Hons.): Specialist; Interactive Digital Media, B.A. (Hons.): Specialist; Professional Writing and Communication, B.A. (Hons): Major, Minor
  - o Graduate: Combined Degree Programs: Communication, Culture, Information, and Technology, B.A. (Major)/Master of Information (M.I.); Combined Degree Program: Digital Enterprise Management, B.A., Hon., (Specialist)/Master of Information (M.I.); Combined Degree Program: Interactive Digital Media, B.A., Hon., (Specialist)/Master of Information (M.I.)

Appendix I: Externally-commissioned reviews of academic programs, October 2017 – March 2018

UTQAP Review Summary

Programs(s) Reviewed:	Undergraduate program: Nursing, B.Sc.N. Graduate programs: Nursing, M.N., Nursing Science, Ph.D. Post-Master's Nurse Practitioner Diploma
Division/Unit Reviewed OR Division/Unit Offering Program(s):	Lawrence S. Bloomberg Faculty of Nursing
Commissioning Officer:	Vice-President and Provost
Reviewers (Name, Affiliation):	1. Professor Kathleen Dracup, Dean Emerita and Professor Emerita, School of Nursing, University of California, San Francisco 2. Professor Anita E. Molzahn, Professor and Dean, Faculty of Nursing, University of Alberta 3. Professor Ian Norman, Assistant Principal (Academic Performance) & Executive Dean, Florence Nightingale Faculty of Nursing and Midwifery, King's College London
Date of Review Visit:	November 28-30, 2017

Previous Review: Faculty of Nursing

Date: November 11-12, 2009

Summary of Findings and Recommendations:

Undergraduate Programs

The reviewers observed the following **strengths**:
- High quality undergraduate program
- Competitive admissions, with highly qualified applicants who are committed to learning
- State-of-the-art laboratory facilities
- Access to an extensive array of clinical settings, and students appreciate the quality of clinical instruction
- Sense of pride and confidence regarding program choice among students
- Students are viewed as well-trained nursing scholars with a strong sense of clinical practice

The reviewers made the following **recommendations**:
- Consider limiting the size of the undergraduate program as the Canadian nursing shortage situation is stabilizing

Graduate Programs

The reviewers observed the following **strengths**:
- Impressive quality graduate programs
- Excellent doctoral research match with faculty mentors
- Doctoral students are well-immersed in research activities
- Ample opportunities for doctoral students to be involved in interdisciplinary offerings
- Strong entrance GPA for MN students
- Accessible delivery formats for master's students

The reviewers identified the following **areas of concern**:
- Average doctoral time-to-completion is 6.2 years
- Need for additional quality indicators for the doctoral program
- Clarification needed between three new fields and their interactions with extra-Faculty centres and groups
- Master's students not satisfied with text-based learning systems delivery of online courses

The reviewers made the following **recommendations**:
- Continue to support the MN/MHSc combined degree program in light of historical Faculty strengths
- Provide ongoing support and improvement to online learning systems and ensure student satisfaction

Faculty/Research
The reviewers observed the following **strengths**:
- Strong student mentorship
- Excellent diversity of faculty research
- Impressive funding success rate and quantity of funding, which has risen considerably over the last five years
- Number of Research Chairs highlighted as impressive
- Faculty members are engaged with the Faculty's mission

The reviewers made the following **recommendations:**
- Consider balancing the recruitment of faculty who are University of Toronto graduates with graduates from different nursing programs

Administration
The reviewers observed the following **strengths**:
- Strong sense of collegiality and openness in the Faculty
- Impressive relationships with leading health care institutions in Toronto
- Dean's close relationship with the Toronto Academic Health Sciences Network is valued highly
- Relationships with local and international health and nursing associations are appreciated for creating professional links and unique opportunities to support various targeted initiatives
- Physical space needs for faculty, staff and students are well met with adequate research, meeting, study and lab spaces

The reviewers identified the following **areas of concern**:
- Relationship between Research Centres is confusing; articulating the links clearly may help integrate and strengthen each Centre

The reviewers made the following **recommendations:**
- Prioritize developing a plan to sustain Health Services Research at the Faculty given its national and international prominence and end of term of CHSRF Chair
- Focus on the most viable strategic partnerships across the education and service sectors

> • Need for careful consideration to the role of the Centre for Advanced Studies in Professional Practice in response to the interests of the wider Nursing community who seek meaningful interaction with the Faculty

Current Review: Documentation and Consultation

Documentation Provided to Reviewers

- Terms of Reference (2017-2018)
- Self-Study (2017-2018)
- Previous External Review and Administrative Response (2009-2010);
- Academic Plan (2017-2022)
- Undergraduate and Gradate Degree-Level Expectations
- Faculty Member Curricula Vitae
- Undergraduate Calendar (2017-2018)
- Graduate Student Handbook (2017-2018)
- Internal Review of the Faculty of Nursing MN Program Final Report (2012)
- Preceptor/Manager Feedback Survey
- CNO Competencies for Entry-Level Registered Nurse Practice

Consultation Process

The reviewers met with:

- Vice-President and Provost; Vice-Provost, Academic Programs; Dean, School of Graduate Studies and Vice-Provost, Graduate Research and Education
- Dean, Faculty of Nursing
- Nursing academic leadership (Associate Dean Academic; Associate Dean Research; Undergraduate Program Director; Undergraduate Program, Year 1 and Year 2 Undergraduate Coordinators; and MN and PhD Program Directors)
- Nursing undergraduate and graduate students
- Executive Director, Centre for Professional Development Office
- Leadership from relevant Extra-Departmental Units
- Deans of cognate Faculties (Dentistry, Pharmacy, Dalla Lana School of Public Health, Kinesiology & Physical Education, Social Work, Medicine)
- Representatives from the Toronto Academic Health Science Network (TAHSN)
- Nursing Administrative Staff leaders (Executive Assistant to the Dean, CAO, Assistant Dean, Academic Programs, Registrar, Director of Advancement, Business Manager, Academic Information & Technology Supervisor)
- Nursing alumni representatives
- Representatives from the Nursing Research Office

- Nursing teaching-stream faculty, part-time faculty, status-only faculty, pre-tenure, and tenured faculty

Current Review: Findings and Recommendations

List of Acronyms:

CGPSS: Canadian Graduate and Professional Student Survey
NCLEX: National Council Licensure Examination
NSSE: National Survey on Student Engagement
OSAP: Ontario Student Assistance Program
PMNPD: Post-master Nurse Practitioner Diploma

1. Undergraduate Program (B.Sc.N.)

The reviewers observed the following **strengths:**
- Admissions Requirements
    - Most students exceed the minimum admission requirements
- Innovation
    - Clinically taught case studies and scenarios demonstrate application of theory and knowledge to solve clinical problems
    - Simulations expose students to low volume/high risk situations
    - "Top Hat" audience response system
    - Inter-personal educational activities focused on ethical issues in healthcare practice help to foster inter-professional communication and debate
    - Simulation laboratories, international elective placements, career planning workshops, and the Summer Undergraduate Student Research Program provide students with learning opportunities beyond the classroom
- Student Engagement, Experience & Program Support Services
    - Access to a range of health and wellbeing services
- Quality Indicators – Students
    - Students commented very positively about the program, and would recommend it to others
    - Higher percentage of University of Toronto B.Sc.N. graduates are successful on the NCLEX than compared to other Ontario nursing graduates
    - Highly competitive applicants, with diverse academic backgrounds and work experience
    - Very low attrition rates (from 2% to 5% since 2009), with lower than average time to degree rates, when compared to all nursing programs in

Ontario (94% of U of T students complete in 7 years, versus 84% average in Ontario)
- o Very high class attendance rates
- o Students value the simulation laboratories and clinical experience in facilities
- o Post-graduation rates very high (96% employed within 6 months, and 98% within 2-years)
- Student Funding
  - o Needs based financial assistance available

The reviewers identified the following **areas of concern**:
- Innovation
  - o Few undergraduate students are able to take full advantage of research opportunities due to curricular, clinical and work demands
  - o Low participation (17-37 student/year) in the Summer Undergraduate Student Research Program
- Accessibility and Diversity
  - o Faculty members are concerned by the limited gender diversity and limited representation of Indigenous and minority groups in the student body
- Assessment of Learning
  - o Some students commented that they would like to see greater use of marking rubrics
- Quality Indicators – Students
  - o 2014 NSSE results are somewhat lower than peer U15 institutions on some items
  - o Student evaluation of teaching scores are lower than the reviewers expected
- Student Funding
  - o Funding and support for Summer Undergraduate Student Research Program has changed over the years
  - o OSAP funding not keeping pace with costs; some students have to take on part-time jobs

The reviewers made the following **recommendations**:
- Innovation
  - o Increase participate rates in the Summer Undergraduate Student Research Program
- Assessment of Learning
  - o Consider expanding the role of teaching assistants to support multiple forms of assessment as well as graduate student professional development
- Quality Indicators – Students

o Develop initiatives to increase the diversity of students

2. Graduate Programs (M.N., Post-master Nurse Practitioner Diploma, and Ph.D.)

The reviewers observed the following **strengths:**
- Curriculum and Program Delivery
  - o New M.N. courses have been designed to meet the changing demands of the profession, and have been developed with wide consultation
  - o M.N. students perceive curriculum structure as appropriately building on prior learning
- Innovation
  - o Online delivery of M.N. Nurse Practitioner supported by face-to-face residencies
  - o M.N. and Ph.D. students have access to many opportunities for learning beyond the classroom
- Student Engagement, Experience & Program Support Services
  - o Access to a range of health and wellbeing services
  - o Efforts to assist doctoral student progression include:
    - Required literature review that aligns with thesis proposal
    - Updated Record of PhD Supervisory Committee form, which tracks student progression
    - Increased frequency of review of student progress
- Quality Indicators – Students
  - o Recent changes to the structure of the M.N., which allows students to proceed as a cohort, has been positively received by students
  - o Substantial changes made to the M.N. following students consultations to address issues raised in 2016 CGPSS
  - o Local employers are keen to have employees enrol in the master's programs to increase skills and to take on more advanced roles
  - o Doctoral students report satisfaction with program delivery, supervision, and courses
  - o Results from the 10,000 Ph.D. study show the doctoral program is preparing the next generation of nursing faculty

The reviewers identified the following **areas of concern**:
- Innovation
  - o Students reported greater need for quality control of online courses offered in the MN -NP, specifically to ensure quality of online materials; appropriate sequencing of courses; timely formative feedback; appropriate match of clinical placements to primary care orientation; better contact between university and placement sites and support for finding placements; balance between peer-group learning and faculty instruction

- o MN- NP students "seemed to have lost confidence in the program"
- o Disconnect between the MN-NP students' dissatisfaction with online courses and faculty members' positive view of online course development
- o Doctoral students holding teaching assistantships have limited opportunities to develop a broad range of teaching skills
- o Few M.N. and doctoral students are able to take full advantage of extra-classroom and research opportunities due to curricular, clinical and work demands
- Student Engagement, Experience & Program Support Services
  - o Challenge of adequately matching doctoral student's interest with a supervisor's research program
  - o While doctoral average time-to-completion is decreasing, from 7.5 years (2012-13) to 6.5 years (2015-16), and initial verbal reports from this year are positive, the average time-to-completion is still longer than most other U of T departments
  - o Many Ph.D. students report difficulty with completing their program in 4 – 6 years due to the need to work to supplement income.
  - o Ph.D. students reported excessive wait times for receiving research ethics clearance
- Quality Indicators – Students
  - o 2016 CGPSS results show an overall fall in satisfaction rate among M.N. students; while this has been addressed in other programs, PMNPD students indicate this has not impacted their program yet
  - o Master's programs are not meeting enrolment targets despite moving to an online delivery designed to help increase the number of students from outside Toronto
  - o Professional decline in demand for Nurse Practitioners
- Student Funding
  - o Few awards available for M.N. students

The reviewers made the following **recommendations**:
- Curriculum and Program Delivery
  - o Consider reintroducing the part-time option for the M.N. to create flexibility for students who are also working in the healthcare sector during their program; ensure time-to-completion is closely monitored if the part-time option is reintroduced
  - o Explore release-time possibilities for M.N. students who are also employed during their program
- Quality Indicators – Students
  - o Consider further analysis of MN-NP student satisfaction scores
  - o Explore strategies to "fast track", using direct entry from B.Sc.N. to PhD, for capable doctoral students who are interested in an academic career

- o Employ continued efforts to meet targeted doctoral time-to-completion of 4-years

3. Faculty/Research

The reviewers observed the following **strengths**:
- Research
    - o Highly accomplished researchers, known for expertise and publishing in high impact journals
    - o Research contracts and grant values have risen in the last two years
    - o Impressive external funding dollars, especially given the numbers of junior faculty
    - o Faculty have successfully attained funding from the National Institutes of Health
- Relationships
    - o Faculty have fruitful relationships with other universities and organizations

The reviewers identified the following **areas of concern**:
- Research and Scholarship
    - o Teaching-stream faculty expressed the need for supports in order to meet scholarship and publication targets, and to help earn promotion
- Faculty Complement
    - o Small number of PhD graduates and high cost of living in Toronto, present faculty recruitment challenges

The reviewers made the following **recommendations**:
- Research
    - o A formal mentorship program for new faculty could be beneficial, especially to support grant proposals and editorial support for publications
- Faculty Complement
    - o Succession planning is necessary given anticipated retirements over the next five-years
    - o Provide start-up funds for new faculty to collect pilot data

4. Administration

The reviewers observed the following **strengths**:
- Relationships
    - o Faculty and leadership expressed mutual respect for each other
    - o Sense of pride among faculty to be associated with high internationally ranked university

- o Strong inter-professional relationships between nursing faculty and other disciplines across the University
  - o Staff expressed great pride, high job satisfaction, and appreciated their contributions to preparing future nurses for practice, research and leadership roles
  - o The Dean is highly respected by university and nursing colleagues
- Long-Range Planning & Overall Assessment
  - o Strategic Plan is aligned with overall institutional goals, and builds on the University's strengths and reputation
  - o Advancement Director is now in place and can explore opportunities to increase fund raising efforts
- International Comparators
  - o Positive post-graduation data places the undergraduate program above most comparative international institutions
  - o Master's programs are well in line with other similar programs at Canadian institutions
  - o The performance of the Faculty overall places it among the top nursing schools in the world

The reviewers identified the following **areas of concern**:
- Relationships
  - o Student morale varied by program; graduate students expressed concerns with funding levels and the structure of teaching assistantships
- Organizational and Financial Structure
  - o Potential need for "additional staff support", however, "unlikely that funding will be available"
- Long-Range Planning & Overall Assessment
  - o Recruitment of new faculty is a key priority, but challenging given strong competition for a small pool of qualified candidates
  - o Graduate enrolment targets have not been met and may be too ambitious
  - o Student financial support remains a key issue, including the level of graduate funding from Faculty and Tri-Council sources
  - o Younger alumni indicated they had not received requests for regular donations

The reviewers made the following **recommendations**:
- Organizational and Financial Structure
  - o An analysis of staff jobs may assist identify is additional support staff are needed in some areas (e.g. student recruitment, communications, advancement, and research)
- Long-Range Planning & Overall Assessment
  - o Commercial education programs could be considered to generate new sources of revenue, pending they meet appropriate market needs

- o A professional doctoral program for nurse leaders, if structured properly, could be a source of new revenue
- o The Faculty should continue to consider diversity in faculty recruitment, and ensure attractive recruitment packages
- o Faculty should work on recruitment strategy to increase student diversity, to ensure that nurses represent the communities they serve; a recruitment coordinator from an underrepresented group might assist with these efforts
- o A national funding strategy for developing nursing scholars is needed
- o Focus efforts on increasing the number of alumni donors rather than trying to secure larger individual gifts

March 16, 2018

Professor Sioban Nelson
Vice-Provost, Academic Programs
Simcoe Hall, Room 225
27 King's College Circle
Toronto, Ontario M5S 1A1

Dear Professor Nelson,

Re: Administrative response to the external review report for the Lawrence S Bloomberg Faculty of Nursing.

Thank you for providing us with a summary of the external review report and allowing us to respond to the findings. The review has provided us the opportunity to reflect on our achievements to date, and consider the future directions for the Faculty.

We are very pleased the report praised the Faculty as "firmly located amongst the top nursing faculties in the world". The reviewers highlighted innovative teaching methods instituted at the Faculty and the numerous opportunities for students to engage in learning outside the classroom. Researchers in the Faculty were identified as highly accomplished, with impressive levels of research funding.

As our Faculty evolves to meet the ever-increasing expectations of students, partners and society, our mission of being committed to international leadership in research, education and practice will be supported by our 5-year *Strategic Academic Plan 2017-2022; Shaping Tomorrow's Leaders Today*. A number of areas noted by the reviewers have already been identified within the Plan; with clear objectives articulated, and measures of success defined. We look forward to utilizing the recommendations of the review in the ongoing planning in the Faculty.

Graduate Programs

- The reviewers recommended a number of strategies to support graduate student recruitment from regions outside of Ontario as well as from local health service organizations.

The 2017-2022 Strategic Academic Plan highlights embedding the internationalization agenda across all domains of activity within the Faculty. A related objective is the recruitment of high quality international graduate students, with provision of bursaries and scholarships. The Faculty also aims to enhance the international student experience by leveraging U of T resources for international student recruitment and support, funding opportunities, and through monitoring the international student

experience. In the Plan we also identified the need to further develop high quality strategic partnerships, through the Faculty's Centre for Professional Development, with reputable institutions: utilizing already established U of T and faculty partnerships and international linkages. Furthermore, Priority 4 of the Plan refers to fostering our partnership with our affiliated clinical institutions and community service providers, with the objective of developing programs and pathways for academic excellence together. In our Plan we made a commitment to widening access to, and participation in, education programs delivered with innovative pedagogies. That commitment is not limited to international students and we continue to recruit students from outside the province.

Immediate-term action

We will include international graduate student recruitment in our Faculty marketing and communications strategy. We will conduct a review of our current online graduate program offerings to determine relevance of content for a potential international student market.

We will continue to work with the Office of the Vice-Provost, Relations with Health Care Institutions to develop Affiliation Agreements with out-of-province agencies that can provide clinical placement opportunities for graduate students located outside Ontario.

Medium-term action

We will promote inward and outward student mobility through financially-supported Faculty and University schemes, including Erasmus and the International Visiting Graduate Student program.

The potential for a funded Clinical Academic Career pathway has been discussed previously with our partners in the Toronto Academic Health Sciences Network. Financial constraints have prevented hospitals from funding clinicians to undertake further programs of study. We will re-assess the potential for joint fundraising agreements between the Faculty and our clinical partners to raise funding targeted at supporting clinicians to undertake Masters and PhD studies.

Long-term action

Increasing the number of international faculty can provide opportunities for increasing the Faculty profile and the subsequent attraction of international students. We will advertise faculty positions as vacancies arise through a wide variety of mechanisms aimed at reaching international academics. Resourcing attractive and competitive remuneration packages for such hires will need to be factored into budget planning.

Responsibility: Dean, Associate Dean (Academic), Director of Graduate Programs, Director NP program, Director PhD Program, Chief Administrative Officer, Director of Advancement.

- The reviewers encouraged the Faculty to consider the possible impact of student funding and tuition on enrolment and recruitment.

The 2017-2022 Strategic Academic Plan highlighted the challenge of students entering our programs with significant debt and a need to increase our capacity to offer financial aid in the form of bursaries and scholarships. The Faculty currently provides over $1M in student scholarships and awards each year.

Immediate-term action

In an effort to increase enrolment numbers for the 2018-2019 academic year, the Faculty offered all incoming MN students a guaranteed admission award between $1,000 and $9,000. We will be evaluating the effectiveness of this approach with the next intake of students.

Medium-term action and Long-term action

We will continue to monitor our success in meeting Priority 5 of our Plan; "Engaging with our community of friends, alumni and donors to contribute to, and advocate for, our success as an internationally recognized leader in health higher education." With our Office of Advancement we will evaluate our achievements with respect to one of our funding priorities; student awards (with an increased focus on access). New prospect opportunities, through enhanced alumni relations activities and sustained stewardship of donors, is planned to ensure the health of our Annual Fund. Given most alumni are located within the GTA we will develop a program of activities that includes public lectures, and opportunities to engage with, and mentor our current students. In addition, we will program more "family-friendly" events and activities oriented to career development of recent alumni as a way of engaging the younger, early career alumni.

Responsibility: Dean, Chief Administrative Officer, Director of Advancement

> - The reviewers encouraged the Faculty to review and modernize the MN-NP curriculum.

Central to our mission is enabling students to achieve their academic goals. We use a number of "within Faculty" and more formal mechanisms to actively seek student assessments of their experiences and use this feedback to enhance our programs and program delivery.

