



**FOR INFORMATION**

**PUBLIC**

**OPEN SESSION**

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

**SPONSOR:** Susan McCahan, Vice-Provost, Academic Programs

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**PRESENTER:** See above

**CONTACT INFO:**

**DATE:** October 18, 2018 for November 1, 2018

**AGENDA ITEM:** 3

**ITEM IDENTIFICATION:**

Semi-Annual Report on the Reviews of Academic Units and Programs,  
April 2018 – October 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] (November 1, 2018)**
2. Agenda Committee of the Academic Board [for information] (November 13, 2018)
3. Academic Board [for information] (November 22, 2018)
4. Executive Committee of the Governing Council [for information] (December 4, 2018)
5. Governing Council [for information] (December 13, 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 (October 2017 – March 2018) was previously submitted to the Committee on Academic Policy and Programs on April 3, 2018.

#### **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 fourteen external reviews of units and/or academic programs are being submitted to AP&P for information and discussion. All reviews were commissioned by Deans. The signed administrative responses from each Dean highlight action plans in response to reviewer recommendations.

Overall, the themes raised in these reviews echoed those in previous compendia: the excellent quality of our programs, the talent and high calibre of our students, and the impressive body of scholarship produced by our faculty. In addition, this set of reviews highlighted the high entering averages of undergraduate students, and an overall sense of collegiality and respect between faculty, staff, and students.

As always, the reviews noted areas for development. Regarding students and programs, recommendations included exploring options to secure additional experiential learning opportunities, and to enhance undergraduate advising. Reviews also identified the need to

carefully consider appropriate staffing to support the curriculum and deliver high quality programs. Finally the reviews highlighted the need to consider appropriate unit structures to meet program and divisional objectives.

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.

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**DOCUMENTATION PROVIDED:**

Compendium of Reviews of Academic Programs and Units, April 2018 – October 2018



UNIVERSITY OF  
**TORONTO**

OFFICE OF THE VICE-PROVOST,  
ACADEMIC PROGRAMS

# **Reviews of Academic Programs and Units**

**April 2018 – October 2018**

**Report to the Committee on Academic Policy and Programs  
November 1, 2018**

# Reviews of Academic Programs and Units

April 2018 – October 2018

Report to the Committee on Academic Policy and Programs

November 1, 2018

## 1 Decanal Reviews

### Faculty of Arts and Science

- Centre for Criminology and Sociolegal Studies
  - Undergraduate programs: Criminology and Sociolegal Studies, B.A. (Hons.): Specialist, Major
  - Graduate programs: Criminology, M.A., Ph.D.
- Department of Chemistry
  - Undergraduate programs: Biological Chemistry, B.Sc. (Hons.): Specialist; Chemical Physics, B.Sc. (Hons.): Specialist; Chemistry, B.Sc. (Hons.): Specialist, Major, Minor; Environmental Chemistry, B.Sc. (Hons.): Specialist, Minor; Materials Science, B.Sc. (Hons.): Specialist; Nanoscience: Minor, Joint program with the National University of Singapore; Synthetics & Catalytic Chemistry, B.Sc. (Hons.): Specialist
  - Graduate programs: Chemistry, M.Sc., Ph.D.
- Department of Ecology and Evolutionary Biology
  - Undergraduate programs: Ecology and Evolutionary Biology, B.Sc. (Hons.): Specialist, Major; Biology, B.Sc. (Hons.): Specialist, Major, Minor; Biodiversity and Conservation Biology, B.Sc. (Hons.): Major; Environmental Biology, B.Sc. (Hons.): Major, Minor; Biology (with National University of Singapore): Minor
  - Graduate programs: Ecology and Evolutionary Biology, M.Sc., Ph.D.
- Department of Spanish and Portuguese
  - Undergraduate programs: Portuguese, B.A. (Hons.): Specialist, Major, Minor; Spanish, B.A. (Hons.): Specialist, Major, Minor
  - Graduate programs: Spanish, M.A., Ph.D.
- Latin American Studies programs
  - Undergraduate programs: Latin American Studies, B.A. (Hons.): Major, Minor
- Pharmaceutical Chemistry program (offered in association with the Faculty of Pharmacy)
  - Undergraduate program: Pharmaceutical Chemistry, B.Sc. (Hons.): Specialist
- School of the Environment
  - Undergraduate programs: Environmental Studies, B.A. (Hons): Major, Minor; Environmental Ethics, B.A. (Hons): Major, Minor; Environment & Health, B.Sc. (Hons): Specialist, Major; Environment & Energy: Minor; Environmental Science, B.Sc. (Hons): Major, Minor; Environment & Toxicology, B.Sc. (Hons): Specialist; Environment & Behaviour: Minor