Immediate-term action

The Faculty will complete the formal mapping of current NP curriculum with the *Entry-Level Competencies for Nurse Practitioners* (College of Nurses of Ontario, January 2018) by October 2018.

Medium-term action

We will progress our current plans to solicit feedback from students, faculty, staff and external stakeholders on the NP program (MN-NP degree and post-masters NP diploma program). We will gather information from current students about their perceptions on the effectiveness of the program to enable them to meet program objectives. We will also gather information from faculty and external stakeholders to determine their perceptions of the effectiveness of the program to enable students to meet their program objectives (January 2019).

Long-term action

The Faculty will implement the recommendations arising from the consultation and evaluate the impact of program changes through student surveys and consultation with faculty and external stakeholders over the following three years.

Responsibility: Dean, Associate Dean (Academic), Director of Graduate Programs, Director NP program, Curriculum Committee, Faculty Council.

Faculty

- The reviewers noted that challenges around the recruitment of faculty are not unique to Nursing at U of T, and they suggested a number of ways to address these challenges through the development of pipelines, from the BScN onwards.

When articulating the five strategic priorities for the Faculty going forward we identified the shortage of PhD-prepared nursing faculty across Canada as a challenge with respect to filling current vacancies and those arising from impending retirements.

Immediate-term action

Traditionally, the Undergraduate Summer Research Program has been a consolidated 10 week program, which provided an intense and time limited experience. Moving forward, we are exploring the development of a program which will provide integration of undergraduate students into faculty research programs over a more prolonged time period (one or two years), to promote long-term engagement within a program of research. This will allow for a more thorough involvement in the research process with the goal of greater engagement within a program of research, and an overall aim of guiding exceptional students into our graduate programs. We will hold consultations with undergraduate students and faculty to determine feasibility. The sourcing of sufficient funding to support the initiative will need to be identified.

Increasing the number of opportunities for our current undergraduate students to learn about career pathways in nursing, including research and academic leadership, will be done through presentations by research faculty, clinician scientists, current graduate students and alumni to undergraduate students in formal presentations and "lunch and learn" sessions developed with the Advancement Office.

Medium-term action and Long-term action

Of the 98 Nursing PhD graduates captured in the recent 10,000 PhDs Project, 48% were in tenure-track or other post-secondary education (23%) roles. The Faculty can use the data in a variety of ways to highlight the career destinations to current and future MN and PhD students.

Increasing the opportunities for graduate students to gain teaching experience (other than marking assignments), and integrate into the established programs of research of faculty may assist in their understanding of the career pathways available in academia.

Recruiting and supporting early career faculty requires the capacity to provide "start up funding". The budget position of the Faculty does not allow for an increase in our current funding support provision. As our budget position improves we will be in a position to offer a more competitive package to new hires.

Responsibility: Dean, Associate Dean (Research and External Relations), Director PhD Program, Director of Advancement.

> - The reviewers recommended that the Faculty identify supports for teaching stream faculty to develop their scholarship.

As noted in the UTQAP Self- Study document, teaching stream faculty scholarship development is supported through the Teaching Professoriate Scholarship Awards program within the Faculty. These funds are available for teaching stream faculty to complete initiatives demonstrating their scholarship and assisting them to be even more competitive for accessing funds to continue development of their areas of scholarship. An objective highlighted in the 2017-2022 Strategic Academic Plan is to "Develop new frameworks for classroom and clinical education, scholarship, and research to enhance faculty teaching skills based on best practice".

Immediate-term action

We will re-introduce the Dean- and Associate Dean (Academic)-led meetings with teaching stream faculty to discuss scholarship and pedagogical development.

Medium-term action and Long-term action

A schedule of regular sessions will be developed for teaching stream faculty focused on clarifying expectations, and career development support; particularly with respect to scholarship and pedagogical development.

Responsibility: Dean, Associate Dean (Academic)

Diversity

> - The reviewers recommended that the Faculty develop a strategy to increase student and faculty diversity.

Our 2017-2022 Strategic Academic Plan has the goal; "Our faculty, staff and student complement reflects the cultural diversity of the communities we serve." Bursaries directed to students from Indigenous and other underrepresented backgrounds have been identified in the Plan as one measure of our success in reaching this goal.

Immediate-term action

In February 2018 the Faculty launched the Black/African Canadian and Indigenous Nursing Student Scholarship scheme. Four awards in total with a value of $10,000 each are available for full-time undergraduate students. We will need to promote this opportunity widely and well in advance of the opening of the applications process. With respect to faculty recruitment, we will continue to advertise vacancies in diverse forums to particularly target international applicants and those from Indigenous and visible minority backgrounds. The Terms of Reference of the previously established Dean's Advisory

Committee on TRC are being revised to reflect a commitment to enhancing support for student, staff and faculty diversity more broadly. We will disseminate the recently developed document "Strategies for Recruiting an Excellent and Diverse Faculty Complement" to those participating in search committees.

The Faculty will engage with Aboriginal Student Services, First Nations House, and Centre for Indigenous Studies to develop a strategy and materials for informing current Indigenous students at UoT about the Faculty, our programs, and careers in Nursing.

Medium-term action

The Faculty will further develop our relationship with Indspire; the national Indigenous-led registered charity that invests in the education of Indigenous people to advertise the availability of our bursaries for undergraduate students who identify as Indigenous. Together with our Advancement Office we will specifically seek donors; individuals and corporate, to support our funding priorities relating to widening access and participation. Our branding materials will be revised to reflect a wider variety of genders, ethnicities and disabilities. Relevant Associate Deans will be responsible for working with newly hired faculty from "non-dominant" groups to ensure they have the supports and information they need as they establish their research and teaching, and prepare for the assessment of their work (tenure, promotion, PTR etc.).

Following consultation with faculty, staff and students, the Faculty will develop a proposal for funding support from the Access and Diversity Fund of the Provost's Office to hire a recruitment coordinator.

Long-term action

To gauge the impact of the recruitment coordinator hire we will undertake regular auditing and reporting on the profile of our student intakes with respect to Indigenous and underrepresented groups.

All faculty who participate in admissions and selection committees will be required to have undertaken unconscious bias education and training through the TIDE (Toronto Initiative for Diversity and Excellence) initiative. Partnering with our colleagues who share our space at 155 College Street and University Property Management, we will develop a plan that ensures our physical space is welcoming and safe for students, staff and faculty from diverse backgrounds.

Responsibility: Dean, Associate Deans, Directors Undergraduate and Graduate Programs, Student Services

Resources

- The reviewers recommended exploring revenue generating international programs.

The mission of the Faculty articulates our commitment to international leadership in research and education. Our goal is to demonstrate how our teaching programs; both graduate and undergraduate, prepare students for successful careers and create larger societal benefit. Our 2017-2022 Strategic Academic Plan included the objective of developing high quality strategic partnerships, through the Centre for Professional Development (CPD), with reputable institutions: utilizing already established U of

T and faculty partnerships and international linkages. We also committed to developing a portfolio of courses and programs of relevance to, and accessible by, the international market.

<u>Immediate-term action</u>

The Global Nursing Scholars program was initiated in 2017 and is administered through the Centre for Professional Development in the Faculty. This international revenue-generating program provides learners (academics and post-licensure clinicians), with opportunities to advance their nursing practice, scholarship and leadership capacity through exposure to Bloomberg nursing faculty and the broader academic health network including the University of Toronto affiliate hospitals and agencies. Memoranda of Understanding for revenue-generating education programs are currently in place with Hong Kong Sanatorium and Hospital, Suzhou University, Shandong University and Central South University, China, and Oslo and Akershus University College of Applied Sciences, Norway. We will continue to develop and review our CPD program offerings and identify clinical institutions internationally that may wish to fund professional development activity for their clinical staff.

<u>Medium-term action</u>

We have identified the current Master of Nursing Health Systems, Leadership and Administration (HSLA) field of study as a potential program for delivery to both a domestic and international market. Currently delivered in a hybrid model, content is "Canadian health systems-oriented" and we will review the program with a view to including globally relevant content for both domestic and international students. The program includes on-campus residencies and practicums. The feasibility of delivering a "residency experience" online, and securing the required Affiliation Agreements or Student Placement Agreements for internationally-based practicums, will need to be examined in greater detail.

<u>Long-term action</u>

The Faculty has been exploring the potential for a professional, non-PhD doctoral training program in response to identified needs from the profession. An extensive needs assessment exercise confirmed a desire on the part of the profession for a program of study to develop excellence in advanced nursing leadership. The field of study is envisioned as comprising existing and new coursework components, and completion of a major capstone project; conducted in partnership with the candidate's existing employer organization. Program delivery would be via a hybrid model, and the Faculty will develop marketing strategies to attract domestic and international students.

Responsibility: Dean, Associate Dean (Academic), Director PhD Program,

- The reviewers suggested that the Faculty conduct a detailed staff job analysis and review to see if opportunities exist to reallocate responsibilities within Faculty areas.

The UTQAP Self-Study highlighted the administrative complement growth of 27% over the last 5 years. This was largely due to additional administrative support in the Clinical Education Office to meet the growing number of placements in the graduate program (4.5 FTE filled between 2014 and 2017). Additional expertise and capacity in online teaching technology (1.0 FTE filled in 2015) was provided to support the growth and quality of online graduate program offerings. Following an internal faculty

assessment of research supports required by tenure-stream faculty, a position to support the analytic needs of faculty and doctoral/postdoctoral trainees was created (1.0 FTE filled in 2015). An additional part-time position was added to the Business Office to allow for assistance and back-up coverage during periods of peak finance and payroll activity (0.5 FTE filled in 2017). The Self-Study highlighted increasing enrolments, reducing expenses and pursuing additional revenue streams would remain a critical focus of the Faculty for the coming years.

Immediate-term action

We will consult with colleagues in similar-sized professional faculties at UoT regarding their organizational structure and staffing. We will also seek assistance from the University's Professional Faculties Human Resources team to conduct an organizational review of our administrative team. The goal of the review will be to identify specific opportunities to improve the alignment of our human resources with the evolving needs of our academic and research programs, as well as our strategic plan.

Medium-term action and Long-term action

Our organizational structure is the underpinning of our ability to meet the strategic priorities at the Faculty. Recognizing the importance, as well as the complexity, of implementing changes, we will plan to implement key recommendations of the organizational review over 18-months.

Responsibility: Dean, Chief Administrative Officer, Student Support Services

Linda Johnston PhD FEANS FAAN
Dean and Professor
Lawrence S. Bloomberg Faculty of Nursing
University of Toronto

UTQAP Review Summary

Programs(s) Reviewed:	Celtic Studies, B.A., Hons. (Specialist, Major, Minor) , review of programs only (housed in St. Michael's College)
Division/Unit Reviewed OR Division/Unit Offering Program(s):	Faculty of Arts and Science
Commissioning Officer:	Dean, Faculty of Arts & Science
Reviewers (Name, Affiliation):	1. Professor Brian Ó Conchubhair, Department of Irish Language and Literature, University of Notre Dame 2. Professor Professor Gearóid Ó hAllmhuráin, School of Canadian Irish Studies, Concordia University
Date of Review Visit:	October 12, 2017

Previous Review
Celtic Studies programs

Date: January 11, 2007

Summary of Findings and Recommendations:

Undergraduate Programs

The reviewers observed the following **strengths**:
- A model for effective interdisciplinary teaching
- Program is a "jewel to be treasured"
- Good program structure
- Admirable course variety, and excellent quality of content
- Students are engaged and enthusiastic
- Faculty members are accessible and helpful
- Intensive summer course placements are a valuable complement to the overall undergraduate program

The reviewers identified the following **areas of concern**:
- Eliminating courses with lower enrolment is seen as unfortunate and a threat to the integrity and quality of the specialist and major programs

The reviewers made the following **recommendations**:
- Expand offerings in Scottish, Gaelic and Welsh
- Further develop relationships with other universities and intensive language programs abroad
- Work towards more frequent and evenly spaced class meetings times
- Consider giving academic credit for intensive summer language courses

Faculty/Research
The reviewers observed the following **strengths**:
- Impressive quality of faculty
- Permanent, contract, and visiting faculty are all essential to providing the full breadth of program offerings
- Contract faculty are highly praised by their students and other faculty

The reviewers made the following **recommendations:**
- Preserve interdisciplinary nature when considering faculty complement and suggest adding a new position in Contemporary Celtic Cultures

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Administration

The reviewers observed the following **strengths**:

- Programs are well-supported by St. Michaels's College
- Strong relationships with cognate units, which allow students to explore more advanced interdisciplinary research interests
- Cooperative program coordination by faculty and staff is a valuable quality that the reviewers hope can be maintained
- Commendable initiatives include: outreach to other universities in Ireland, Scotland and Wales; institution of an artist in residence; and rethinking publicity materials

The reviewers made the following **recommendations:**

- Consider strategies for access to up-to-date teaching technology

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Current Review: Documentation and Consultation

Documentation Provided to Reviewers

The reviewers were provided with:

- Terms of Reference
- Self-Study
- Appendices, which included:
    - Faculty CVs
    - Calendar entry and Celtic Studies course offerings
    - Faculty of Arts & Science Undergraduate Degree Objectives
    - Saint Michael's College Principal's Strategic Plan, March 2013
    - Celtic Studies Program Review 2007

Consultation Process

The reviewers met with:

- Faculty of Arts and Science Dean, and Vice-Dean, Academic Planning and Strategic Initiatives
- Principal, St. Michael's College; President, St. Michael's College
- Celtic Studies Program Director
- Celtic Studies faculty members
- Cognate department representative from
- Administrative staff members
- Undergraduate student representatives

Current Review: Findings and Recommendations

1. Undergraduate Program

The reviewers observed the following **strengths:**

- Overall quality
  - Emphasis on high quality teaching
- Innovation
  - Historically, program has been offered in a distinctive learning environment, which combines language acquisition with cultural studies
  - New St. Michael's College course offering in Boyle Script and Stories
- Quality Indicators – Students
  - Students are excellent program ambassadors, and seen as articulate and intelligent
  - Good level of satisfaction among students regarding quality of teaching and faculty engagement

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

- Overall quality
  - Enrolment is down since 2007 when 300 students were registered
- Curriculum and Program Delivery
  - Loss of core faculty has reduced the range of course offerings
  - Credibility of the program is at risk if all three Celtic languages are not offered regularly
- Quality Indicators – Students
  - Students are concerned with the limited language courses in Welsh, Scottish Gaelic and advanced Irish
- Student Funding
  - Students unable to secure funding for additional summer abroad training

The reviewers made the following **recommendations**:

- Curriculum and Program Delivery
  - Reconsider the language course requirements of all programs, with an eye to aligning with similar Celtic Studies programs
  - Determine the role of Welsh offerings in the Celtic Studies programs, and the availability of advanced studies in Irish
  - Ensure uniformity/standardization of course coding
- Student funding

        o   Address funding for students wishing to engage in a second summer of language study

        o   Consider supervision and mentorship of Ireland Canada University Foundation scholars

2.   Faculty/Research

The reviewers observed the following **strengths**:

- Research
  - Program has been developed by world-renowned scholars
  - Faculty are active scholars, publishing regularly in top journals, and attending prestigious conferences
- Faculty Complement
  - Recent three-year contact faculty hire is a welcome addition

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

- Faculty Complement
  - Vacancies from faculty retirements and relocations have not been filled, threatening the foundation of the programs
  - Imbalance of tenure and non-tenure track appointments adds to a "climate of uncertainty"; program "at risk of imploding" if contract faculty were recruited elsewhere
  - Absence of a mid-career academic to provide leadership
  - "Striking" faculty gender imbalance

The reviewers made the following **recommendations**:

- Faculty Complement
  - Hire two tenure-track language faculty, one can hold the recommended endowed Chair position
  - Secure Celtic archaeology instruction

3.   Administration

The reviewers observed the following **strengths**:

- Relationships
  - Cognate departments are receptive to further collaborations, including cross-listing courses and other research alliances
  - Morale is strong among all members of Celtic Studies programs
- Organizational and Financial Structure
  - Program administrator is highly valued by students
  - Organizational structure and physical spaces are well-managed

- International Comparators
  - Seen internationally as a flagship of Celtic Studies scholarship, with a strong global reputation for innovative pedagogy
  - High level of faculty research activity on par with top international institutions

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

- Relationships
  - Staff and faculty voiced concerns about the future of the Celtic Studies offerings
  - Program has lost some energy and dynamism due to faculty loss
  - Local community of Celtic Studies is viewed as too homogenous
- Organizational and Financial Structure
  - Unclear who is responsible for publicity and promotion of programs, and how events are scheduled or funded
- Long-Range Planning & Overall Assessment
  - Program is at a pivotal moment of transition which requires strategic planning to ensure the stellar reputation is upheld
  - Urgent need to create an endowed chair in Celtic Studies, to "restore scholastic leadership"

The reviewers made the following **recommendations**:

- Relationships
  - Engage with coordinators of other academic programs at St. Michael's College, to evaluate collaborative opportunities
  - Expand the composition of the Celtic Studies audience "especially younger sectors of the community"
- Organizational and Financial Structure
  - Consider setting regularly scheduled faculty meetings, where event planning can be discussed
- Long-Range Planning & Overall Assessment
  - Engage in proactive long-range strategic planning; attend to issues resulting from remaining core faculty retirements
  - Initiate a fund-raising campaign to create an endowed Chair
  - Consider boosting publicity of faculty achievements
  - Explore options for hosting more international events where students, faculty, and alumni can present their research
  - Engage in marketing strategies targeted at the University's international students
  - Cultivate relationships with the Irish Embassy in Ottawa and consider international partnerships and links with Celtic Studies programs at other universities

- Re-prioritize Scottish Gaelic and Welsh language offerings specifically by considering the Welsh offerings from the Centre for Medieval Studies, and hiring a contract faculty to teach Scottish Gaelic

David Cameron, FRSC
Dean

March 14, 2018

Professor Sioban Nelson
Vice-Provost Academic Programs
University of Toronto

Re: Review of Celtic Studies

Dear Sioban,

Along with the faculty, staff and students of Celtic Studies, I am pleased with the external reviewers' assessment of Celtic Studies and its programs: Specialist, Major, Minor. The reviewers complimented Celtic Studies and its undergraduate programs and courses, noting that, "its reputation is acknowledged across the globe and its pedagogical innovation is the envy of universities and institutes of higher learning on both sides of the Atlantic."

The quality of this program notwithstanding, as per your letter dated February 12, 2018, the review report raises a number of issues and challenges. I am writing to address the areas of the review report that you identify as key. The response to these items is separated into immediate (six months), medium (one to two years), and longer (three to five years) term action items for Celtic Studies, where appropriate. Celtic Studies has discussed the reviewers' comments through consultation with various groups and has begun to implement changes where appropriate and that are consistent with Celtic Studies' mission.

Curriculum

The reviewers recommended cultivating partnerships with cognate departments.

The program agrees that cultivating partnerships with cognate departments is a very good idea.

Implementation Plan

Immediate-term [six months]:

The program will pursue partnerships with cognate units, including the Department of English. The program will engage in a review of course offerings to assess whether there are courses in cognate units that could be cross-listed for Celtic Studies students.

Medium-term [1-2 years]:

When possible and as appropriate, St. Michael's College will provide funding for teaching in the program from faculty members in these cognate departments.

The reviewers raised concern regarding program language requirements, and the supports to offer the requirements.

The program intends to continue with its Welsh language courses at current faculty complement and will seek strategic cross-listings of upper-year and graduate-level Welsh language instruction.

Implementation Plan

Immediate-term [six months]:

With respect to Irish language courses, which represent the major component of language instruction in the program, the program will continue its longstanding partnership with ICUF (The Irish Canadian University Foundation), an external organization that provides the program with annual funding for a dedicated Irish language instructor.

Medium-term 1-2 years]:

The unit will on draw on pre-existing funds, provided through historic donations to St. Michael's College, to support Scots/Gaelic courses in alternating years (as possible).

Longer-term [3-5 years]:

The Principal of St. Michael's College has set as a top priority the creation of a continuing teaching-stream position in Celtic Studies with a significant focus on Irish language instruction. The Faculty of Arts and Science will engage in discussions with the College to determine the best approach for the hiring of College faculty who teach in Arts and Science programs.

Strategic Planning

The reviewers suggested exploring ways to develop summer abroad opportunities for students and to increase the visibility of Celtic Studies programs and events, including fundraising and additional outreach to local and international partners.

Immediate-term [six months]:

The unit actively supports student travel to various Celtic Studies conferences for students during the academic year, such as the Annual Celtic Students' Conference in Edinburgh, and also by supporting individual faculty who identify research-related international travel opportunities for students, often in the summer and predominantly in Ireland.

Medium-term [1-2 years]:

In the coming year, the new SMC One Seminar, the Boyle Seminar in Scripts and Stories, will offer its students an out-of-course international learning experience in Dublin. The program regards this SMC One course as a recruitment opportunity for Celtic Studies.

Also, as mentioned above, the unit highlights its long-stranding and important relationship with ICUF, an organization that is based in Ireland and supported by governments and related agencies in Canada and Ireland.

Faculty Resources

The reviewers suggested the need for faculty planning to address the impact to the programs due to recent faculty departures, as well as the gender imbalance among remaining faculty.

The program acknowledges the current gender imbalance, but notes that this is anomalous for the program, and has arisen as a result of two relatively recent retirements. Given the very small faculty complement associated with this small program, the departure of even a single faculty member can significantly alter the gender balance. Nevertheless, the program is aware of the University's statement on Equity, Diversity, and Excellence (http://www.governingcouncil.utoronto.ca/Assets/Governing+Council+Digital+Assets/Policies/PDF/ppdec142006.pdf) and mindful of this statement with respect to undergraduate teaching in Celtic Studies.

Implementation Plan

Longer-term [3-5 years]:

The program will pursue a continuing teaching stream appointment in Celtic Studies with a significant focus on Irish language instruction, funded by the College.

Administration

The reviewers suggested some improvements in communicating Departmental events such as visiting speakers, and the need for regularly scheduled faculty meetings.

The program acknowledges the need for consistent, clear, and contemporary means of communicating with its many communities. This past year, the Principal created a fund dedicated to supporting student-focused and student-initiated activities in the program, which complements the pre-existing funds the unit has historically dedicated to supporting Celtic Studies activities.

Implementation Plan

Immediate-term [six months]:

The program will seek to collaborate more intensively with the student union, which is making creative and ambitious use of social media to communicate its activities and those of the program.

To conclude, we appreciate that the external reviewers identified Celtic Studies' strengths and noted a few areas for development. Celtic Studies has already begun to move forward with plans to address the recommendations as presented by the reviewers.

Sincerely,

David Cameron,
Dean and Professor of Political Science

cc.   Randy Boyagoda, Principal, St. Michael's College, Director, Celtic Studies
        Poppy Lockwood, Vice-Dean, Academic Planning and Strategic Initiatives

UTQAP Review Summary

Programs(s) Reviewed:	Undergraduate: Drama, Theatre and Performance Studies B.A., Hons. (Specialist, Major, Minor) Graduate: Drama, M.A., Ph.D.
Division/Unit Reviewed OR Division/Unit Offering Program(s):	Centre for Drama, Theatre & Performance Studies
Commissioning Officer:	Dean, Faculty of Arts & Science
Reviewers (Name, Affiliation):	1. Professor Penelope Farfan, School of Creative and Performing Arts, University of Calgary 2. Professor Kathy Foley, Theatre Arts, University of California, Santa Cruz 3. Professor David Savran, The Graduate Centre, City University of New York
Date of Review Visit:	October 5-6, 2017

Previous Reviews
Drama, Theatre & Performance Studies

Summary of Findings and Recommendations:

Review Date: March 2007 (University review)

Undergraduate Programs

The reviewers observed the following **strengths**:
- Impressive fully staged productions
- Good potential for research

The reviewers identified the following **areas of concern**:
- Audition/interview process and curriculum does not emphasize an academic component
- Key courses are not being offered each year, and other important courses are being offered too infrequently
- Planned low course enrolment excludes minor students from practical courses

The reviewers made the following **recommendations**:
- Address exclusion of minor program students in practical courses
- Next Director should engage in an internal self-study and curriculum review
- Rearticulate program as "pre-professional" to alleviate confusion among students regarding the level of practical training in the program
- Explore larger lecture courses, that may assist with obtaining revenue to offer smaller studio courses

Faculty/Research
The reviewers observed the following **strengths**:
- Impressive faculty commitment

The reviewers identified the following **areas of concern**:
- Large number of non-tenure faculty creates various pressures and stresses

The reviewers made the following **recommendations:**
- Create longer-term and secure faculty positions, and re-evaluate non-tenure salaries with an eye to seniority and norms in the discipline

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

- Strong and collegial relationships with University College
- Public spaces are sufficient and meeting the programs needs

The reviewers identified the following **areas of concern**:
- Program seems isolated from the larger university community
- Space updates needed including: securing a suitable wooden floor for performance studio; update soundproofing; addressing the noisy air circulation system in the Leonard Common Room; and reviewing available computer resources

The reviewers made the following **recommendations:**
- Institute sub-committees to reduce the size of the Program Committee
- Review relationships with cognate units, especially with the Graduate Centre for Study of Drama, and consider consolidation of all programs under one Centre
- Hire an additional staff member

Review Date: March 21-23, 2007 (OCGS review of graduate programs)

Graduate Programs

The reviewers observed the following **strengths**:
- Impressive post-graduation employment outcomes
- High level of research training and quality of dissertations
- Students have an appropriate balance of guidance and freedom to produce creative work
- Doctoral program can recruit top students due to clear funding provisions
- Full-time master's program is appropriately rigorous
- No concerns with time-to-degree, which is impressive compared to peer institutions
- Excellent library resources

The reviewers identified the following **areas of concern**:
- Faculty resources are stretched, which impacts level of supervision
- Difficulty recruiting top master's students due to funding constraints
- Varying level of practical training of entering students, and limited practical training provided in the curriculum due to budgetary cutbacks
- Students are concerned with course enrolment limits in cross-listed courses
- Doctoral students expressed need for a clearer articulation of program goals within the first two years

The reviewers made the following **recommendations**:

• Address supervisory issues in order to maintain high quality of graduate programs

Current Review: Documentation and Consultation

Documentation Provided to Reviewers

The reviewers were provided with:

- Terms of Reference
- Self-Study
- Appendices, which included:
    - CVs of Lecturers and Faculty Members
    - FAS Course Calendars
    - Degree Objectives and Degree Level Expectations
    - Undergraduate and Graduate Course Syllabi
    - OCGS Consultant Report 2006-07
    - OCGS Final Approval 2006-07

Consultation Process

The reviewers met with:

- Faculty of Arts and Science Dean, and Vice-Dean, Academic Planning and Strategic Initiatives
- Centre for Drama, Theatre and Performance Studies Director; and Associate Director, Graduate
- Faculty members from St. George, UTM, and UTSC campuses; and undergraduate part-time Lecturers and SL Instructors
- Administrative staff members: Business Officer; Graduate Administrator; Undergraduate Coordinator; Graduate and Undergraduate Technical Directors
- Cognate department/Faculty representatives from: University College; Centre for Sexual Diversity Studies; OISE; and Centre for Comparative Literature
- Undergraduate and graduate student representatives

Current Review: Findings and Recommendations

List of Acronyms:

SSHRC – Social Sciences and Humanities Research Council
UTM – University of Toronto Mississauga
UTSC - University of Toronto Scarborough

1.   Undergraduate Programs

The reviewers observed the following **strengths:**
- Overall quality
  - High level of intellectual vibrancy and morale among the students
  - Excellent class size, which allows students to receive personal attention
  - Program is seen as an "incubator of performance creativity in Toronto"
- Admissions Requirements
  - Appropriately rigorous admission requirements, and entering grades are slightly increasing
  - Admission numbers are steady
- Curriculum and Program Delivery
  - Implicit cohort system is impressive
  - Appropriate shift in curriculum, which has intensified academic classes and lessened some of the intensity of studio courses
  - Efforts to provide a greater breadth of topics is improving course diversity
  - Opportunities to complete academic and studio work and participate in local theatre
- Innovation
  - Specialized international courses, viewing local performances and workshop participation provide creative spaces for student learning
  - Faculty involved in local theatre connect students with performance opportunities
  - New course opportunities focus on practice as well as research
- Assessment of Learning
  - Logical program progression from projects, to small performances, and then to full scale productions
- Quality Indicators – Students
  - Students praised the quality of teaching and intellectual rigour
  - Students can take courses from Ph.D. candidates, and learn about their cutting edge research
  - Strong connections between students, faculty and student peers
  - Program requirements are being completed in a timely fashion

The reviewers identified the following **areas of concern**:
- Curriculum and Program Delivery
    - Students who specialize in production say that they must seek work outside the program to obtain sufficient "hands on" experience with technical equipment
    - Non-tenured faculty are concerned with the level of professional training in the undergraduate curriculum
- Accessibility and Diversity
    - Some physical spaces present accessibility challenges as some areas are only accessible by stairs

The reviewers made the following **recommendations**:
- Innovation
    - Summer research opportunities could provide students with valuable work experience and skills acquisition for those interested in graduate studies
- Accessibility and Diversity
    - Relocate the undergraduate programs to ensure full accessibility for all students and to emphasize the advantages of bringing the programs together geographically

2. Graduate Programs

The reviewers observed the following **strengths:**
- Overall quality
    - Programs have a broad and diverse mandate
    - Diversity in research projects completed by doctoral students
    - Graduate students are enthusiastic and have high morale
    - Doctoral students displayed a good level of energy and enthusiasm, and are satisfied with teaching and supervisory supports
- Objectives
    - Master's program clearly prepares students to go on to Ph.D. programs, and also provides working professionals an additional degree credential in compact time frame
    - Doctoral program objective to successfully develop a significant research project is being well met
- Curriculum and Program Delivery
    - Diversity of course offerings on non-Western theatre (e.g., with inclusion of Indigenous Studies and Asian Theatre research), well suited to the changing discipline
    - Attractive one-year master's curriculum
    - Flexible structure of master's curriculum is valuable for those interested in performance-as-research projects

- o Recent milestones streamlining of doctoral requirements has been well thought through; program is utilizing these milestones and committee structure to ensure students move steadily toward completion
  - o Introduction of the *Graduate Student Handbook* aimed at alleviating confusion regarding the doctoral program requirements
- Student Engagement, Experience & Program Support Services
  - o Excellent professional development opportunities
- Quality Indicators – Students
  - o Students admitted to graduate programs have strong academic backgrounds and work on diverse projects with links to other units in the humanities
  - o While entry to the master's program is not highly competitive, it has "significant purpose" for those who enrol
  - o High completion rate in full-time master's program
  - o Professionals who complete the master's degree return to work with increased skills and competencies

The reviewers identified the following **areas of concern**:
- Objectives
  - o Networks for PhD students tend to be local and national rather than international and may not be available to support the full range of doctoral projects
- Curriculum and Program Delivery
  - o Unclear articulation of connection between theatre practice and scholarship
  - o Stress surrounding additional requirements for direct-entry doctoral students
  - o Some doctoral students reported difficulty in understanding the program requirements
- Assessment of Learning
  - o Design of comprehensive exams may not accurately reflect current best practices
- Student Engagement, Experience & Program Support Services
  - o Many faculty are not available during the summer session, which is a drawback for master's students in a one-year program
  - o May take additional effort to match diverse doctoral projects with a supervisor, and timing of match (not until year two)
  - o Appears as though a limited number of faculty are supervising the majority of students
- Quality Indicators – Students
  - o Enrolment in the master's program has fallen considerably
  - o Low completion-rate for part-time master's students; "this group needs more attention and mentoring than available at present"

- o Master's students who continue to engage in professional work during their full-time MA degree experience some conflicts
- Student Funding
  - o Top students with multiple admissions offers need to be aware of exact nature of funding in offer of admission
  - o Limited funding for international Ph.D. students means very few students can be in the Ph.D. program at one time

The reviewers made the following **recommendations**:
- Objectives
  - o Introduce research expectations and career orientation early on in the doctoral program
  - o Clarify the objectives of the doctoral program "as regards [to] the relation between drama, theatre, and performance studies and between scholarly and artistic practice"
- Admissions Requirements
  - o Explore the option of matching doctoral applicants with an advisor at the time of admission rather than in the second year
- Curriculum and Program Delivery
  - o Determine the Centre's position on practice-as-research and determine whether doctoral students can pursue this in their dissertations
  - o Consider if fine-tuning the master's program curriculum can inform program requirements for direct-entry students
- Assessment of Learning
  - o Consider additional assessment methods for the comprehensive exam
  - o Increasing language requirements would be in line with leading doctoral programs
- Student Engagement, Experience & Program Support Services
  - o Ensure appropriate supervisory match between faculty and newly admitted doctoral students, and begin mentoring in the first year
  - o Determine a viable solution that addresses the issue of access to faculty during the summer for the master's program
- Quality Indicators – Students
  - o The reviewers agreed with "the implied suggestion in the Self-Study that the part time MA be suspended"
  - o Focus on ensuring full-time master's students complete in a timely manner, and that they are appropriately prepared to enter the Ph.D. program should they seek admission
- Student Funding
  - o Work with the Faculty of Arts and Science to ensure funding information is available at the time of offering admission, and provide clear detail on funding expected throughout the program

- Seek additional funds for doctoral travel opportunities, especially for those considering an academic career

3. Faculty/Research

The reviewers observed the following **strengths**:
- Research
  - Wide-ranging faculty expertise, which has expanded into several new vital research areas
  - Strong faculty publication records in leading journals
  - Faculty are engaged in many practice-based research presentations completed locally, nationally, and internationally
  - New faculty in the area of Indigenous theatre and performance adds to the breadth of course offerings

The reviewers identified the following **areas of concern**:
- Research
  - Some long-time faculty who focus on dramatic literature feel disconnected from the doctoral program due to new emphasis on performance studies
- Faculty Complement
  - Imbalance of tenure-track and non-tenure-track faculty
  - Sessional faculty teaching at the undergraduate level feel they are not adequately consulted in discussions surrounding curricular change, and are concerned that in-depth studio training has been sacrificed in favour of advancing the level of intellectual rigor
  - Additional duties, such as training graduate teaching assistants, are a concern for non-tenure-track faculty
  - The reviewers commented that faculty specializing in Western studies may have been sidelined in effort to diversify curriculum
- Promotion
  - Appears to be unevenness in implementation of release time for teaching and mentorship among junior faculty
  - Uncertainty of the status of practice-as-research/practice-based-research in tenure considerations

The reviewers made the following **recommendations**:
- Research
  - Work to increase success of applications to the SSHRC Insight Grant and Insight Development Grant competitions
- Faculty Complement
  - Continue to build the number of full-time faculty ensuring appropriate overlap in disciplinary specialization

o Need for a new senior level hire to assist with service and supervisory duties, which can allow assistant and associate level faculty to focus on building research portfolios

4. Administration

The reviewers observed the following **strengths**:
- Relationships
  - o Centre leverages the many interdisciplinary resources available across the University to provide added value to its offerings
  - o Able to capitalize on vibrant local theatre scene
  - o New Director appointment has been received very well, and she is seen as a respectful and inspirational leader
  - o Strong and productive relationships with cognate departments
- Organizational and Financial Structure
  - o Commended for meeting the challenges associated with amalgamating the undergraduate and graduate programs into one Centre
- Long-Range Planning & Overall Assessment
  - o Current leadership is seen as committed to broad consultation
  - o Administrative leadership appears committed to leveraging collaborations and resources
- International Comparators
  - o The undergraduate and graduate programs make the Centre arguably the leading academic theatre program in Canada, and would rank among the top U.S. programs
  - o Faculty members are highly active when compared to international peers

The reviewers identified the following **areas of concern**:
- Relationships
  - o Non-tenure-track faculty felt leadership style had been "top down" during times of transition, and some expressed sentiments of low morale
- Organizational and Financial Structure
  - o Disconnect between undergraduate and graduate programs, due to programs being housed at different buildings
  - o Decentralization means some faculty must commute from one campus to another for teaching commitments, and those who have budgetary appointments at the UTM or UTSC campuses may have limited availability to take on service roles
  - o Staff report some challenges that resulted from the amalgamation still persist, including uncertainty in changing workloads
- International Comparators
  - o New competition from York is seen as significant, and McGill and UBC also present national competition

- Lower levels of graduate funding make the master's and doctoral programs less attractive to U.S. applicants and other international students

The reviewers made the following **recommendations**:
- Relationships
  - Increase face-to-face meetings and consultation efforts with non-tenure-track faculty, especially in times of curricular change
  - Explore options for Faculty or University led workshops on federal grant applications, and opportunities for field-specific mentoring
  - Consider conducting a university-wide survey of faculty interested in drama, theatre and performance discipline, to further strengthen collaborations
  - Revitalize relationship with the Department of English
- Organizational and Financial Structure
  - Host all programs and activities in one building, complete with all technical (sound, lighting, and performance space) requirements for undergraduate and graduate programs
  - Increase fund-raising efforts among alumni and friends, and utilize communications officer to develop outreach strategies
  - Explore avenues for allowing faculty from UTM and UTSC to fully participate in service duties
- Long-Range Planning & Overall Assessment
  - Ensure continuity in leadership
  - Prioritize hiring a communications officer to alleviate communication challenges at the Centre
  - Determine the Centre's "new common branding" to assist with future hiring and curricular decisions, and fundraising efforts

<div align="right">
David Cameron, FRSC
Dean
</div>

March 14, 2018

Professor Sioban Nelson
Vice-Provost Academic Programs
University of Toronto

Re: Review of Centre for Drama, Theatre and Performance Studies

Dear Sioban,

Along with the faculty, staff and students of the Centre for Drama, Theatre and Performance Studies, I am pleased with the external reviewers' assessment of the Centre for Drama, Theatre and Performance Studies and its programs: Drama: B.A., Hons. (Specialist, Major, Minor); Master of Arts in Drama (M.A.) and Doctor of Philosophy in Drama (Ph.D.). The reviewers complimented the Centre for Drama, Theatre and Performance Studies: "The CDTPS has maintained its position as one of the leading centres for the study of theatre and performance studies in North America. With its long history and impressive faculty, the Centre maintains three strong degree programs (BA, MA, and PhD) and remains arguably the leading academic theatre program in Canada."

The quality of this program notwithstanding, as per your letter dated February 22, 2018, the review report raises a number of issues and challenges. I am writing to address the areas of the review report that you identify as key. The response to these items is separated into immediate (six months), medium (one to two years), and longer (three to five years) term action items for Centre for Drama, Theatre and Performance Studies, where appropriate. The Centre for Drama, Theatre and Performance Studies has discussed the reviewers' comments through consultation with various groups and has begun to implement changes where appropriate and that are consistent with the Centre for Drama, Theatre and Performance Studies' mission.

Undergraduate programs

The reviewers noted that students in design and production expressed concern at the level of hands on experience.

The unit made considerable changes, effective September 2016, in the undergraduate curriculum to balance academic, intellectual, and critical inquiry with practical training in the program. In 2016-17, the Centre was monitoring their impact and in January 2017 decided to introduce changes to the courses specified by the reviewers (production and design). Between January 2017 and June 2017, the unit:
- Assigned DRM254Y to Production in the Production and Design stream with a new module: digital projections
- Assigned DRM354Y to Design in the Production and Design stream
- Introduced a year-long DRM454 combined Production and Design course

These changes have increased the hands-on experience of the students on all levels of production and design education. A number of these changes were introduced shortly before the reviewers' visit in the fall; the unit is now monitoring the success of these changes.

Additional relevant curriculum changes are outlined in the implementation plan below.

Implementation Plan

Immediate-term [six months]:

The unit's Director and the current production and design faculty are considering content modifications to the production and design courses to respond to the students' changing interests that now include projections, as well as lighting and sound design.

Medium-term [1-2 years]:

Over the next 1-2 years, the unit will continue to monitor the undergraduate curriculum to make sure that the changes introduced in 2016 and modified in 2017 and 2018 in production and design meet the students' interests and expectations of the hands-on experience.

<u>Graduate programs</u>

The reviewers identified the need for clarity with respect to the program's support of performance studies and "practice-as-research" in order to guide decisions regarding the dissertation, the comprehensive exam, and supervision.

The unit is engaged in discussions with graduate faculty about the Centre's graduate curriculum. The Academic Committee, composed of the unit's graduate faculty, held meetings in February and March, and has another one scheduled in April 2018 to examine the place and role of Practice-based research in the graduate curriculum. From the discussions so far, it is quite clear that while Practice-based Research and experimental methodologies are encouraged in the Centre's pedagogy in both the MA and PhD programs, the main focus remains on scholarly academic research. The Centre's existing support for Practice-based Research (in which theory informs practice and practice leads to new theoretical questions, and in which the creative work is included in the dissertation) will not define the unit's intellectual profile. This particular methodology is offered only as an option to students with a particular interest in this area. In a long-standing debate about the nature of the Practice-based Research PhD, the Center has maintained uniform doctoral requirements, including the Qualifying Exam and Special Field Exam (in the Centre's practice it is a Prospectus), as well as a standard academic dissertation, whether it includes and illuminates the artifact or not. The Centre will maintain these standard requirements for its PhD candidates. It will, however, reconsider its Qualifying Exams while maintaining the Prospectus as a Special Field Exam.