### **Faculty of Medicine**

- Physician Assistant program
  - Undergraduate program: Bachelor of Science Physician Assistant, B.Sc.P.A.

### **University of Toronto Mississauga**

- Department of Anthropology
  - Undergraduate programs: Anthropology, B.A. (Hons.): Specialist, Major, Minor; Anthropology, B.Sc. (Hons.): Specialist, Major
- Forensic Science programs
  - Undergraduate programs: Forensic Science, B.Sc. (Hons.): Major, Minor; Forensic Science – Anthropology, B.Sc. (Hons.): Specialist; Forensic Science – Biology, B.Sc. (Hons.): Specialist; Forensic Science – Chemistry, B.Sc. (Hons.): Specialist; Forensic Science – Psychology, B.Sc. (Hons.): Specialist

### **University of Toronto Scarborough**

- Department of Arts, Culture and Media
  - Undergraduate programs: Art History and Visual Culture, B.A. (Hons.): Major, Minor; Arts Management, B.A. (Hons.): Specialist; Curatorial Studies: Minor; Media Studies, B.A. (Hons.): Major, Minor; Music and Culture, B.A. (Hons.): Major, Minor; Studio, B.A. (Hons.): Specialist, Major, Minor; Theatre and Performance Studies, B.A. (Hons.): Major, Minor
- Department of Historical and Cultural Studies
  - Undergraduate programs: African Studies: Minor (Arts); Classical Studies: Minor (Arts); Food Studies: Minor (Arts); Global Asian Studies, B.A. (Hons.): Specialist, Major, Minor; History, B.A. (Hons.): Specialist, Specialist Co-op, Major, Major Co-op, Minor; Women's and Gender Studies, B.A. (Hons.): Major, Major Co-op, Minor
- Department of Physical and Environmental Sciences
  - Undergraduate programs: Astronomy & Astrophysics: Minor (Sciences); Biochemistry, B.Sc. (Hons.): Major, Major Co-op; Biological Chemistry, B.Sc. (Hons.): Specialist, Specialist Co-op; Chemistry, B.Sc. (Hons.): Specialist, Specialist Co-op, Major, Major Co-op; Environmental Biology, B.Sc. (Hons.): Specialist, Specialist Co-op; Environmental Chemistry, B.Sc. (Hons.): Specialist, Specialist Co-op; Environmental Geoscience, B.Sc. (Hons.): Specialist, Specialist Co-op; Environmental Physics, B.Sc. (Hons.): Specialist, Specialist Co-op; Environmental Science, B.Sc. (Hons.): Major, Major Co-op, Minor; Environmental Studies, B.A. (Hons.): Major; Natural Sciences & Environmental Management: Minor (effective April 1, 2017); Physical Sciences, B.Sc. (Hons.): Major; Physical & Mathematical Sciences, B.Sc. (Hons.): Specialist; Physics & Astrophysics, B.Sc. (Hons.): Specialist, Major
- Department of Psychology
  - Undergraduate programs: Mental Health Studies, B.Sc. (Hons.) Specialist, Specialist Co-op, Major, Minor; Neuroscience, B.Sc. (Hons.): Specialist, Specialist Co-op, Major; Psychology, B.Sc. (Hons.): Specialist, Specialist Co-op, Major, Minor