Implementation Plan

Immediate-term [six months]:
The unit is currently engaged in discussions of "Practice-based Research" (that is "practice embedded in the research process and research questions arising from the process of practice") and "Practice as Research" (that is research that "leads primarily to new understanding about practice") with graduate students. Discussions include the possible consequences of such profiles for graduate education and employability in the North American labour market.

The Qualifying Exam Focus Group that already reworked the Qualifying Exam last year will continue its work and will present its recommendations to the Academic Committee in the fall of 2018.

The unit will also form a Graduate Curriculum Focus Group in the spring of 2018 to consider modifications to the curriculum. This Group will be chaired by the Director, and will include the Associate Director, Graduate, and tri-campus faculty representatives.

Medium-term [1-2 years]:

The Graduate Curriculum Focus Group will present its recommendations to the Academic Committee in the fall of 2018. After being reviewed and assessed by the Academic Committee, the recommendations of both groups (Exam and Curriculum) will be communicated to the students and implemented as appropriate, and following appropriate governance procedures, in the fall of 2019.

The reviewers were concerned over the adequacy of funding information provided to students on admission.

General information on funding packages for graduate students is now available on the School of Graduate Studies (SGS) website:
http://www.sgs.utoronto.ca/gradfunding/Pages/DRAMA.aspx
This site now provides the breakdown for all funding, an explanation of base funding, and other useful financial information for all units and divisions. Students can use this website as a resource to understand their funding. Information on program-specific funding for each student is provided in the original letter of offer and through a second letter sent in the late spring, as well as a funding letter sent by the unit to students in the funded cohort in the late summer/early fall

Additional information is available on the Arts and Science website:
http://www.artsci.utoronto.ca/graduate/graduate-funding-facts

This includes base funding for each graduate unit, including Drama:
http://www.artsci.utoronto.ca/graduate/graduate-funding-facts/pdfs/fas-base-funding-by-graduate-unit-2017-18-20171126.pdf

To ensure that graduate students receive clear, comprehensive information about their annual funding, SGS is developing a standardized funding letter template for units to use. This template identifies key information that each unit must provide to students (e.g. funding amount, source and composition, tuition and fees for the funded period, projected schedule of payments, etc.). The Faculty of Arts & Science will require units to provide students with this funding letter by early September of each academic year.

Implementation Plan

Immediate-term [six months]:

The unit will continue to work to ensure that incoming students have clarity about their packages' components.

The reviewers recommended that the objectives of the master's program be clarified, and that focus be placed on the full-time option.

The Centre's MA is a one-year, rigorous, course-based academic program that encourages students to explore traditional, practice-based, and experimental research methodologies in their work. The program is designed to equip students with deeper knowledge of the fields of drama, theatre and performance studies as well as with transferable skills. By developing their innovative thinking, resourcefulness, self-motivation and collaborative modes of work, the program prepares students for independent, boundary-pushing leadership roles, as creators in not-for-profit and for-profit theatres, entertainment companies, museum/archive, schools and colleges, community work, cultural associations. It also prepares students to make use of intersectional opportunities and to engage in performance-based activities in the health sector, environmental sector, and digital industries.

Implementation Plan

Immediate-term [six months]:

The unit agrees that the part-time MA option has been problematic for students, and is in the process of removing this option.

The unit recognizes that its course offering for MA students needs rethinking in order to meet the objectives described above in a more comprehensive way. The Centre is in the process of forming a Graduate Curriculum Focus Group, which will commence meeting in spring, 2018. Recommendations for the changes to the MA program will be reviewed and assessed by the Academic Committee in the early fall of 2018 and will be implemented following appropriate governance approvals.

Medium-term [1-2 years]:

The Graduate Curriculum Focus Group will also present other curricular recommendations to the Academic Committee in the early fall of 2018. It will consider the role of Practice as Research/Practice-based Research in the MA program and a rigorous course in PaR/PbR theories and methodology to support such a role.

<u>**Resources**</u>

The reviewers appreciated the challenge of amalgamating undergraduate and graduate programs within one Centre, and suggested continuing this work by identifying options for a communal space for all Departmental activities.

The Centre is split between two main locations, which maintain their historical undergraduate and graduate designations. The Union Building in the University College serves the undergraduate program and the Koffler Centre serves the graduate program. In each, however, the unit has created communal spaces that are used by both groups of students and by the administration to organize the unit's communal events. Such spaces include a theatre lobby in Koffler Centre, and the three rooms shared with the University College in the Union Building (the Walden Room, and the Front and Long Room). Some of the unit's activities require a particular spatial set up and none of the existing spaces is versatile enough to accommodate all of them. Also, the unit's communal events are often associated with events in its theatres and therefore take place in spaces adjacent to them. The solution that makes most sense for the unit in its current spatial configuration is to increase the

existing "traffic" between the two buildings. The Centre has been doing its best to intensify such traffic. In the summer of 2017, the Centre completely renovated some office space in the Union Building for graduate Course Instructors and Teaching Assistants to use and to meet with their undergraduate students. It organizes events targeting a specific program (e.g. Undergraduate Award Ceremony) in the location of the other program. It encourages graduate students to use the common space available in the Union Building; for example, students hold their meetings, organize lectures, and meet as a writing group there). The Centre schedules undergraduate and graduate courses in the reversely designated spaces, and finally, it makes all its theatre and rehearsal spaces available to both groups of students.

Implementation Plan

Immediate-term [six months]:

In order to further intensify such "traffic", The Centre will encourage its Directors' Shows and the MainStage production to use other theatre locations, such as Robert Gill Theatre and Luella Massey Studio Theatre (so far all productions have been done in the Helen Gardiner Playhouse). It is also unifying the system of booking the spaces for all the constituencies in the Centre.

Longer-term [3-5 years]:

The unit will continue to work with the Faculty to achieve an optimal space arrangement.

<u>Faculty</u>

The reviewers' suggested it would be helpful to ensure consistency of mentorship and support of junior faculty, including the opportunity for pre-tenure release of teaching.

The Centre has such a support system already in place and working. Junior faculty have faculty mentors working with them consistently throughout their pre-tenure years. Such mentors are assigned right from the start and advise junior faculty frequently. Also, junior faculty have course releases in their pre-tenure year.

Resources for new faculty in Arts and Science include:
   o   An orientation day for New Faculty
   o   Mentors are assigned by chairs/directors for all new faculty. Mentors are invited to the A&S new faculty orientation
   o   All new faculty receive a binder of resources (electronically and in hard copy, if requested). This includes information on: teaching, graduate students, research, career progression, community-building
   o   All new faculty receive a monthly newsletter. This includes timely information on teaching, research, programming, key timelines, institutional resources, etc.
   o   The Arts and Science Director, Teaching Support & Faculty Development, is available to meet one-on-one with all new faculty to talk about the resources that are available and to answer any questions, provide wayfinding, etc.
   o   The Faculty hosts lunches with the Vice Deans and the Dean each year for new faculty (2/year – the Dean attends one)

Implementation Plan

Immediate-term [six months]:

The unit will revisit the existing system of mentorship to ensure that the Centre uses all available resources to optimize its efficiency and helpfulness. The Director will monitor mentorship of junior faculty to ensure consistent support for junior faculty is provided.

The reviewers recommended identifying opportunities to seek input from the full range of teaching staff during curriculum conversations.

Implementation Plan

Immediate-term [six months]:

Since the reviewers' site visit in the fall of 2017, the unit has engaged in extensive consultations about the curriculum changes outlined above both with individual sessional instructors about the needs of their specific courses and with the whole undergraduate teaching staff (on January 10). These consultations have provided an opportunity to explain the nature and rationale of the changes that have already been implemented but also to discuss the new modifications. The Centre also held two faculty retreat meetings (December 8 and January 20) to consult both undergraduate and graduate faculty about the future roadmap for the Centre. The unit also holds regular, monthly faculty meetings (we held such meetings on September 6 and 28, November 16, January 10, January 26, February 15, and March 22) that include all undergraduate faculty (tenure-stream, sessional, part-time, and CLTA) and are devoted to curricular and pedagogical issues.

Medium-term [1-2 years]:

The Centre will continue the above practices, including its annual retreats that are now planned at the end of each winter semester. Such retreats will ensure that the unit has accomplished its plans in a given year, and will allow the unit to readjust plans when necessary and to make more detailed plans for the coming fall.

To conclude, we appreciate that the external reviewers identified the Centre for Drama, Theatre and Performance Studies' strengths and noted a few areas for development. The Centre for Drama, Theatre and Performance Studies has already begun to move forward with plans to address the recommendations as presented by the reviewers.

Sincerely,

David Cameron,
Dean and Professor of Political Science

cc.   Tamara Trojanowska, Director, Centre for Drama, Theatre and Performance Studies
        Poppy Lockwood, Vice-Dean, Academic Planning and Strategic Initiatives

UTQAP Review Summary

Programs(s) Reviewed:	Undergraduate: Asian Geographies (Arts): Minor, Joint program with National University of Singapore Environment & Energy (Science): Minor, Joint program with National University of Singapore Environmental Geography, B.A. Hons. (Specialist, Major, Minor) Geographic Information Systems (Arts): Minor Human Geography, B.A., Hons. (Specialist, Major, Minor) Physical and Environmental Geography, B.Sc. Hons. (Specialist, Major, Minor) Graduate: Geography, M.A., M.Sc., Ph.D. Planning, M.Sc., Ph.D.
Division/Unit Reviewed OR Division/Unit Offering Program(s):	Department of Geography and Planning
Commissioning Officer:	Dean, Faculty of Arts & Science
Reviewers (Name, Affiliation):	1. Professor Kenneth Foote, Department of Geography, University of Connecticut 2. Professor Glen M. MacDonald, Department of Geography, University of California, Los Angeles 3. Professor Richard Milgrom, Department of City Planning, University of Manitoba
Date of Review Visit:	September 26-27, 2017

Previous Reviews
Geography & Planning

Summary of Findings and Recommendations:

Review Date: March 2005 (University Review)

Undergraduate Programs

The reviewers identified the following **areas of concern**:
- Large class size

The reviewers made the following **recommendations**:
- Limit the number of students able to enrol in advanced courses
- Undertake a curriculum review, with an eye to addressing infrequency and timing of some courses
- Monitor relations with Urban Studies program offered at Innis College, in order to prioritize the need to strengthen the core geography programs

Faculty/Research
The reviewers observed the following **strengths**:
- Commendable scholarly achievement and impact
- Faculty are invited to present at many international conferences
- High success rate for external funding applications

The reviewers identified the following **areas of concern**:
- Some challenges have arisen in recruiting and retaining top faculty
- Split of UTSC geography faculty and departures at UTM, are placing additional pressure on remaining faculty
- Teaching load of junior faculty impacts ability to develop their research and scholarship portfolios

The reviewers made the following **recommendations:**
- Create a plan to accommodate for foreseeable retirements ensuring vitality of research and teaching programs, and expected increased enrolment at the UTSC and UTM campuses
- Need for faculty in the area of historical geography

Administration
The reviewers observed the following **strengths**:
- Excellent and dedicated staff

The reviewers identified the following **areas of concern**:
- Decentralized teaching, with multiple geography programs on each campus
- St. George campus faculty offices are spread out in different buildings

The reviewers made the following **recommendations:**
- Hold more regularly scheduled Faculty Council meetings, and increase involvement of recently appointed faculty
- Relocate faculty offices and graduate students into one common location, and improve laboratory spaces

Graduate Programs in Geography

Review Date: April 28-29, 2008 (OCGS review graduate programs)

The reviewers observed the following **strengths**:
- Appropriately rigorous admission standards for all graduate programs
- Student funding is competitive with other North American programs in geography
- Impressive student publications record
- Time-to-completion for M.A. and Ph.D. is low compared to peer programs
- Students are involved in planning speakers and events

The reviewers identified the following **areas of concern**:
- One year of funding for master's students presents challenges for students and faculty, especially in regards to time for research data collection for the M.Sc. students
- Visa caps place constraints on the ability to recruit top applicants
- Students have difficulty completing course requirements within the departmental course offerings, and physical geographers noted a challenge with accessing courses in quantitative methods
- Lack of extra-departmental evaluation of the doctoral comprehensive exam
- Difficulty in attracting physical geography students to UTSC campus due to reliance on facilities only at St. George
- M.Sc. have longer time-to-completion and funding does not match this
- Three-campus model is a challenge to delivery of the graduate programs, and program has been seen as "too St. George-centric"
- "Dire" space situation for graduate students: overcrowded office space; inadequate computer lab; small seminar room

The reviewers made the following **recommendations**:
- Continue to address concerns over narrow implementation of prerequisite geography requirements

- Consider developing a core course in physical geography and tailoring department course offerings each year to meet current student needs

Graduate Program in Planning (M.Sc.Pl.)

Review Date: November 10, 2008 (OCGS review of M.Sc.Pl.)

The reviewers observed the following **strengths**:
- Exceptional level of faculty resources available to support program
- Impressive applicant pool, which adds to the strong reputation of the program
- Intellectual orientation and training of the program provides students with a particular competency and leadership that is valuable post-graduation
- Timely progression through the program

The reviewers identified the following **areas of concern**:
- Student concern over student funding levels
- Absence of post-graduation assessment measures results in lack of evidence of graduate outcomes
- Curriculum may not adequately prepare graduates for professional work, especially students who have entered the program without any prior planning training or study

The reviewers made the following **recommendations**:
- Consider adding curriculum from popular topic area

Note: Ph.D. in Planning was Approved to Commence in 2006-07, and is not included in this review summary

Current Review: Documentation and Consultation

Documentation Provided to Reviewers

The reviewers were provided with:

- Terms of Reference
- Self-Study and Appendices, which included:
    - Tri-Campus CVs
    - Geography OCGS Review and Response
    - MScPl in Planning OCGS Review and Response; PhD in Planning OCGS Review and Response
    - Department's Strategic Plan; Response from Faculty of Arts & Science
    - FAS Degree Objectives

- o Undergraduate Degree Requirements
- o Undergraduate Courses, 2015-16
- o Graduate Degree Level Expectations
- o SGS Calendar Entry
- o Graduate Courses Listings
- o Map of MScPI Functional & Enabling Competencies
- o Citation Report
- o Library Report
- o Geography and Planning Collaborative Programs

Consultation Process

The reviewers met with:

- Faculty of Arts and Science Dean, and Vice-Dean, Academic Planning & Strategic Initiatives
- Department of Geography and Planning Chair; Associate Chair, Undergraduate; Former Associate Chair, Undergraduate; Associate Chair, Graduate; and Associate Chair and Director, Planning program
- UTM leadership: Acting Chair; and Associate Chair, Academic.
- UTSC leadership: Chair, Department of Human Geography; Acting Chair, Department of Human Geography; and Chair, Department of Physical and Environmental Sciences
- Tri-campus Human Geography faculty members; St. George campus Physical Geography faculty members; Tri-campus Planning faculty members; and St. George faculty members
- Administrative staff members: Graduate Administrator; Planning Program Administrator; Undergraduate Student Advisor; Communications and Events Coordinator; and Acting Business Officer
- Cognate department/Faculty representatives from the: School of Environment; Department of Earth Sciences; Asian Institute; and Faculty of Forestry
- Undergraduate and graduate student representatives

Current Review: Findings and Recommendations

List of Acronyms:

GIS: Geographic information systems
GIScience: Geographical information science

1. Undergraduate Program

The reviewers observed the following **strengths:**
- Curriculum and Program Delivery
  - Class-projects and overall research emphasis ensure students receive an appropriate level of professional competency
- Innovation
  - Potential development of a planning-related major is seen as a positive initiative to enhance undergraduate offerings and encourage students to continue into the Department's graduate programs
- Student Engagement, Experience & Program Support Services
  - Measures that provide continual improvement to the undergraduate programs include field-based and experiential learning; enhanced writing and math supports; and utilizing course development funds
- Quality Indicators – Students
  - Good time-to-degree numbers

The reviewers identified the following **areas of concern**:
- Quality Indicators – Students
  - Undergraduate program enrolment has remained "flat"

The reviewers made the following **recommendations**:
- Curriculum and Program Delivery
  - Increase number of online course offerings
- Quality Indicators – Students
  - Strategize ways to increase undergraduate enrolment and consider if GIScience, and other computational areas of geography, may help attract new students

2. Graduate Programs

The reviewers observed the following **strengths:**
- Overall quality
  - M.Sc.Pl. structure is praised for balancing theoretical issues and professional accreditation requirements
  - Graduate students have a strong reputation for conducting cutting-edge research; successful award acquisition; and obtaining coveted research positions
- Curriculum and Program Delivery
  - M.Sc.Pl. curriculum covers a wide range of specializations, and Ph.D. Planning program allows students to engage in research on a diverse set of critical issues

- Supervised professional report requirement of the M.Sc.Pl. is appreciated by the accrediting body, and promotes a timely degree completion
- Innovation
  - Internship program requirement, and the service-based learning component of the "Planning for Change" course, provide M.Sc.Pl. students with valuable learning experiences outside the classroom
  - Research opportunities for planning graduate students are available due to positive relationships with cognate programs and departments
- Student Engagement, Experience & Program Support Services
  - Increased efforts have been made to provide professional development opportunities
- Quality Indicators – Students
  - Top-tier applicants to graduate programs
  - Graduate students are satisfied with the high quality of mentoring and student experience
  - Most M.Sc.Pl. students are successful in finding professional employment post-graduation

The reviewers identified the following **areas of concern**:
- Quality Indicators – Students
  - Visa caps restrict the number of top-tier international students that can be recruited
- Student Funding
  - Graduate student funding levels are a serious restriction on the number of top students that are able to be recruited
  - Master's students who take more than a year to complete, and M.Sc.Pl. students, do not have access to funding during their program

The reviewers made the following **recommendations**:
- Curriculum and Program Delivery
  - Increase number of online course offerings
- Quality Indicators – Students
  - Explore strategies to ensure master's and doctoral students are meeting time-to-degree expectations
- Student Funding
  - Address funding challenges at all levels of graduate studies

3. Faculty/Research

The reviewers observed the following **strengths**:
- Research
  - Impressive quality of research as demonstrated by citations, successful awards, and ranking results

- Faculty research is well matched to external agencies and government bodies
- Range of editorships held in top journals is commendable

4. Administration

The reviewers observed the following **strengths**:
- Relationships
    - Department has "created a culture of research excellence and educational innovation", and provides vital program and contributions to the Faculty of Arts & Science
    - High morale in the Department and the sense of collegiality among students and faculty is seen as one the Departments "greatest strengths"
    - Staff are enthusiastic and contribute to the overall success of the Department
    - Planning programs benefit from being situated in the Department as a whole
    - Good relations with cognate departments including the Department of Earth Sciences, and other departments hosting programs with an interest in human geography and planning
    - Fruitful collaboration with the National University of Singapore
    - Connections with external agencies and government departments is seen as an added value to student's educational programs
    - Department has strong level of support from alumni networks and is engaged in active outreach
- Organizational and Financial Structure
    - Faculty and staff resources are appropriately utilized and deployed
- Long-Range Planning & Overall Assessment
    - Departmental goals are well aligned with the overall academic mission of the University
    - Leadership is strong and effective
    - Resurgence of interest in geography and planning is beneficial to the Department, and program curriculum is keeping pace with emerging changes and challenges in the disciplines
    - Interest from cognate departments to help rebuild physical geography offerings
- International Comparators
    - Department research enterprise ranks among the top national and international geography departments
    - Balance of strength in both geography and planning is seen as a real virtue of the Department that is rare among peer institutions worldwide

The reviewers identified the following **areas of concern**:
- Organizational and Financial Structure

- o Lack of dedicated IT staff is seen as a major issue
- o Departmental spaces are not inviting and in some cases lack privacy
- o Occasionally, graduate students are asked to complete tasks that are more appropriately completed by a staff member
- o Department size and tri-campus status present participation challenges in regards to total faculty attendance and representation from all campus at Faculty Council meetings
- o Number of standing committees of Council seems excessive
- o Faculty have strong record of external funding, however, other sources of revenue generation seem to be limited and Department does not have human resources to build a development campaign
- Long-Range Planning & Overall Assessment
  - o Faculty moves to the Department of Earth Sciences and anticipated faculty retirements present challenges to continuing to offer physical and environmental geography
  - o Limited offerings in GIS
  - o Expanding undergraduate program offerings from three to five may present complex curricula organizational challenges
- International Comparators
  - o Decline in research productivity in physical geography has affected the Department's international standing in this research area

The reviewers made the following **recommendations**:
- Relationships
  - o Consider expanding or formalizing relationships with cognate units and programs who have a research and educational focus in physical geography
  - o Establish mechanisms to track post-graduation outcomes for undergraduate and graduate students
  - o Keep track of organizations and groups supported by Department, faculty and student outreach efforts
- Organizational and Financial Structure
  - o Explore options to secure IT staff to support the range of specialized computer and technical resources utilized by students and faculty
  - o While existing research, teaching and office spaces are adequate, improvements could be made to encourage more collaborative work and learning and to make the space more inviting
  - o Encourage faculty attendance and participation at Faculty Council meetings, including holding some meetings at UTM and UTSC campuses
  - o Consider consolidating standing committees and other ways to increase efficiency of standing committee structure; an executive committee might a useful addition
  - o Explore the possibility of extending summer, online and other curricular offerings, in order to expand means for revenue generation

- o Seek assistance from central offices to create fund raising development initiatives
- Long-Range Planning & Overall Assessment
  - o Review physical and environmental geography offerings and strategize how to continue to offer curriculum in this areas and ensure offerings meet current trends and meet with the overall departmental mission
  - o Build on emerging strengths in GIScience and GIS, and continue to build programming in Urban Planning and Design
  - o Provide adequate studio and workspace for a variety of research and teaching spaces including for collaborative learning
  - o Consider modifications to existing undergraduate programs and/or explore developing new discipline area that emphasize departmental strengths
  - o Engage in tri-campus planning regarding graduate program offerings, including options for UTSC and UTM to gain autonomy by offering stand alone graduate programs, while continuing to participate in the geography and planning programs.

David Cameron, FRSC
Dean

March 14, 2018

Professor Sioban Nelson
Vice-Provost Academic Programs
University of Toronto

Re: Review of Department of Geography & Planning

Dear Sioban,

Along with the faculty, staff and students of the Department of Geography & Planning, I am pleased with the external reviewers' assessment of the Department of Geography & Planning and its programs: Human Geography, BA, Hons., (Specialist, Major, Minor); Environmental Geography, BA, Hons., (Specialist, Major, Minor); Geographic Information Systems, (Arts) Minor; Asian Geographies, (Arts) Minor (Joint program with National University of Singapore); Physical & Environmental Geography, BSc. Hons., (Specialist, Major, Minor); Environment & Energy, (Science) Minor (Joint program with U of T School of the Environment); graduate: Geography, MA., MSc., PhD.; Planning, MSc., PhD. The reviewers complimented the Department of Geography & Planning for creating "a culture of research excellence and educational innovation that are hallmarks of its programs."

The quality of this program notwithstanding, as per your letter dated February 13, 2018 the review report raises a number of issues and challenges. I am writing to address the areas of the review report that you identify as key. The response to these items is separated into immediate (six months), medium (one to two years), and longer (three to five years) term action items for the Department of Geography & Planning, where appropriate. The Department of Geography & Planning has discussed the reviewers' comments through consultation with various groups and has begun to implement changes where appropriate and that are consistent with the Department of Geography & Planning's mission.

Strategic Planning

The reviewers commented that the sustainability of offerings in physical and environmental sciences is a key issue that requires attention and discussion within the department as well as with cognate units.

Geography and Planning will create an internal working group to assess sustainability of its offerings in physical and environmental geography sciences.

<u>Medium-term:</u>
The Department acknowledges this issue as a priority area and will create an internal working group to assess sustainability of its offerings in physical and environmental geography sciences. The working group will be established in September 2018, when two of the five physical geographers in the Department will return from leave. The working group will consult within the Department as well as with cognate units at UTSG (Earth Sciences, School of the Environment), Geography at UTM and Physical and Environmental Sciences at UTSC. This working group will inform the Curriculum Committee (see 'Undergraduate' below), which will make decisions on program offerings in consultation with the Faculty of Arts and Science.

Curriculum

The reviewers encouraged building on the emerging strengths in geographical information science (GIScience) and geographic information systems (GIS), as well as further developing program offerings in planning.

Geography and Planning is reviewing its program offerings with particular attention to offerings in planning, GIScience, and GIS.

<u>Immediate-term:</u>
The Department is currently investigating ways to increase its program offerings in Planning. They have established a working group to explore options, which include the Major Modification of an existing program to include Planning, or the development of a stand-alone Major.

<u>Medium and Longer-term:</u>
The current working group studying program offerings in Planning, will also consider how to build on emerging strengths in GIScience and GIS. This working group will inform the Curriculum Committee (see 'Undergraduate' below) of their deliberations. The Curriculum Committee will then take the proposals from the working group into consideration, in particular in light of additional undergraduate priorities under review (e.g. physical and environmental geography sciences), in proposing any consolidation of existing programs or development of a new program(s). Discussions on any new program proposals will be held in consultation with the Faculty of Arts and Science.

Undergraduate programs

Though reviewers encouraged the department to consider expanding curricular offerings, they remarked that this would mean coordinating multiple curricula. The reviewers recommended consideration of how the Department's offerings might be developed or consolidated to highlight strengths and attract students.

Geography and Planning will review its current undergraduate program offerings (3 Specialists, 3 Majors and 6 Minors), in light of program opportunities in emerging areas (Planning, GIScience, GIS). The outcome of this internal review will be a set of priorities that will guide modifications and additions to their undergraduate curriculum in the future.

Immediate and Medium-term:
Geography and Planning will develop a Curriculum Committee to review current and future undergraduate program offerings. This Committee will consult both within the Department (faculty, students, and alumni organization) and with other departments and units (such as the School of the Environment, Earth Sciences, Sociology, Urban Studies, the Asian Institute, and CSUS). It is expected that the Committee will consider the following, among other issues:

- Ensuring the sustainability of offerings in physical and environmental sciences, building on its strengths in remote sensing and climate change.
- Further program offerings in Planning.
- Opportunities to build on strengths in GIScience and GIS.
- Re-thinking its undergraduate curriculum with particular attention to 1st and 2nd year courses. As it refocuses its undergraduate curriculum it will be necessary to balance the liberal arts component that is essential to Geography and the university's mandate with the need to provide stronger professional training.
- The possibility of developing joint programs with other departments, specifically Earth Sciences, Statistics, Computer Science, and the School of the Environment.
- Creating more effective tools in order to attract students to its courses. Among other things, this could include mounting a stronger social media presence and building a more effective website (which may include such things as videos of students talking about the department).

Medium and Longer-term:
Based on outcomes of the working group and Curriculum Committee, Geography and Planning will propose Major Modifications to existing programs or a new program(s) (as needed). This may include the consolidation of current programs with emerging areas of strength. The curriculum committee will conduct a yearly evaluation of program offerings and enrolments, and propose modifications to those offerings as needed.

The Faculty of Arts and Science will ensure that new or modified program proposals are sustainable within the current Geography and Planning faculty complement. If Geography and Planning determines the need for additional faculty to support new or modified program offerings, it can submit a request through a formal process to the Faculty Appointments Committee. Units submit requests in March of each year for consideration by the Faculty Appointments Committee, which includes faculty representatives from across the three FAS sectors (the Humanities, Social Sciences, and Sciences) as well as the Colleges. After considering the full range of requests, the FAC makes recommendations to the Dean. Any request for additional faculty has an impact across the division, and as such,

faculty appointments are considered not in isolation, but with respect to needs that exist across the Faculty.

The reviewers characterized undergraduate enrolment as "flat" and recommended that an enrolment strategy be developed.

Geography and Planning will build on its recent innovations in teaching and program delivery to maintain program enrolments.

Medium to Longer-term:
Undergraduate enrolment is not increasing in the Faculty of Arts and Science, in fact, there will be a modest decline in total enrolment in the medium to longer-term (under the revised SMA). Thus, the enrolment strategy will be focused on maintaining rather than increasing enrolments.

The Department has instituted several elements over the last few years to attract students to Geography and to increase its FCE and POSt enrolments. These include the creation of urban and planning focuses, a 4th-year work-integrated learning course, several experiential courses, and a mentoring and professional development program. The Department plans to build on these initiatives in order to enhance the quality of its programs and maintain its current enrolment levels.

Graduate programs

The reviewers recommended efforts to reduce graduate time-to-completion.

Geography and Planning will pursue a number of strategies to decrease time-to-completion.

Immediate-term:
In the last year, the Department has added more resources to both its website and handbooks, providing suggested guidelines and time frames for completing major milestones (such as course work, comprehensive exams and proposal exams). The Department has also added helpful information regarding format and expectations in comprehensive and proposal exams. The Department hosts a variety of workshops to reduce anxieties related to major milestones, to support dissertation writing and to help prepare students for both professional and academic career paths. Effective September 2017, the Department reduced course work expectations in the Physical Geography Ph.D. This was done to help students get an earlier start on their research projects. Conducting field and lab work is often time-intensive, stretching over several seasons. By facilitating students' efforts to plan and commence this work earlier, the Department will promote shorter times to completion for Physical Geography students. The Department also considered reducing course work expectations in human geography, but an informal

examination of the program determined that current requirements were appropriate and indeed were instrumental in preparing students for their research.

Medium to Longer-term:
The Department will closely monitor time-to-completion, and continue to work with the School of Graduate Studies and the Faculty of Arts and Science to provide supports to students to decrease time-to-completion.

The reviewers encouraged exploring strategies for graduate student financial support that would allow the department to attract the top national and international graduate students.

Geography and Planning will take advantage of the recent decrease in international PhD tuition, in combination with increases to base funding packages, to attract top level graduate students.

Immediate and Medium-term:
Arts and Science has continued to enhance its base funding package, which should help with recruitment. The Department will also consider allocating more top-up funds to highly ranked applicants to make offers more competitive. In addition, the University of Toronto has reduced tuition fees for international PhD students to the same level as those paid by domestic PhD students, which will have a positive impact on the Department's efforts to recruit and retain top international students. However, Arts and Science will ensure a balance between domestic and international graduate students is maintained, and thus there will still be controls on international graduate student admission.

Administration

The reviewers praised the strong alumni network, and encouraged further tracking of post-graduate outcomes.

Geography and Planning will continue to track post-graduate outcomes and build its strong alumni network

Immediate-term:
At the end of this academic year, the Department will assess the success of a pilot project initiated this year with the planning alumni committee to provide a research assistant for the committee who is undertaking social media outreach to planning alumni and is developing a data base for tracking planning alumni.

Medium-term:
If the pilot project is successful with the planning alumni committee, the Department will consider how to expand it to the geography alumni committee.

The reviewers recommended ways to ensure full participation in decision-making and program coordination, including holding at least one council meeting per year at both the UTM and UTSC campuses.

Geography and Planning will hold tri-campus council meetings at UTM and UTSC, at times when the majority of faculty are available.

Immediate and Medium-term:
The Department held a tri-campus council meet at UTM in January of this year and will commit to holding at least one council meeting at either UTM or UTSC in future years. One barrier to participation by members of the Department at tri-campus meetings is that the three campuses block-off different days and hours of the week for their departmental meetings. The Department is currently coordinating with UTM and UTSC to find a common one-hour time slot when no classes will be offered at any of the three campuses, allowing all faculty to attend the tri-campus council meetings.

Resources

The reviewers noted the absence of a dedicated IT support staff.

This is a concern for the Department and it believes that further discussions are needed with FAS Information & Instructional Technology (IIT) with regards to IT support.

Immediate-term:
The Acting Director of FAS Information & Instructional Technology (IIT) is corresponding with both the Chair and of Geography and Planning and the Geography staff member who provides IT Coordinator, to re-affirm their ability to work together to meet the day-to-day support needs of the Department. This includes support for: client services, IIT lab services, Geography labs, teaching technology, infrastructure, and applications and development. FAS IIT is augmenting their support for management of geography lab license expiration and software renewal

Medium-term:
With the goal of continuing to ensure fulfilment of IT needs, the Department will work with the FAS IIT Director and IIT Leadership to address new support areas as well as the use of dedicated IT staff where appropriate. Those discussion will include consideration around continuity of support, knowledge transfer and ensuring proper support documentation protocols.

To conclude, we appreciate that the external reviewers identified the Department of Geography & Planning's strengths and noted a few areas for development. The Department

of Geography & Planning has already begun to move forward with plans to address the recommendations as presented by the reviewers.

Sincerely,

David Cameron,
Dean and Professor of Political Science

cc.   Virginia Maclaren, Chair, Department of Geography & Planning
        Poppy Lockwood, Vice-Dean, Academic Planning and Strategic Initiatives

UTQAP Review Summary

Programs(s) Reviewed:	Undergraduate programs (offered through the Faculty of Arts and Science): Biochemistry, B.Sc., Hons. (Specialist, Major) Bioinformatics and Computational Biology, B.Sc., Hons. (Specialist) Graduate programs: Biochemistry, M.Sc., Ph.D.
Division/Unit Reviewed OR Division/Unit Offering Program(s):	Department of Biochemistry
Commissioning Officer:	Dean, Faculty of Medicine
Reviewers (Name, Affiliation):	1. Professor Stephen Bearne, Department of Biochemistry & Molecular Biology, Dalhousie University 2. Professor Albert Berghuis, Department of Biochemistry, McGill University 3. Professor Lila Gierasch, Department of Biochemistry & Molecular Biology, University of Massachusetts, Amherst
Date of Review Visit:	October 19 – 20, 2017

Previous Reviews
Department of Biochemistry

Summary of Findings and Recommendations:

Review Date: June 4-5, 2007 (University review, undergraduate program section only)

Undergraduate Programs

The reviewers observed the following **strengths**:
- Students report being very happy
- New Major in Biochemistry has attracted more students than forecasted

The reviewers identified the following **areas of concern**:
- Low enrolment in specialist programs
- Popularity of the major may lead to high GPA cut-off, and even higher than that of the specialist
- Minimal research engagement until year four and lack of co-op is a lost opportunity for students to gain hands-on and professional experience
- Current programs may not align with student objectives but some faculty seem resistant to considering curriculum review
- Little communication with cognate departments regarding shared curricular content
- Limited measures for graduate outcomes

The reviewers made the following **recommendations**:
- Seek advice on changing trends and backgrounds of incoming undergraduate students
- Consider introducing a co-op
- Complete a curriculum review of the specialist and major programs
- Make efforts to track post-graduation outcomes

Graduate Programs

Review Date: February 14 – 16, 2012 (UTQAP review of Department and graduate programs)

The reviewers observed the following **strengths:**
- "World-class" department, comparable to the best in Canada and internationally
- Excellent students and outstanding graduates

- High student satisfaction with quality of instruction; good mentoring of doctoral students
- Very high level of research activity; dynamic and intellectually rich research environment benefits students
- Excellent, state-of-the-art instrumentation in cutting-edge fields prepares students for future endeavours
- Well-balanced interactions between department and hospital research institute

The reviewers made the following **recommendations:**
- Address students' relatively long times-to-completion
- Expose doctoral students to career possibilities beyond academia
- Align students' stipends in line with those available at competitor schools to aid in the recruitment of high quality applicants
- Develop a long-term strategic plan for programs and research, which takes into account trends in the field
- Seek infrastructure and equipment funding to ensure the Department can continue to support modern biomedical research
- Support research and recruitment by fostering collaboration between departmental members and applied & clinical researchers in neurosciences and bioengineering at U of T and affiliated hospitals
- Address budget challenges and low morale due to funding challenges

Current Review: Documentation and Consultation

Documentation Provided to Reviewers

The reviewers were provided with:

- Terms of Reference
- Self-Study Report
- Faculty CVs
- Dean's Report 2017
- Faculty of Medicine's Strategic Priorities
- Previous External Review Report (2011-12) and the Dean's and Chair's Responses.

Consultation Process

The reviewers met with:
- Decanal team members: Dean, Faculty of Medicine and Vice Provost, Relations with Health Care Institutions; Vice Dean, Graduate and Academic Affairs, Faculty of Medicine; Vice Dean, Research and Innovation, Faculty of Medicine; Vice Dean, Academic Planning & Strategic Initiatives, Faculty of Arts & Science; and Acting Vice Dean, Undergraduate, Faculty of Arts & Science
- Department of Biochemistry leadership: Chair; Associate Chair, Research and Research Funding; Director, Teaching Labs; Director, Professional Development; Director, Bioinformatics and Computational Biology program; and Director, CIHR Training Program in Protein Folding
- Departmental committees: Advisory Committee to the Chair; Steering Committee; Research Committee; Graduate Committee; Undergraduate Committee; Undergraduate Ad Hoc Committee
- Faculty members: Teaching-Stream Professors; Professors – Full, Associate, Assistant
- Undergraduate, graduate, and postdoctoral students
- Administrative staff
- Cognate Department (Vice) Chairs from: Laboratory Medicine and Pathobiology; Medical Biophysics; and Molecular Genetics
- Directors of Collaborative Specializations: Biomedical Engineering; Developmental Biology; and Neuroscience
- Faculty of Medicine leadership: Director of Foundations, MD Program; Director of Development; and Director, Alumni Affairs and Annual Giving

Current Review: Findings and Recommendations

List of Acronyms:

MSB: Medical Sciences Building

1. Undergraduate Program

The reviewers observed the following **strengths:**
- Objectives
  - Specialist program goal of establishing a "home program atmosphere" is being met
- Curriculum and Program Delivery
  - Flexible structure of the Major program allows students to take diverse courses

- Innovation
  - Extensive opportunities, including lab placements and mentorship, for Specialist students to gain research experience
  - Innovative "Shadow Program" allows student to spend a day job shadowing in a research lab
- Student Engagement, Experience & Program Support Services
  - New Summer Student Internship program provide students with practical work experience
  - Mentorship opportunities for specialist students have been introduced
- Quality Indicators – Students
  - Graduates of the Specialist programs have attained skills that are in demand by employers and graduate programs and have strong post-graduation outcomes
  - High entrance GPA
  - Modest increase in enrolment over the past five years
  - Strong award track record

The reviewers identified the following **areas of concern**:
- Objectives
  - Students in the Major do not identify the Department as their "home" and reported feeling "somewhat neglected"
- Curriculum and Program Delivery
  - No learning outcomes for the undergraduate courses were provided
  - Bioinformatics and Computation Biology students feel the timing of the research project is too early when compared to their disciplinary knowledge
- Innovation
  - Major program has limited research and mentoring exposure, and overall extra-classroom learning opportunities are restricted to Specialist students
- Student Engagement, Experience & Program Support Services
  - Students commented that research opportunities with faculty members are not well publicized and they have difficulty receiving a response to their inquiries
- Quality Indicators – Students
  - Bioinformatics and Computational Biology specialist is "undersubscribed" and there is a slight decrease in GPA for enrolled students
  - Specialist graduates feel they do not receive the breadth of learning that is desired by employers, while major graduates feel the training does not sufficiently prepare them for graduate programs
  - Limited information of post-graduation outcomes of major students

The reviewers made the following **recommendations**:

- Objectives
  - To improve morale among the major students, assess delivery of year two and three courses and consider increasing the number of awards available
- Curriculum and Program Delivery
  - Conduct curriculum mapping for the Specialist and Major programs, which should include determining the learning outcomes for each course and ensuring current topics are sufficiently covered in the curriculum
- Innovation
  - Increase research and mentorship exposure for students in the major program
- Student Engagement, Experience & Program Support Services
  - Provide clear communication to students regarding research opportunities
  - Consider faculty support and participation in the undergraduate biochemistry student club
- Quality Indicators – Students
  - Consider an oversight committee to strengthen the publicity and offerings of the Bioinformatics and Computational Biology specialist
  - During curriculum mapping exercise consider balance of employment ready training for specialist students, and expertise development/graduate program readiness for major students

2. Graduate Programs

The reviewers observed the following **strengths:**
- Curriculum and Program Delivery
  - Positive feedback from students regarding move to lab rotation system
- Assessment of Learning
  - Removing supervisor from qualifying and classification exams deliberations has positively enhanced the quality of assessment
- Student Engagement, Experience & Program Support Services
  - Introduction of communication skills training and other professional development initiatives are seen as important innovative additions to the existing research training
  - Graduate students appreciate the off-site departmental retreat as an opportunity for collaboration and community building
- Quality Indicators – Students
  - Interventions since the previous review have improved time-to-completion for graduate students
  - Student evaluation results show high morale

The reviewers identified the following **areas of concern**:
- Curriculum and Program Delivery

- Limited number and scope of graduate courses available within Department and difficulty securing spots in cognate departments' courses
- Student Engagement, Experience & Program Support Services
  - Low participation of graduate students in collaborative opportunities
- Student Funding
  - While the graduate stipend policy has removed funding variations among programs at the Faculty, the reviewers perceived that student stipend funding levels are still negatively impacting recruitment