**Appendix I:** Externally-commissioned reviews of academic programs, April 2018 – October 2018

## UTQAP Review Summary

<b>Programs Reviewed:</b>	<ul style="list-style-type: none"><li>• Criminology and Sociolegal Studies, BA (Hons.): Specialist, Major</li><li>• Criminology and Sociolegal Studies, MA</li><li>• Criminology and Sociolegal Studies, PhD</li></ul>
<b>Unit Reviewed:</b>	Centre for Criminology and Sociolegal Studies
<b>Commissioning Officer:</b>	Dean, Faculty of Arts & Science
<b>Reviewers (Name, Affiliation):</b>	<ol style="list-style-type: none"><li>1. Prof George Pavlich, PhD, Department of Sociology, University of Alberta</li><li>2. Prof Sally E. Merry, PhD, Department of Anthropology, New York University</li><li>3. Prof Delores Jones-Brown, PhD, Department of Law, Police Science and John Jay College of Criminal Justice, City University of New York</li></ol>
<b>Date of Review Visit:</b>	February 26 – 27, 2018



## Previous Review

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**Date: 2008/09 (Criminology undergraduate programs); 2006/07 (OCGS review of graduate programs)**

### Summary of Findings and Recommendations

#### 1. Undergraduate Programs

The reviewers observed the following strengths:

- Excellent, thriving program with excellent faculty and enthusiastic students
- Appropriate content and curriculum
- Very popular program with little need for recruitment

The reviewers identified the following areas of concern:

- Program is relatively unstructured, which is not the norm for such programs
- General lack of opportunities for experiential and service learning

The reviewers made the following recommendations:

- Consider converting the second year Criminal Procedure course to a 300-level elective course, replacing it with a new general course on law and society
- Develop an optional internship program

#### 2. Graduate Programs

The reviewers observed the following strengths:

- World class reputation in two different fields

The reviewers made the following recommendations:

- Consider offering a direct-entry PhD to compete with programs at other Universities
- Provide fifth-year funding for PhD students

#### Faculty/Research

The reviewers observed the following strengths:

- Two graduate appointments show exceptional promise

The reviewers made the following recommendations:

- Faculty to be more involved in undergraduate curriculum planning and structure
- Consider whether faculty should be more involved in selecting sessional instructors (undergraduate)

#### Administration

The reviewers observed the following strengths:

- Undergraduate program administered by a full-time, experienced, knowledgeable, dedicated and capable Program Director

- Unusual asset of a standalone library (undergraduate)

The reviewers made the following recommendations:

- Preserve the aspects of what make the graduate program excellent when it moves to FAS

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

## Current Review: Documentation and Consultation

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### Documentation Provided to Reviewers

- Terms of Reference
- Self-Study
- Appendices
- Faculty CVs Consultation Process

### Consultation Process

The reviewers met with:

- Dean, Faculty of Arts & Science; Vice-Dean, Academic Planning and Strategic Initiatives; Associate Dean, Academic Planning and Undergraduate Issues
- Director of the Centre for Criminology and Sociolegal Studies
- Principal of Woodsworth College
- Centre for Criminology and Sociolegal Studies Faculty
- Undergraduate Coordinator, Undergraduate Administrator, Program staff
- Graduate Coordinator, Graduate Administrator, Business Officer/Assistant to Director, Financial Administrator
- UTM Faculty from Criminology, Law & Society, and Department of Sociology
- Cognate faculty including Faculty of law, Director of Ethics, Society & Law, Department of Sociology
- Visiting faculty and sessional lecturers
- Graduate and undergraduate students

## Current Review: Findings and Recommendations

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### 1. Undergraduate Program

The reviewers observed the following **strengths**:

- Overall quality
  - Exceptional interdisciplinary program that engages students in critical and creative analysis of criminology and sociolegal studies
- Objectives
  - Offers an intellectually rich and sophisticated analysis of criminal justice and law and society through a focus on theory and analysis, rather than criminal justice job-related skills
  - Innovative, unusual approach to the broad study of criminal law, the state, and society; goes beyond who commits crimes and why
- Admissions requirements
  - Selective admissions process after the first year of study
- Curriculum and program delivery
  - Courses on Toronto as a complex, multi-ethnic community as well as comparative, international perspective on criminal justice and law
  - Curriculum is very good given the challenge of covering a broad, interdisciplinary field
  - Most students are double majors, with the encouragement of the faculty
  - Some innovative service learning opportunities
- Quality indicators
  - Program is attractive to outstanding students from colleges across the University of Toronto and internationally
- Enrolment
  - Enrolment is growing, with new majors up 29% from 2009 to 2016
- Students
  - Impressive calibre and diversity of students