The reviewers made the following **recommendations**:
- Curriculum and Program Delivery
  - Monitor introduction of rotation system to ensure it continues to meet the needs of faculty and students
  - Increase course offerings in the Department
- Assessment of Learning
  - Review the role of the supervisor in any additional examinations, aside from the qualifying and reclassification exams, to ensure any conflicts of interest are eliminated
- Student Engagement, Experience & Program Support Services
  - Prioritize continued investment in professional development initiatives
  - Identify biological themes in collaborative opportunities to increase participation of biochemistry graduate students
- Quality Indicators – Students
  - Continue to monitor time-to-completion and consider areas for improvement in tracking and assessing student progression
- Student funding
  - Ensure continual assessment of student stipend levels and consider funding sources in addition to the tri-Council

3. Faculty/Research

The reviewers observed the following **strengths**:
- Research
  - Very high success rate in grant funding and impressive increase in total research funding
  - Strong breadth of expertise among faculty especially in the areas of structural biology and cell biology, which has been commonly bonded by the investment in cryo-electron microscopy
- Teaching
  - Teaching-stream faculty have secured internal funding to develop new teaching initiatives

The reviewers made the following **recommendations**:
- Research
    - Faculty in the MSB should look for additional overlapping research areas and consider collaborations

4. Administration

The reviewers observed the following **strengths**:
- Relationships
    - Department supports many activities on campus and at related institutions
    - High praise for the leadership of the current Chair, who has successful navigated many challenges include space rearrangements
- Organizational and Financial Structure
    - New faculty hires have improved gender diversity and have helped fill gaps left by recent retirements
    - Many infrastructure concerns raised in the previous review have been resolved
    - Dean has provided Chair with financial support for start-up packages and instrumentation
    - Hiring of teaching-stream faculty is positive initiative to support the Major program
- International Comparators
    - Department reputation is considered in the top of peer Canadian and international institutions

The reviewers identified the following **areas of concern**:
- Relationships
    - Recent off-site departmental retreat saw a decline in faculty participation
- Organizational and Financial Structure
    - "Budgetary challenges noted in the previous review persist"
    - Need for clarity of Department committee structure and responsibilities
    - Communication between the Chair and faculty could be improved
- Long-Range Planning & Overall Assessment
    - No strategic planning conducted recently for the undergraduate program and sub-committee formed to conduct curriculum review has not yet produced any recommendations
    - Faculty of Medicine strategic priorities do not include educational directives for undergraduate students
    - Continued need to develop integrative biological research themes
    - Limited energies focused on long-range strategic planning overall

The reviewers made the following **recommendations**:
- Relationships

- o Identify suitable time and location for retreat to maximize faculty attendance
- Organizational and Financial Structure
  - o Organize departmental committees with clear mandates and encourage faculty participation
  - o Chair should prioritize establishing clear communication channels and raising awareness of Department policies
  - o Consider establishing a space planning committee that involves participation from all faculty; this committee could review issues identified with the management of core facilities
  - o Review office organization and staffing needs; hiring staff to support communications is recommended
- Long-Range Planning & Overall Assessment
  - o Engage in strategic planning exercise for the undergraduate program
  - o Consider how faculty are located in the MSB and how to encourage collaboration on "research themes that are integrative and motivated by biological questions"
  - o Increase Departmental long-range strategic planning efforts and look at the role of affiliated hospitals and related institutes
  - o Consider hosting an education retreat to share best practices for teaching and curriculum among all faculty

L. Trevor Young, MD PhD FRCPC
Dean
Vice-Provost, Relations with Health Care Institutions

March 16, 2018

Prof. Sioban Nelson
Vice-Provost, Academic Programs
University of Toronto

Dear Vice-Provost Nelson,

I am responding to your request for a decanal administrative response to the external review of the Department of Biochemistry undergraduate (BSc) and graduate programs (MSc, PhD). This has been done in consultation with the Chair.

On behalf of the Faculty of Medicine, University of Toronto, I would first like to thank the three external reviewers—Profs. Stephen Bearne (Dalhousie University), Albert Berghuis (McGill University) and Lila Gierasch (University of Massachusetts)—for a rigorous and comprehensive review of the Department of Biochemistry and its degree programs on October 19-20, 2017. The reviewers referred to the Department of Biochemistry as representing *"an outstanding strength and a positive contributor to many activities on campus and at associated institutions, and thus the external committee recommends with a unanimous strong voice that the institution invest in this Department to maintain its quality."* I would also like to thank, on behalf of the Faculty, Prof. Justin Nodwell, Chair of the Department, the administrative staff of the Department and all those who contributed to the preparation of the comprehensive self-study. I also thank the many faculty members and students who met with the external reviewers; their input was invaluable for this review. The Faculty of Medicine greatly appreciates the time and effort of the reviewers in providing a written report that is comprehensive and thoughtful.

I will comment on each of the specific areas that you have identified.

STRATEGIC PLANNING

The reviewers identified many successful efforts made to manage short-term challenges, and recommended strategic planning to establish a long-term vision for the Department.

The Chair wholeheartedly agrees with the need for an overarching strategic plan to address the issues noted by the reviewers. There are two plans in place regarding strategic planning.

Immediate Term:
The Department, under the leadership of the Chair, intends to have a 1-2 day faculty retreat at which all aspects of the Department will be discussed with a view to creating a long-term strategic plan. The plan is to establish high level goals and achieve buy-in and enthusiasm for all of them during this process. The Chair has not identified a consultant although colleagues in Immunology and in Pharmacology & Toxicology have experience with this process and he plans to seek their advice. This will likely happen in spring 2019, once the Chair is back from administrative leave and has resumed his duties.

Second, the Department plans to institute an annual planning day this year as part of the annual departmental research retreat. The idea is to add an additional day (before the science and social events get started) that will be strictly for faculty. The faculty portion will involve a 3-4 hour meeting in which a specific departmental issue is discussed and debated at length. This is intended to be a deep-dive on a single body of issues. The Department plans to focus on the undergraduate program as this year's topic, likely built around the results of the Undergraduate Committee's curriculum mapping exercise (see below). Since participation in the departmental retreat is usually quite good, the idea is that this will build engagement and ensure that the Department continues to innovate in its programs and activities.

ADMINISTRATION

The reviewers recommended strategies to support decision-making through committee structures and communications.

Already Implemented:
The Chair has already reorganized the Advisory Committee and populated this committee with new members. The membership now consists of the Associate Chairs for Research (Prof. Moraes) and Graduate Education (Prof. McQuibban), as well as the Undergraduate Coordinator (Prof. Andreopoulos) the Graduate Professional Development lead (Prof. Lee) and representatives from various sites. As a result of this reorganization, the Steering Committee has been eliminated. The Advisory Committee meets monthly with a more structured agenda. To facilitate communication, the Chair emails a summary of the discussion to members of the Department after each meeting. Finally the Department will have a regularly scheduled faculty meeting once each semester, with an agenda circulated before each meeting.

The reviewers commented on the need for office reorganization, and for investment in departmental staffing.

Medium Term:
There is much work to be done in this regard. Consultation with HR has already begun and there is a new job description in place for the much-needed financial officer. The Chair is hoping to be able to post an advertisement to hire in April and have someone in place by the time the Acting Chair starts on July 1. Further changes will be required for a more functional and efficient administrative team. While the HR process for this will take some time, it will be a top priority for the Chair once he returns from administrative leave in early 2019.

GRADUATE PROGRAM

The reviewers suggested looking for additional graduate student funding sources outside of the Tricouncil agencies.

Medium Term:
The Department is planning a reunion, symposium and fundraising event to celebrate the 80th anniversary of the discovery of estrogen in the Department of Biochemistry. The principal objectives of this event are to raise funds to complete the renovation of Biochemistry space in the Medical Sciences Building (MSB), to further support the Department's professional development activities, and to bring in stipend funding for students and postdoctoral fellows.

The reviewers praised the highly successful professional development initiatives and recommended continuing to invest in this area.

Already Implemented:
Towards that end, the Department recently hired Prof. Nana Lee as a full-time member of the teaching faculty. The Department is committed to identifying funds to expand her activities.

The reviewers suggested investigating options to ensure student access to elective courses.

Medium/Long Term:
The Department has expanded graduate courses from 6 to 10 this year. In addition, there is a plan to implement, in spring 2018, annual courses around technology that are critical to the Department's research priorities. This will include one quarter course in Cryo-EM, X-ray crystallography and NMR. In the future this will be extended to such technologies as HT DNA sequencing, and small molecule screening /drug discovery. The long-term plan, over the next 5 years, is to have a stable of 5-8 courses that deal with technology as well as a rotating set of 8-12 courses that are standard for the field.

Sincerely,

L. Trevor Young, MD, PhD, FRCPC
Dean, Faculty of Medicine
Vice-Provost, Relations with Health Care Institutions

UNDERGRADUATE PROGRAM
Joint Decanal Response | Faculty of Arts & Science and Faculty of Medicine

The reviewers recommended a curriculum mapping exercise to ensure appropriate disciplinary breadth and depth in the Major and Specialist program in Biochemistry. An overall academic planning exercise for undergraduate education was also suggested.

In Progress:
The Undergraduate Curriculum Committee (Drs. Brown, Khan, Patterson and Smibert) is now conducting a comprehensive curriculum mapping exercise for the Department. During the process, the committee will consult with the Curriculum Developer in the Office of the Vice-Provost, Innovations in Undergraduate Education.

The reviewers suggested increasing communications regarding research opportunities for undergraduate students, and raising the profile of the Specialist in Bioinformatics and Computational Biology Program.

Immediate Term:
The Department hopes to improve the mechanism by which research opportunities are communicated to students by moving this to an online system. In addition, the Department is committed to increasing research opportunities for students; for example, the fourth year research laboratory course, which is typically open only to Specialist students, will be considered to be opened up to Majors students as well.

The Department will also alert students to research opportunities that may be available through the Career Learning Network (https://cln.utoronto.ca/home.htm) and the Faculty of Arts & Science website (http://www.artsci.utoronto.ca/current/life-sciences-undergraduate-research-opportunities-at-the-st.-george-campus).

Medium Term:
The Chair has committed, upon his return from administrative leave, to meet with the Chairs of the four Departments involved in this program in order to establish the best oversight of the program to enhance its profile.

David Cameron, PhD, FRSC
Dean and Professor of Political Science
Faculty of Arts & Science

L. Trevor Young, MD, PhD, FRCPC
Dean, Faculty of Medicine
Vice-Provost, Relations with Health Care Institutions

UTQAP Review Summary

Programs(s) Reviewed:	Undergraduate programs (offered through the Faculty of Arts and Science): Biomedical Toxicology, B.Sc. Hons. (Specialist, Major) Pharmacology, B.Sc., Hons. (Specialist, Major) Pharmacology and Biomedical Toxicology, B.Sc., Hons. (Specialist) Graduate programs: Pharmacology, M.Sc., Ph.D.
Division/Unit Reviewed OR Division/Unit Offering Program(s):	Department of Pharmacology & Toxicology
Commissioning Officer:	Dean, Faculty of Medicine
Reviewers (Name, Affiliation):	1. Professor Henrik Dohlman, Department of Pharmacology, University of North Carolina 2. Professor James Hammond, Department of Pharmacology, University of Alberta 3. Professor Jane Rylett, Department of Pharmacology & Physiology, University of Western Ontario
Date of Review Visit:	September 28-29, 2017

Previous Reviews
Department of Pharmacology and Toxicology

Summary of Findings and Recommendations:

Review Date: November 6-7, 2006 (University review, undergraduate programs section only)

Undergraduate Programs

The reviewers observed the following **strengths**:
- High demand for programs
- Graduates are high quality and secure entry into graduate or professional programs
- Students have opportunities to take lab-courses and complete lab-based research projects
- Courses deal with practical aspects of research, experimental design, and analysis

The reviewers identified the following **areas of concern**:
- Heavy concentration of courses in certain disciplinary areas
- Variation in quality of research projects and access to labs at times is could be better organized

The reviewers made the following **recommendations**:
- Should demand continue to increase for the programs, additional courses or meeting sections should be created to accommodate need, so long as there is sufficient availability of human resources to support the offerings
- Consider if curriculum offerings present an appropriate disciplinary balance and breadth
- Review resource availability for research projects and consider whether limiting enrolment will improve issues around access and quality of research projects
- Consider delivery structure and content of the core course for the major (PCL 470)

Graduate Programs

Review Date: September 26-27, 2011 (UTQAP review of Department and graduate programs)

The reviewers observed the following **strengths:**
- Successful, well-organized and highly selective graduate programs
- Most graduates pursue careers related to their training
- Satisfied, integrated and cohesive student body
- Excellent interactions with cognate Faculties
- Highly dedicated faculty; enviable faculty mix

The reviewers made the following **recommendations:**
- Improve quality, delivery, organization and uniformity of "breadth modules"
- Increase graduate student participation in department planning
- Increase encouragement and support of students to pursue external funding
- Continue to explore an appropriate EDU model of interdisciplinary organization and communicating regularly about progress

Current Review: Documentation and Consultation

Documentation Provided to Reviewers

The reviewers were provided with:

- Terms of Reference
- Self-Study Report
- Faculty CVs
- Dean's Report 2016
- Faculty of Medicine's Strategic Priorities
- Previous External Review Report (2011-12) and the Dean's and Chair's Responses.

Consultation Process

The reviewers met with:
- Decanal team members: Dean, Faculty of Medicine and Vice Provost, Relations with Health Care Institutions; Vice Dean, Graduate and Academic Affairs, Faculty of Medicine; Vice Dean, Academic Planning & Strategic Initiatives, Faculty of Arts & Science; and Acting Vice Dean, Undergraduate, Faculty of Arts & Science
- Chair, Department of Pharmacology & Toxicology; Former Chair, Department of Pharmacology & Toxicology; Director, MSc Field in Applied Clinical Pharmacology; Graduate Coordinator, MSc Field in Applied Clinical Pharmacology
- Departmental committees: Advisory Committee; Graduate Education Committee (Chaired by Graduate Coordinator); and Undergraduate Education Committee
- Undergraduate Education leadership: Vice-Dean, MD program; and Pharmacology Theme Coordinators
- Faculty members
- Undergraduate, graduate, and postdoctoral students
- Administrative staff, and research associates
- Research Platforms: Core Faculty, and Cross-Appointed Faculty
- Representatives cognate units, institutes and Faculties from: Centre for Collaborative Drug Research; Leslie Dan Faculty of Pharmacy; Centre for Addiction and Mental Health; Department of Anesthesia; Department of Biochemistry; Department of Immunology; Department of Physiology
- Directors of Collaborative Specializations: Biomedical Toxicology; Musculoskeletal Sciences; and Neuroscience

Current Review: Findings and Recommendations

List of Acronyms:

CCDR: Centre for Collaborative Drug Research
PEY: Professional Experience Year

1. Undergraduate Program

The reviewers observed the following **strengths:**
- Overall quality
  - Diverse undergraduate programs appeal to student from across many different disciplines at the University
  - Students are happy with dedication of faculty to high quality teaching

- Admissions Requirements
  - Well received change to admission process for students wishing to enrol after their second year allows students to make more informed choices
- Curriculum and Program Delivery
  - Extensive curriculum mapping exercise was completed to ensure appropriate breadth and depth of disciplinary offerings
  - Change to the timing of when students declare their program allows students to make a more informed decision about their educational path
- Innovation
  - Impressive opportunities to obtain research experience built into the program structure, for example:
    - Experiential learning courses
    - PEY, which allows students to obtains hands-on experience in the field
    - Summer session residency in a faculty lab
    - Outreach courses expose students to individual and community level issues associated with drug use
  - Elective research courses provide opportunities for exposure to research early on in the program
  - Animations used in online courses are well-received by students
- Student Engagement, Experience & Program Support Services
  - Career mentor nights help expose students to the diversity of career options post-graduation
  - Youth Summer Program for high school students is an excellent outreach opportunity
- Quality Indicators – Students
  - Undergraduate curriculum mapping exercise has resulted in a resurgence of interest and enrolment in many of the specialists
  - Very high demand for programs and enrolment is easily at capacity; high demand has allowed the Department to be very selective with admissions and consequentially the attrition rate is quite low
  - Graduate survey results show program graduates are in high demand and are well prepared for professional positions

The reviewers identified the following **areas of concern**:
- Overall quality
  - Program demand is higher than what can be accommodated based on lab and research space
- Curriculum and Program Delivery
  - First year chemistry and math prerequisites may be too specific
  - Students and faculty commented on the need for additional elective courses

- - - Implementing choice in the second lab course requirement may lead to a decline in individual course enrolment
    - Student evaluations have revealed a heavy workload in upper year courses
    - Heavy reliance on PowerPoint for course lectures
    - Students are interested engaging with new areas in the discipline such as: bioinformatics and pharmacometrics, and advanced statistical analysis
  - Assessment of Learning
    - Variation in structured lab courses in the quality of teaching assistants and the consistency of evaluations
  - Innovation
    - Not all applicants to the PEY receive a placement, and many available placements are more suited to engineering students
    - Students are not taking full advantage of the Research Abroad program opportunity
  - Quality Indicators – Students
    - Continued decline in interest in the Biomedical Toxicology Specialist
    - Drop in participation rate of student evaluations

The reviewers made the following **recommendations**:
- Curriculum and Program Delivery
  - Allow more flexibility in what is considered appropriate chemistry and math prerequisite courses
  - Determine if full list of elective courses can be offered more regularly
  - If lab course enrolment drops in certain courses, the Department should consider whether content should be changed to appeal to more students
  - Course coordinators should continue to develop a schedule for upper year requirements to ensure students can meet program goals
  - Consider redesigning lecture delivery methods including utilizing smaller group sessions and student presentations, and secure institutional support for online course delivery
- Innovation
  - Explore ways to increase the overall number of placements available, and the number of suitable matches, for students who apply to the PEY
  - Ensure adequate advertising and availability of information on the Research Abroad program opportunities
- Student Engagement, Experience & Program Support Services
  - While improvements have been made to the availability of professional development opportunities, the Department should continue to explore ways to expand opportunities
- Quality Indicators – Students
  - Consider adding a second year biomedical toxicology course to increase exposure to this field and increase enrolment in the specialist

o Work with the University to address the low student evaluation participation rate

2. Graduate Programs

The reviewers observed the following **strengths:**
- Overall quality
  - o Faculty are enthusiastic about the master's and doctoral programs
  - o High quality of students, good time-to-degree, availability of research opportunities, and appropriate instruction and assessment contribute to graduate programs' high ranking
- Innovation
  - o Faculty lab exposure, department seminars, and group collaborations provide graduate students with valuable research experience
  - o Core facilities are an asset to the graduate programs
- Quality Indicators – Students
  - o High calibre of graduate students
  - o Steady increase in number of applications in the last eight years

The reviewers identified the following **areas of concern**:
- Admissions Requirements
  - o Heavy reliance on entrance GPA may not fully account for variances in program and course backgrounds
  - o Students are admitted directly to an individual lab, which does not reflect current best practices in the discipline
- Curriculum and Program Delivery
  - o Issues with breadth modules identified in the previous review persist
- Student Engagement, Experience & Program Support Services
  - o Mental health resources are "limited and difficult to access"
  - o Decentralized nature of graduate programs has students spread out at different hospitals and across the campus; this can limit collaboration and social engagement
  - o Support for communication skill development and feedback mechanisms need improvement
- Quality Indicators – Students
  - o No formal exit survey for graduating doctoral students
- Student Funding
  - o Students aren't clear on how to identify and apply for finding opportunities
  - o Stipend levels for graduate students are low by North American standards and present challenges to recruiting top international students

The reviewers made the following **recommendations**:
- Admissions Requirements

- o Consider additional admission criteria beyond entrance GPA
- o Explore implementing a rotation systems for matching students to a lab
- Student Engagement, Experience & Program Support Services
  - o Provide formal instruction and support for communication skill development
  - o Consider asking alumni in non-academic careers to provide information to students seeking careers outside of academic research
- Quality Indicators – Students
  - o Introduce an exit survey to track post-graduation data
- Student Funding
  - o Provide support and information on funding applications and encourage students to apply for external award opportunities
  - o University should consider implementing a doctoral "tuition remission program for international students"

3. Faculty/Research

The reviewers observed the following **strengths**:
- Research
  - o Active and well-funded faculty from a diverse range of topic areas
  - o Faculty research groups have good complement of junior, mid-level and senior faculty members
  - o Steady increase in competitive research grants holdings over the last five years
  - o Funding secured by the CCDR has been critically important for some faculty members

The reviewers identified the following **areas of concern**:
- Research
  - o "There is a dire need for bridge funding…loss of momentum and of institutional memory can be catastrophic for a lab"
  - o Inconsistency in faculty mentoring

The reviewers made the following **recommendations**:
- Research
  - o Create formal faculty mentoring mechanisms

4. Administration

The reviewers observed the following **strengths**:
- Relationships
  - o Department Chair and Graduate Coordinator are both praised for their leadership and engagement with students

- Commendable leadership and funding efforts have led to the establishment of the CCDR, which is functioning very well as a hub for collaborative activities
- Department has new increased leadership role at the Faculty of Medicine, in part due to the success of the new CCDR
- Faculty morale is high and many faculty are involved in departmental events, meetings and retreats
- Distribution of faculty across campuses and other institutions has stimulated research collaborations and other educational opportunities
- Organizational and Financial Structure
  - Current organization structure is operating effectively
  - Creation of the applied clinical pharmacology field and new online courses have provided new revenue
  - Training facilities are a strong resource for graduate research
- International Comparators
  - Overall quality of Department is top among Canadian institutions and very competition with international peers
  - Creation of the CCDR has secured Department's reputation as a leader in the field and has produced several research events and mentorship opportunities

The reviewers identified the following **areas of concern**:
- Organizational and Financial Structure
  - Department feels that revenue levels from interdivisional teaching places constraints on:
    - student engagement and enhancement efforts
    - numbers of sessional instructors and teaching assistants
    - assessment style for exams and assignments
    - delivery of lab courses and designing new offerings
  - Limited funding for program and project development and absence of funds for faculty recruitment
  - Recent administrative turnover has produced challenges in support for program delivery and overall morale
  - As indicated in the previous review, graduate students have limited representation on department committees
  - Number of post-docs seems low

The reviewers made the following **recommendations**:
- Relationships
  - Expand collaborations with cognate basic and clinical science departments and work to "expand opportunities for medical Residents to work in basic science laboratories"
- Organizational and Financial Structure

- o Need to reassess "transfer of tuition revenue from the Faculty of Arts and Science to the Faculty of Medicine, and down to the Department"
- o While some improvements have been made to the administrative staff concerns, ensure there is ongoing oversight to confirm the longevity of the improvements and to prevent the recurrence of major issues
- o Building on the previous review recommendation, the Department should continue to explore more opportunities for post-docs and research associates to participate in teaching responsibilities

L. Trevor Young, MD PhD FRCPC
Dean
Vice-Provost, Relations with Health Care Institutions

March 16, 2018

Prof. Sioban Nelson
Vice-Provost, Academic Programs
University of Toronto

Dear Vice-Provost Nelson,

I am responding to your request for a decanal administrative response to the external review of the Department of Pharmacology and Toxicology undergraduate (BSc) and graduate programs (MSc, PhD). This has been done in consultation with the Chair of the Department.