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

- Curriculum and program delivery
  - Questionable decision to eliminate Criminal Procedure course
  - Relatively few small seminars conducive to experiential learning; students interested in more service learning opportunities; several faculty provide field courses, though it is difficult because of class sizes and teaching loads
  - Having students in 120 to 220-person classes until their fourth year does not allow for extensive experience in small, discussion-based classes
  - Required methods/statistics course fills up with fourth year students, though it is to be taken in the third year; problematic for students who do not jointly major in sociology or psychology
  - Some TAs have expectations different from professors, do not attend class or interact with students, and provide few comments
  - New 400 level courses are large and oversubscribed
- Assessment of learning
  - Practice of offering final tests in the last lecture slot, rather than during the University exam period

The reviewers made the following **recommendations**:

- Curriculum and program delivery
  - Develop additional courses on race, ethnicity, gender, indigeneity, and environmental justice
  - Determine to what end courses regarding indigenous communities and the law being taught
  - Consider making the sociolegal course required
  - Consider offering more sections of the methods/statistics course, and allowing a similar political science to fulfill this requirement
  - Offer more experiential learning and fieldwork opportunities
  - Update course descriptions and syllabi, and make old syllabi available before courses begin
  - Balance course content (such as forensic criminology) with plans for online offerings
- Assessment of learning
  - Prohibit giving final exams outside of the University exam period
- Enrolment
  - Ensure that growing enrolment is matched with sufficient resources
  - Cultivate resources and set a timetable for enrolment expansion
- Students
  - Stabilize undergraduate coordinator position

## 2. Graduate Program

The reviewers observed the following strengths:

- Curriculum and program delivery
  - Offers rigorous courses and a culture of broad supervision and mentorship for excellent graduate students
  - Doctoral program offers a rich experience for a small group of students
- Quality indicators
  - Selective admission and good time to completion
  - Post-graduate employment at academic and governmental organizations
- Students
  - Generally satisfied students with high morale
  - Strong diversity
- Faculty resources
  - Faculty are supportive and accessible, with faculty and graduate students housed on the same floor; informal ‘open door’ culture amongst faculty and graduate students enhances opportunities for collaboration and scholarly exchanges
  - Benefit of several cross-appointed faculty, particularly at UTM, some of whom advise students although they do not teach in the program

- Some faculty facilitate students finding research jobs in the Canadian government
- Program development
  - Collaborative initiative to offer a joint JD/PhD or JD/MA in Criminology and Sociolegal studies

The reviewers identified the following areas of concern:

- Objectives
  - Centre is known more as a vibrant and important research centre than a graduate teaching program
- Curriculum and program delivery
  - MA program is large, so graduate classes with both MA and PhD are larger than desired, particularly for PhD students
  - Students would prefer more courses be taught by permanent faculty
  - Students are interested in more coverage of broader topics beyond the English Common Law in required courses
- Quality indicators
  - More applicants would be expected, given the reputation and visibility of the program
- Student funding
  - Funding structure favors Canadian students, which might deter international students from applying
  - Uneven expectations for TA work
  - Student stipends are quite low, given the cost of living in Toronto
  - Not clear when funding is coming; lack of summer funding

The reviewers made the following recommendations:

- Objectives
  - Increase the Centre's visibility as an excellent place for graduate training
- Curriculum and program delivery
  - Add a critical analysis course as part of the required curriculum
  - Consider the impact students have on enrolments in the UTM Sociology department
- Student funding
  - Clarify expectations for TAs; provide them with feedback to improve their performance
  - Consider giving students access to remaining funding over the summer while they are working
  - Explore the feasibility of raising doctoral stipends and increasing the number of TA hours if possible
- Faculty resources
  - Ensure opportunities within government are available even as faculty retire