On behalf of the Faculty of Medicine, University of Toronto, I would first like to thank the three external reviewers—Profs. Henrik Dohlman (University of North Carolina), James Hammond (University of Alberta) and Jane Rylett (Western University)—for a rigorous and comprehensive review of the Department of Pharmacology and Toxicology on September 28-29, 2017. I would also like to thank, on behalf of the Faculty, Prof. Ruth Ross, Chair of the Department, the administrative staff of the Department and all those who contributed to the preparation of the comprehensive self-study. I also thank the many faculty members and students who met with the external reviewers; their input was invaluable for this review. The Faculty of Medicine greatly appreciates the time and effort of the reviewers in providing a written report that is comprehensive and thoughtful.

 I will comment on each of the specific areas that you have identified.

GRADUATE PROGRAMS

The reviewers recommended reviewing the current practice of admitting graduate students directly to a research lab.

The Chair emphasizes that currently every student who has three minimum-entry criteria is interviewed by a member of the Graduate Education Committee. The Department places a great deal of weight on prior research experience and enthusiasm for research, and knowledge of research, as well as having a strong academic record.

Immediate Term:
In light of the reviewers' comments the Department will revisit the criteria and admission requirements to the programs. It will do this by polling the faculty and current students for their interest in establishing mandatory rotations for all graduate students, or for PhD students only. The Chair is committed to implementing in the fall a pilot program in response to what the faculty and students want. She has appointed Dr. Peter McPherson, Graduate Coordinator, as the lead for this initiative.

The reviewers noted that issues with course "breadth modules" have continued unresolved since the previous review.

Immediate Term:
The Department has identified three initiatives to improve the "breadth modules":

1. A requirement for all faculty to offer "breadth modules" at regularly scheduled intervals as part of required graduate teaching service.
2. Implementation of a more efficient scheduling tool, using a live web-based spreadsheet where graduate faculty can populate the spreadsheet with the number of positions available and dates/times the tutorial/practicum is offered. Graduate students can then sign up online on a first-served basis. This method has recently been implemented in our undergraduate research project course with great success.
3. A more consistent framework/expectation for "breadth modules" (content, duration) by graduate faculty.

These three issues will be addressed at Graduate Education Committee meetings in spring 2018, with expected changes to be implemented in summer or fall of 2018. The lead person for this will be Dr. Peter McPherson, Graduate Coordinator.

The reviewers encouraged the development of more opportunities to advance communication skills and explore non-academic careers.

Immediate Term:
Currently all students enrolled in Graduate Pharmacology (PCL1002Y) get the opportunity to present a scientific article and write a grant proposal. Furthermore, all research stream students also give a presentation after year one of graduate studies (first-year seminars). Going forward, significant educational value can be achieved by having all PhD students prepare a more advanced-level CIHR-style grant proposal based on their own thesis research. If introduced as a formalized PhD program requirement, this could perhaps be monitored and evaluated by members of the students' Supervisory Committee.

The issue of enhancing communication skills will be addressed at Graduate Education Committee meetings in spring 2018, with expected changes to be implemented in summer or fall of 2018. The leads for this will be Dr. Peter McPherson, Graduate Coordinator, and Dr. David Riddick, graduate pharmacology course coordinator.

The Department relies heavily on the participation of alumni volunteers at its career night event which is held once a year. Alumni also regularly ask to circulate employment opportunities and career advice for graduate students .There are also a number of opportunities that are available for graduate students to gain professional development opportunities outside of academia research.

The reviewers suggested instituting a formal exit survey for graduating PhD students.

Immediate/Medium Term:
An exit interview is an excellent idea which the Department plans to implement. The Graduate Coordinator will conduct an exit interview of all PhD students completing the program. A detailed list of interview questions will be drafted by the Graduate Education Committee in the spring of 2018. The lead person for this will be Dr. Peter McPherson, Graduate Coordinator.

The reviewers reported graduate students' concerns over challenges with locating information on funding opportunities and mental health resources.

Immediate/Medium Term:
Postgraduate students receive detailed instructions by email notification of external award competitions. The same information is available on the Department website and www.glse.utoronto.ca. The graduate office and Graduate Coordinator provide one-on-one instruction and support for applicants applying to external awards.

Mental health is a very important issue and the Department has taken a number of steps to improve its ability to assist students with various needs, including mental health. For example, in early February 2018, four members of core faculty (Profs. Ross, McPherson, Woodland and Salahpour) attended a meeting on services available to students. During upcoming departmental meetings these topics will be discussed and information will be circulated to all faculty. Because of importance of this topic, this will be an agenda item every 2-4 months to ensure that faculty are always aware and have up-to-date information on the services that are available to students.

In parallel to this, the students in the Department are also working towards increasing awareness and information around the services that are available at U of T. Specifically the Pharmacology and Toxicology Students' Association organized a SafeTALK 3-hour training event which was sponsored by the Department and attended by both students and faculty. Going forward this will be a priority for the Department and faculty members in leadership positions (Chair, Associate Chair, Graduate Coordinator, Undergraduate Coordinator, ACP Coordinator) will keep up-to-date about all services available for the students and will make sure the information is properly communicated to the faculty at large.

ADMINISTRATION

The reviewers echoed the sentiment of the previous review regarding the limited voice of graduate students on departmental committees.

Already Implemented:
The Graduate Education Committee has had graduate student representation for more than 5 years. Furthermore, every major Faculty of Medicine Graduate & Life Science Education committee that makes decisions impacting graduate students (e.g. awards committees) has graduate student representation.

The reviewers encouraged ongoing sensitivity to staffing in the department to ensure effective program delivery and positive morale.

Immediate Term:
The issue of staffing has been ongoing and it is an important one that the Chair will address in 2018. The Department is currently in discussions with Human Resources exploring various options that will meet the Department's needs. The Chair recognizes that improving the organization will ultimately result in increased productivity of faculty members in various leadership roles that rely on administrative assistance. As such addressing this is a priority and meetings with HR are scheduled for February and March 2018. The lead person for this will be Dr. Ali Salahpour, Acting Chair.

FACULTY

The reviewers recommended expanding collaborative outreach, including exploring opportunities for medical residents to work in basic science laboratories, and mentoring junior faculty.

Medium/Long Term:
The suggestion of implementing formal mentoring is important. Although no such formal structure currently exists, there is a formal internal grant peer review system which is led by former Chair, Dr. Denis Grant. It has become clear over the years that internal grant peer reviews tremendously increase the likelihood of success of grant applications and this is something that has been done in the Department on an on/off basis. Going forward, this will be an important initiative that will be spearheaded by a core faculty mentor.

Immediate Term:
In order to foster additional collaborations between basic and clinical departments, the Department is implementing a new series of seminars/meetings for faculty which includes an important number of physician-scientists. Increased interaction and collaboration with clinician-scientist cross-appointed faculty should facilitate opportunities for medical residents to conduct research in basic science laboratories associated with the Department. The lead person for this will be Dr. Lenny Salmena, the seminar coordinator. Seminars began in January 2018.

Sincerely,

L. Trevor Young, MD, PhD, FRCPC
Dean, Faculty of Medicine
Vice-Provost, Relations with Health Care Institutions

UNDERGRADUATE PROGRAM
Joint Decanal Response | Faculty of Arts & Science and Faculty of Medicine

The reviewers were impressed by the success of the undergraduate programs, but expressed concern over teaching capacity and possible constraints to undergraduate assessment design. The reviewers reiterated the previous review's suggestion that postdoctoral students might provide additional teaching capacity.

Immediate/Medium Term:
The Department is fully committed to engaging postdoctoral fellows and research associates in the teaching (or other) activities in the Department. One forum to spark engagement will be the initiation of regularly scheduled meetings (1-3/year) of the PDF, RAs, Chair/Graduate Coordinator and Undergraduate Coordinator to gauge interest and discuss opportunities. Interested PDFs and RAs will be encouraged to attend workshops and receive training through the Centre for Teaching Support & Innovation. The lead person for this will be Dr. Michelle Arnot, Undergraduate Coordinator.

The reviewers encouraged expanding professional development opportunities such as the Professional Experience Year (PEY) and the Research Abroad program.

Immediate Term:
The Department is continuously working on improving its PEY and Research Abroad programs. Specifically, Dr. Laposa has worked very hard in securing additional PEY positions over the last 2 years and she will continue expanding this program going forward. Pharmacology and Toxicology students have been doing on-campus research through the Faculty of Arts & Science's Research Opportunities Program (ROP299Y and ROP399Y) and have been doing off-campus research through its Research Excursions Program (REP398Y). The Faculty of Arts & Science will work with Pharmacology and Toxicology on diversifying and expanding experiential learning opportunities, in keeping with the Faculty's broader plans to enhance such opportunities for students. The Department agrees that better advertisement will most likely result in increased undergraduate participation in both research and international opportunities. To this end, opportunities will be systematically announced in all third-year and fourth-year classes in the upcoming years. See, for example, the list of research and international opportunities at (http://www.artsci.utoronto.ca/current/focus/international-opportunities).

The reviewers noted the declining enrolments in the Biomedical Toxicology Specialist.

Medium Term:
The Department is also concerned about the enrollment in the Biomedical Toxicology stream, and is aware that U of T is one of few institutions that offer this program. That said, Specialist enrollment for this program is similar to other comparable Specialist programs in the basic medical sciences (Physiology, Immunology, Biochemistry, etc., all with approximately 9-15 students/year). In fact, this might suggest that the Joint Specialist and the Pharmacology Specialist are incredibly popular (ie. they are the largest SPE stream of the Basic Medical Science Specialist programs). However, it is noted that perhaps earlier interventions and/or exposure to Biomedical Toxicology may improve awareness and interest in this specific area. Currently the undergraduate program has struck a committee to review the Biomedical Toxicology program courses and curriculum map to look for areas of efficiency and/or areas that may be lacking. Information from this examination will help determine if there is a potential for a first-year breadth or second-year Biomedical Toxicology course. The Department will consult with the Arts & Science Vice-Dean, Undergraduate and International regarding the potential for new courses within the Life Science stream.

In addition, we note that undergraduate enrollment is expected to decrease on the St. George campus in the near future. Under the Strategic Mandate Agreement (SMA2) between the University and the province, there will be a modest decline in total domestic undergraduate enrollments. Thus, the more general enrollment strategy across the Faculty of Arts & Science will be focused on modestly reducing rather than increasing enrollments. The lead person for this will be Dr. Cindy Woodland, Biomedical Toxicology Collaborative Specialization Director.

David Cameron, PhD, FRSC
Dean and Professor of Political Science
Faculty of Arts & Science

L. Trevor Young, MD, PhD, FRCPC
Dean, Faculty of Medicine
Vice-Provost, Relations with Health Care Institutions

UTQAP Review Summary

Programs(s) Reviewed:	Communication, Culture, Information, and Technology, B.A., Hon., (Major) Digital Enterprise Management, B.A., Hon., (Specialist) Interactive Digital Media, B.A., Hon., (Specialist) Professional Writing and Communication, B.A., Hon., (Major, Minor) Combined Degree Program: Communication, Culture, Information, and Technology, B.A. (Major)/Master of Information (M.I.) Combined Degree Program: Digital Enterprise Management, B.A., Hon., (Specialist)/Master of Information (M.I.) Combined Degree Program: Interactive Digital Media, B.A., Hon., (Specialist)/Master of Information (M.I.)
Division/Unit Reviewed OR Division/Unit Offering Program(s):	Institute of Communication, Culture, Information and Technology, University of Toronto Mississauga
Commissioning Officer:	Vice-Principal Academic & Dean, UTM
Reviewers (Name, Affiliation):	1. Professor Sarah Banet-Weiser, Director, School of Communication at University of Southern California, Annenberg 2. Professor Geoffrey Rockwell, Philosophy and Humanities Computing, University of Alberta
Date of Review Visit:	April 6-7, 2017

Previous Review
Institute of Communication and Culture

Date: October 16-17, 2008

Summary of Findings and Recommendations:

Undergraduate Programs

Biomedical Communications: BA: Spec, Maj, Min; Art and Art History, BA: Spec, Maj; Digital Enterprise Management (DEM) BA: Spec; Visual Culture and Communication BA: Spec (with CCIT); Art and Art History, BA: Spec, Maj (joint program with Sheridan College); Art History BA: Spec (joint program with Sheridan College); Communication, Culture and Information Technology, BA: Maj; Human Communication and Technology BSc: Spec; Health Sciences Communication BSc: Spec, Maj; Professional Writing and Communication BA: Maj, Min

The reviewers observed the following **strengths**:
- Student satisfaction is "generally high"
- Students have a good relationship with faculty members and receive quality advising

The reviewers identified the following **areas of concern**:
- Limited sense of academic community among students related to their specific program
- Concerns regarding course offerings
- Unfulfilled interdisciplinary mission of the programs
- Concerns over the balance between theory and practice
- "Technical problems of compatibility" between UTM and Sheridan alongside curricular and administrative barriers

The reviewers made the following **recommendations**:
- Helpful to establish "tracks" within the degree programs so that students could pursue program depth
- Professional Writing and Communication should be enhanced; should be a "coordinated approach to writing instruction across units"
- Review jointly offered programs with Sheridan with the aim of introducing formal lines of communication, co-ordination and governance

Faculty/Research

The reviewers observed the following **strengths**:
- "Quite impressive record" of publications by full-time faculty members

The reviewers identified the following **areas of concern**:
- Too much reliance on a few individuals to provide administration, teaching and sense of purpose
- Lack of full time faculty in CCIT
- Concerns about quality of instruction in advanced courses
- Low overall total research funding

The reviewers made the following **recommendations:**
- The reviewers presented detailed recommendations regarding hiring of teaching staff for the programs

Administration
The reviewers observed the following **strengths**:
- Generally high faculty, staff, and student satisfaction with facilities and equipment
- CCIT building is well-equipped and able to meet the needs of technology-based teaching
- High level of morale and commitment among the administrative staff
- UTM's relationship with Sheridan conforms to the overall mission of the University of Toronto and its tri-campus plan

The reviewers identified the following **areas of concern**:
- Reviewers identified several problems with the inter-institutional relationship

Current Review: Documentation and Consultation

Documentation Provided to Reviewers
The reviewers were provided with:
- Terms of Reference
- Institute of Communication, Culture, Information and Technology Self-Study, 2017
- Previous Review Report and Administrative Responses
- UTM Degree Level Expectations, 2016
- UofT Facts & Figures, 2015
- UTM Divisional Academic Plan, 2012
- UTM Vision Statement, 2017
- UTM Academic Calendar, 2016-2017
- UTM Viewbook, 2017-2018
- UofT Domestic Viewbook, 2017-2018
- Tri-Campus Framework

Consultation Process

The reviewers met with:
- Vice-Principal Academic & Dean; and Vice-Dean Teaching & Learning
- Director of the Institute of Communication, Culture, Information and Technology
- Representatives from cognate departments/Faculties: Dean, Faculty of Information; Dean, Faculty of Animation, Arts & Design at Sheridan College; Associate Dean, Faculty of Animation, Arts & Design at Sheridan College
- Faculty members: junior and senior research stream faculty members; teaching stream faculty members; and sessional instructors
- Undergraduate and graduate student representatives
- Administrative staff, and the instructional technologist

Current Review: Findings and Recommendations

List of Acronyms:
- CCIT: Communication, Culture, Information, and Technology HBA (Major)
- DEM: Digital Enterprise Management HBA (Specialist)
- IDM: Interactive Digital Media HBA (Specialist)
- PWC: Professional Writing and Communication HBA (Major, Minor)
- CDP: Combined Degree Program

1. Undergraduate Program

The reviewers observed the following **strengths:**
- Overall quality
  - Vital and strong
  - Wide range of areas within the Institute majors: media, digital culture, strategic communication, professional writing
- Objectives
  - CCIT and DEM:
    - appropriate objectives
    - interdisciplinary approach is attractive to prospective students
    - draws on the best traditions of the liberal arts and incorporates digital technologies
  - PWC:
    - appropriate objectives
    - focus on professional writing nicely connects program to CCIT and DEM; the focus on professional writing distinguishes it "nicely" from the many creative writing programs available
- Admissions requirements
  - CCIT and DEM: reasonable
  - PWC: appropriate

- o CDPs: appropriate
- Curriculum and program delivery
  Overall:
  - o "Admirably" built program that is both theoretical and experiential in nature; teaches both critical thinking and creative technological skills
  - o Key programs have a positive profile on campus among the student body
  - o Internationalized and diversified curriculum
  - o Emphasis on civic engagement
  - o The unit serves as an "incubator" for interdisciplinary inquiry and forward-thinking approaches that influence other departments
  - o CCIT and DEM:
    - ▪ innovative
    - ▪ combine courses that emphasize technology with courses that emphasize the communicative, cultural, and critical
    - ▪ Sheridan partnership: students learn "hands-on" information technology skills; students felt some courses were excellent
  - o PWC:
    - ▪ strong writing program
    - ▪ reports of high quality learning experience
    - ▪ students felt the program provided them useful skills to complement the more theoretical skills taught in other courses
    - ▪ class sizes allow for effective teaching of writing and communication
- Quality indicators
  - o CCIT, DEM, PWC and CDPs: high quality
- Assessment of learning
  - o CCIT, DEM, PWC and CDPs: forms of assessment are varied and appropriate
- Enrolment
  - o Annual increase in majors
- Faculty resources
  - o Provide "stellar" interdisciplinary, experiential education
- Students
  - o Students are enthusiastic about their experience in the Institute

The reviewers identified the following **areas of concern**:
- Overall quality
  - o Current configuration is overtaxed and over stressed
- Objectives
  - o CDPs: objectives are not clear; current design does not distinguish itself sufficiently to be worth the administration
- Curriculum and program delivery
  - o CCIT and DEM:

- technical skills and critical competencies get "sequestered and don't reinforce each other"
- Sheridan college partnership: faculty and students had mixed feelings; students felt some Sheridan courses were excellent while other were weaker than UTM offerings; while impressed with the Sheridan facilities, students felt it was "awkward" to shift campuses
- risk of siloing theoretical and technical components, with technical skills taught at Sheridan and theory taught at UTM, and "associate danger in how each component is valued"
- Enrolment
  - CDPs: few students enrolled
- Faculty resources
  - PWC: current staffing does not provide program management support, grant expertise, or stability

The reviewers made the following **recommendations**:
- Objectives
  - CDPs: redesign with a clear objective in mind or close
- Admissions requirements
  - CCIT and DEM: consider creating direct entry programs if numbers grow
- Curriculum and program delivery
  - The unit should develop its own vision of experiential learning
  - CCIT and DEM:
    - identify and map the technical, cultural, communicative, managerial and other competencies they want students to acquire in the different programs
    - weave the appropriate integration of competencies through the programs at both UTM and Sheridan campuses
    - organize a capstone seminar for all fourth year students
  - All programs, but especially PWC and DEM: Revise curriculum to allow for a more even distribution of core teaching responsibilities
  - Sheridan College Partnership: Re-think a more integrated relationship to avoid siloes between technical skills and theoretical learning
- Student funding
  - Provide support for undergraduate summer research fellowships and graduate research assistantships as part of developing a UTM-based research culture
- Program Development
  - CDPs: consider creating Combined BA and MI that can be completed in 5 years
  - Develop a CCIT Concentration in the iSchool PhD to allow ICCIT to better develop its own "brand" in terms of research, and to support ICCIT

faculty decision-making over admissions and curriculum development, as well as enhanced research collaborations with doctoral students
- Develop an MA in Digital Humanities with other units at UTM to provide a local graduate program that could feed a PhD, and build the interdisciplinary connections that distinguish the Institute

2. Faculty/Research

The reviewers observed the following **strengths**:
- Research
  - Reviewers "envy the energy and richness" of CCIT's research
- Faculty
  - Collegial and productive; deeply invested in programs and students
  - Highly regarded nationally
  - Strengths in humanistic, social scientific, and science and technology traditions
  - Efforts to diversify the faculty
  - New hires cover an array of sub-disciplines
  - Junior faculty members represent "bright future"; "energetic, productive, committed" to research and students, enjoy teaching
  - Junior faculty feel well respected and relatively well-mentored by senior colleagues

The reviewers identified the following **areas of concern**:
- Overall quality
  - "Overextended" faculty
- Research
  - Currently dependent on the iSchool for graduate students
  - Limited participation in funded research, attributed to high proportion of junior faculty
- Faculty
  - Few senior faculty with program management experience or grant experience
  - Few tenure-stream faculty with expertise related to DEM or PWC

The reviewers made the following **recommendations**:
- Research
  - Develop a research plan that is supported by the administration, and that establishes a research culture based at UTM
  - Provide support to enhance research culture (e.g., a "Grant Assist Program" to provide extra support for interested faculty to get research grants; support for visiting speakers)
  - Create a PhD program to increase reputation, national prominence, and ability to recruit/retain stellar faculty, housed in the iSchool but falling

more under the control of the Institute, to allow Institute faculty some autonomy in recruiting and advising PhD students

- Faculty
  - CCIT and DEM: prioritize future hiring based on the competencies identified as important, including hires that can support technical competencies
  - PWC: hire a teaching-stream faculty to provide ongoing leadership, as well as additional teaching-stream faculty over time
  - DEM: hire tenure-track faculty to provide a core of researchers
  - Clearly define core areas of concentration, to focus new hires and program development

3. Administration

The reviewers observed the following **strengths**:
- Relationships
  - Director has provided strong leadership and developed an "extremely collegial atmosphere" in the Institute
  - High faculty morale
  - Innovative relationship with Sheridan College
- Organizational and financial structure
  - Students impressed by Sheridan facilities
- Reputation / Profile
  - Director has raised the reputation of the Institute to that of being one of the most innovative and most recognized units in the country

The reviewers identified the following **areas of concern**:
- Relationships
  - The need to renew relationship with Sheridan to ensure that it thrives and provides appropriate support to the programs
  - Regarding the relationship between ICCIT and the iSchool on St. George campus, the reviewers noted:
    - ICCIT faculty feel that not having an autonomous PhD program is a missing factor in their continued growth as an internationally known research institute
    - ICCIT faculty have little involvement in the decision-making (e.g., admissions, curriculum)
    - ICCIT is more of a peripheral component of the iSchool's PhD program, which doesn't allow for the program to be associated strongly with ICCIT, leading to recruitment difficulties, problems with faculty conducting research with graduate students, etc.
- Organizational and financial structure
  - "Woefully understaffed" advising

        ○ Lack of access to computer labs for instruction

The reviewers made the following **recommendations**:

- Relationships
    - Reconsider the terms of relationships with each of Sheridan College and the iSchool at St. George campus and renew them so that it serves the students
    - Work with Sheridan to ensure support for integrated competencies
    - Provide support for the unit to lead a regional association of those universities and colleges developing similar programs
- Organizational and financial structure
    - Provide more administrative staff support for experiential learning and advising
    - Provide space to support a UTM-based research community
    - Provide better access to computer labs
    - Consider developing a laptop program so that all students have access on which to learn IT

March 19, 2018

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 UTM's Institute of Communication, Culture, Information and Technology, which was held in April of 2017. The following undergraduate programs were reviewed: Communication, Culture, Information, and Technology, B.A., Hon., (Major); Digital Enterprise Management, B.A., Hon., (Specialist); Interactive Digital Media, B.A., Hon., (Specialist); Professional Writing and Communication, B.A., Hon., (Major, Minor). Three combined degree programs were also reviewed: Combined Degree Program in Communication, Culture, Information, and Technology, B.A. (Major)/Master of Information (M.I.); Combined Degree Program in Digital Enterprise Management, B.A., Hon., (Specialist)/Master of Information (M.I.); and Combined Degree Program in Interactive Digital Media, B.A., Hon., (Specialist)/Master of Information (M.I.).

I am pleased with the highly positive review, which emphasizes the innovative quality of the programs, including the combination of theoretical and experiential instruction as well as the collaborative relationship with Sheridan College. The reviewers also commented favourably on the energy and richness of the research conducted by the highly-regarded faculty members in the Institute, and commended the Director on encouraging collegiality and supporting high faculty morale.

Given this strong base, I expect that the Institute will fulfill the promise seen by the reviewers, especially with their plans to enhance and expand their outstanding programs. An implementation plan with timelines can be found at the end of this letter.

Curriculum and Program Delivery

The reviewers underscored the importance of mapping each program's competencies, and ensuring that courses (including possible capstone courses), learning activities (including experiential learning), and faculty resources are in place to support these in an integrated way; they emphasized that the needs identified through the mapping process could inform decisions about new faculty hires at UTM and at Sheridan.

In 2016, ICCIT began the process of creating curriculum maps for its programs, engaging in a detailed review of learning outcomes, evaluation methods, and competence requirements for its three programs at both the programmatic and the course level. Summaries of this data were included in the Appendix of the Self Study, but the source documents were far too extensive to include.

Within the next year, the Director of ICCIT will oversee the completion of this study. Simultaneously, the Director will work with the individual program directors to link this study to the overall objectives of the programs. The results of these studies will be integrated with ICCIT's complement plan and budgeting process. The Director will also consult with other relevant units at the University of Toronto, as well as external stakeholders representing key employers, other academic institutions, and government, to ensure that students are provided with appropriate knowledge and competences.

The reviewers highlighted the partnership with Sheridan College and urged a more integrated approach to the partnership to avoid siloes between technical skills and theoretical learning.

The ICCIT Director recently met with the new Associate Dean for the Department of Film, Television and Journalism in the Faculty of Animation, Art and Design at Sheridan, to discuss a variety of co-ordination and planning issues with respect to ICCIT/Sheridan programs.

In the short term the Director will bring together Sheridan and ICCIT faculty to discuss the overall objectives of the Digital Enterprise Management (DEM) and Communication, Culture, Information, and Technology (CCIT) programs. The group will identify challenges with respect to the integration of the programs, identify future areas for development and enhancement, review the available resources and identify emerging resource needs. In the medium term, the Director, along with the Sheridan Associate Dean, will constitute a joint ICCIT/CCIT Co-ordination Committee that will meet on a regular basis to oversee the running and development of the DEM and CCIT programs.

Additionally, in the short term UTM and Sheridan will be developing a new Memorandum of Agreement that will formalize the nature of the program outcomes and program support. Particular emphasis will be placed on ensuring the consistency of student experience across the two institutions and enhancing the co-operation between the Institute and the relevant units at Sheridan.

The reviewers encouraged a re-thinking of the collaboration with the Faculty of Information, with respect to:
- *the combined degree programs, starting with identifying the objectives these offerings are intended to achieve; and*
- *exploring graduate program ideas.*

ICCIT and the Faculty of Information, with the support of the Provost's Office, developed a joint undergraduate program and a combined HBA/MI program (three versions):
- Interactive Digital Media, B.A., Hon., (Specialist);
- Combined Degree Program in Communication, Culture, Information, and Technology, B.A. (Major)/Master of Information (M.I.);
- Combined Degree Program in Digital Enterprise Management, B.A., Hon., (Specialist)/ Master of Information (M.I.); and
- Combined Degree Program in Interactive Digital Media, B.A., Hon., (Specialist)/Master of Information (M.I.)

Unfortunately, in spite of very considerable effort, these programs have failed to attract a sufficient number of students. As a result, ICCIT plans to work with the Dean's Office to submit a proposal to formally close all four of these programs, which are currently in suspension and not enrolling students. This will allow ICCIT to focus on its core undergraduate programs and utilize resources to develop new undergraduate courses and a major program more in line with the overall educational objectives of ICCIT, such as the proposed new program in Social Coding under development.

ICCIT intends to maintain its relationship with the Faculty of Information and is actively seeking to provide a concentration within the existing Faculty of Information PhD program. Presently, all but one of the ICCIT faculty have their graduate home in the Faculty of Information. In the past, this has resulted in ICCIT playing a significant part in supervising PhD and Master's students, teaching graduate courses, and serving on Faculty of Information committees. At the present time, the Faculty of Information graduate faculty are reviewing a proposal for a new major concentration within the PhD tentatively titled "Media, Technology and Culture" that would heavily engage the faculty based at ICCIT. Discussions are also underway about involving ICCIT-based faculty in the Faculty of Information graduate program governance structures.

Faculty

The reviewers made several suggestions to support more engagement in research by ICCIT faculty and students, and encouraged ICCIT to develop a plan that would support UTM-based research activities and enhance ICCIT's research profile.

In the short term, the Director will work with existing ICCIT faculty to develop an ICCIT research strategy that speaks to the new UTM Academic Plan. This research strategy will provide detailed input into complement planning, program planning and the budgetary process. The Institute intends to explore possible ways of funding post-doctoral positions and visiting scholar positions to enhance both the research and teaching missions of the Institute.

In addition, the Director will designate one faculty member as a Research Co-ordinator in the near future. The Director plans to investigate providing the Research Co-ordinator with a stipend or possibly a 0.5 FTE administrative course release, as deemed appropriate for the workload level of the position (other UTM departments have similar positions at various levels). In the medium term, the Director will support the Research Co-ordinator in developing research collaborations, seminars and workshops, as well as supporting the identification of grant opportunities, the development of grant proposals, and the monitoring and management of projects. This position would also need to be involved with discussions about research space, software and hardware for faculty, graduate student and undergraduate student research.

The Institute is currently recruiting faculty in data analytics and big data which will clearly require more extensive software and hardware resources for faculty and graduate student research. ICCIT will work with the UTM Office of the Vice-Principal Research and the UTM IT Research group on their data initiatives, as well as on advising faculty on applying for potential funding for such projects, individually or as a group. The increasing emphasis on research utilizing emerging technologies drives a need for both more technology such as powerful

computing hardware and software, and augmented and virtual hardware and software. Such computing groups will also need additional laboratory space and technical support.

Program Resources

Given the growth of the programs and the focus on experiential learning, the reviewers suggested providing more advising and internship staff support, as well as ensuring sufficient faculty hiring to support program management and stability across the full suite of ICCIT programs, including Professional Writing and Communication, and Digital Enterprise Management.

In the near future, the Director will identify faculty who will act as Program Co-ordinators for the three existing undergraduate programs within ICCIT: Communication, Culture, Information, and Technology (CCIT) major and minor; Digital Enterprise Management (DEM) major; and Professional Writing and Communication (PWC) major and minor. In addition, Curriculum Planning committees will be established to review, revise and manage each program. These committees will comprise both faculty and staff.

In recognition of the significant teaching staff difficulties in the Institute, the Dean has already given the Institute permission to hire two faculty members to support primarily the CCIT program (one tenure-stream and one teaching-stream), one tenure-stream faculty member to support primarily the PWC program, and one tenure-stream faculty member jointly with Management (51% ICCIT) to support primarily the DEM program. All four of these positions are currently being searched in 2017-18. The Dean has also provided for the immediate creation of three 75% contract limited faculty positions for the PWC program for January to December 2018, as a short-term measure to address the serious needs within that program until more permanent hires can be made. The Institute will continue to work with the Dean's Office on faculty needs to support their programs and courses, as these evolve with the planned Program and Curriculum evaluations discussed above. In building faculty, ICCIT has suggested that a combination of teaching-stream and tenure-stream faculty be utilized, and that a balance in terms of rank needs to be considered between the three different programs.

ICCIT has also begun to reflect on the appropriate mixture of responsibilities and appointment categories to provide staff support for their programs, courses, and unit operation. Student counseling and program delivery support has been highlighted, although these problems will be reduced in some aspects by the improved involvement of faculty in curriculum planning and delivery, as noted above. With the expected needs for research and teaching software and hardware, ICCIT will be examining their need for enhanced technical and laboratory support staff. Finally, ICCIT is currently in the process of piloting the UTM approach to paid internship programs as well as wider experiential learning initiatives, and will be receiving increased staff support from the Experiential Education office for the Institute as part of the UTM Academic Plan commitment and the provincial program for increased programs associated with work-integrated learning.

Reviewers also suggested ways to ensure sufficient access to computer labs for instruction, given the nature of several ICCIT programs.

The need for increased access to computer laboratories with the ability to deliver the types of software needed for ICCIT's programs has already been noted at UTM. In addition to staff and equipment resources, as noted above, such laboratories will require (at least in part) increased space resources. Meetings with be scheduled with representatives from UTM Facilities Management and Planning, ICCIT, and the Dean's Office, to assess these needs and plan for the future, especially with any changes resulting from changes in the programs to be delivered as a result of the planned program assessments and curriculum mapping, as well as creation of new programs.

Implementation Plan - Institute of Communication, Culture, Information and Technology, UTM

The Institute and the UTM Office of the Dean, in consultation, will undertake the following approaches to enact positive changes:

Immediate Term (6 months)

Curriculum and Program Delivery
- Curriculum mapping of all three programs continued from 2016, including review of learning outcomes, evaluation methods and competence objectives; project underway, will take six months to a year to complete, then requires continual review and updating; *Institute with assistance from UTM Dean's Office if desired (Associate Dean Undergraduate)*
- Alteration of course or program components through Curriculum revision process, as appropriate, as a result of curriculum study and assessment of program needs; development of new program in Social Coding planned; *Institute with assistance of Dean's Office (Program and Curriculum Officer)*
- ICCIT Director to consult with internal and external stakeholders to ensure that students are provided with appropriate knowledge and competences; *Institute, with assistance from UTM Dean's Office if desired*
- Meeting of Sheridan and ICCIT faculty to discuss the overall objectives of the DEM and CCIT programs, identify challenges with the integration of the programs, identify future areas for development and enhancement, review the available resources and identify emerging resource needs; *Institute and Sheridan College counterparts*
- Development of new Memorandum of Agreement between UTM and Sheridan for ICCIT programs; *UTM Dean's Office and appropriate Sheridan Deans, in consultation with the Institute and Sheridan counterpart, U of T Provost's Office, and other stakeholders*
- Assessment of potential for ICCIT-focused concentration within Faculty of Information PhD program; *Institute and Faculty of Information, with assistance of UTM Dean's Office (Associate Dean Graduate), U of T Provost's Office, and School of Graduate Studies*

Faculty
- Development of ICCIT research strategy for existing faculty, complement and program planning, and investigation of possible funding for post-doctoral or visiting scholar positions; *Institute, with assistance of UTM Vice-Principal Research Office and UTM Dean's Office as desired*

- Creation of ICCIT Research Co-ordinator (faculty) administrative position; *Institute, with assistance of and funding from UTM Dean's Office*

Program Resources
- Search for a total of four new faculty members (one joint with Management); short-term hire of three 75% contract limited faculty positions for the PWC program; *Department with funding from the Dean's Office*
- Creation of Program Co-ordinators (faculty members) for the three existing undergraduate programs within ICCIT: CCIT (major and minor), DEM (major), and PWC (major and minor); *Institute with funding support from UTM Dean's Office*
- Creation of Curriculum Planning committees comprised of both faculty and staff to review, revise and manage all three undergraduate programs; *Institute*
- Provision of increased staff support from the Experiential Education office for the experiential learning/work-integrated learning programs in ICCIT; *Institute with assistance of Dean's Office (Experiential Education Unit)*
- Assessment of additional staff needs; *Institute with assistance of Dean's Office and UTM HR*

Medium Term (1-2 years)

Curriculum and Program Delivery
- Continue new work on and revisions to Curriculum Maps
- Alteration of course or program components through Curriculum revision process, as appropriate, as a result of curriculum study and assessment of program needs; creation and implementation of new program in Social Coding planned; *Institute with assistance of Dean's Office (Program and Curriculum Officer)*
- Termination of suspended undergraduate degree programs; *Institute with assistance of Dean's Office (Program and Curriculum Officer)*
- Creation of a joint ICCIT/CCIT Co-ordination Committee, to meet on a regular basis to oversee the running and development of the DEM and CCIT programs; *Institute and Sheridan College counterparts*
- Implementation of new Memorandum of Agreement between UTM and Sheridan for ICCIT programs; *UTM Dean's Office and Sheridan Deans, in consultation with the Institute and Sheridan counterpart, U of T Provost's Office, and other stakeholders*
- Possible development of ICCIT-focused concentration within Faculty of Information PhD program; *Institute with assistance of UTM Dean's Office (Associate Dean Graduate, Program and Curriculum Officer), U of T Provost's Office, and School of Graduate Studies*

Faculty
- Continued development of ICCIT research strategy, including sources of funding for new faculty research relating to data analytics and big data; *Institute, with assistance of UTM Vice-Principal Research Office, UTM IT Research Group, & UTM Dean's Office as desired*
- Further development of ICCIT Research Co-ordinator (faculty) administrative position, to include research collaborations, workshops, identification of grant opportunities and development of proposals, management of projects and assessment of resource needs; *Institute, with assistance of UTM Vice-Principal Research Office and UTM Dean's Office as desired*

Program Resources
- Research for some of the four new faculty members (some searches have not been successful, due to alternate offers); continued assessment of faculty complement needs, especially positions for the PWC and DEM programs; *Department with funding from the Dean's Office*
- Continued operation of Program Co-ordinators and Curriculum Planning committees to review, revise and manage the undergraduate programs; *Institute*
- Implementation of assessment of staff needs; *Institute with assistance of Dean's Office and UTM HR*

Long Term (3-5 years)

Curriculum and Program Delivery
- Continue alteration of course or program components through Curriculum revision process, as appropriate, as a result of curriculum study and assessment of program needs; *Institute with assistance of Dean's Office (Program and Curriculum Officer)*
- Continued assessment and communication between UTM and Sheridan for ICCIT programs; *UTM Dean's Office and Sheridan Deans, in consultation with Institute and Sheridan counterpart, other stakeholders*
- Possible implementation of ICCIT-focused concentration within Faculty of Information PhD program; *Institute with assistance of UTM Dean's Office (Associate Dean Graduate, Program and Curriculum Officer)*

Faculty
- Continued development of ICCIT research strategy, including sources of funding for new faculty research relating to data analytics and big data; *Institute, with assistance of UTM Vice-Principal Research Office, UTM IT Research Group, & UTM Dean's Office as desired*
- Further development of programs under ICCIT Research Co-ordinator (faculty); *Institute, with assistance of UTM Vice-Principal Research Office*

Program Resources
- Annual assessment of faculty complement needs; *Institute with funding from Dean's Office*
- Continued operation of Program Co-ordinators and Curriculum Planning committees to review, revise and manage the undergraduate programs; *Institute*

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

Sincerely,

Amrita Daniere
Vice-Principal, Academic & Dean

Heather M.-L. Miller
Vice-Dean, Teaching & Learning

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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
N/A			

Note: There were no externally commissioned reviews since the last semi-annual report to AP&P.