### 3. Faculty/Research

The reviewers observed the following **strengths**:

- Overall quality
  - For a relatively small unit, the Centre’s scholars have contributed substantially on the international stage, carving out a significant place in both criminology and sociolegal studies for the Centre, the University, and themselves
- Research
  - At the frontier of sociolegal research, with breadth and depth of impact
  - Impressively large and consistent accumulation of important research grants, publications, and awards for faculty at all ranks
  - Researchers have published internationally acclaimed scholarly books, articles in leading journals, monographs, book chapters, law review articles, and legal commentaries
  - Research and publications advance both theoretical and empirical understanding of complex social phenomena and their impact on thinking about, and the experience of, justice in Toronto, Canada, the United States and internationally
  - *Criminological Highlights* is an invaluable contribution to the academy and the world of practice
    - Recently developed special edition on *Children and Youth* is timely and important, and may represent an additional avenue for exploring and attracting external funding
    - Provides a valuable learning tool for students, offering working knowledge of current research
  - Adequate amount and number of external grants generated by the faculty as PIs or subcontractors
  - Research is in line with the University of Toronto’s ambitious and broad reaching mission statement
- Faculty
  - Key faculty are well-known in criminology and sociolegal studies, and have attracted exceptional graduate and undergraduate students
  - Students benefit from faculty’s active roles in national and international academic organizations and within policy and systems operational research
  - Exceptional recent appointments have increased diversity among the faculty and commenced renewal supporting the Centre’s reputation
  - Research is transnational and represents a healthy balance between quantitative and qualitative work; recent hires will expand quantitative research base
  - Creation of a post-doctoral position reflects commitment to interdisciplinary work, student involvement in research, the construction of new paradigms, and the incorporation of innovative methodologies

- Reliance on faculty from other units provides diversity of faculty, teaching perspectives, course content, and disciplinary approaches

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

- Research
  - Faculty complement size limits external research funding efforts
- Faculty
  - Very small core faculty teaching large number of undergraduates along with teaching and supervising graduate students
  - Retirements, oversubscribed courses, and reliance on non-continuing teaching staff suggests need for increased tenure stream complement
  - Idea of adding a teaching stream faculty member good, but concern over expecting 7 course per year

The reviewers made the following **recommendations**:

- Research
  - Ensure adequate financial and other supports in place to continue *Criminological Highlights* as faculty retire
  - Increasing the amount and number of external grants would enhance opportunities for students to engage in funded research and related publications, and for the Centre to acquire state-of-the-art research tools and databases
  - Pool of students may need to be expanded, perhaps including some targeted recruitment, in order to match the human resources to grant opportunities
- Faculty
  - Prioritize further senior-level appointments
  - Consider making an appointment in indigeneity and the law
  - Provide support and mentorship for pre-tenure faculty who have significant undergraduate teaching responsibilities
  - Reflect on how future core appointments might expand the Centre's research and courses on the junctures between criminology and sociolegal studies as well as new critical methodologies and perspectives

## 4. Administration

The reviewers observed the following **strengths**:

- Relationships
  - Smooth transition of undergraduate programs from Woodsworth College
  - Strong collegiality, professionalism, and positive morale
  - Faculty, staff, and students identify closely with the Centre

- Numerous, deep, sustained, interdisciplinary collaborative relationships, which are central to the programs and academic research collaborations
- Close relationships with graduate studies in the Dept. of Sociology at St. George and UTM, including the designation of ‘junior fellows’ for ABD sociology doctoral students pursuing thesis work in the Centre
- Deep links with leading universities in Canada (where many past PhD graduates are professors), North America, and internationally
- Directly involved with policy research for Canadian government departments in criminal justice policy, judicial education, trials or inquests, expert witnesses, or with groups such as the Canadian Civil Liberties Association and the Canadian Association of Chiefs of Police
- *Criminological Highlights* is supported by the Ontario Ministry of the Attorney General
- Participation in special fundraising activities
- Organizational and financial structure
  - Resources and infrastructure are reasonably managed and carefully stewarded
  - Administrative structures are appropriate to operational management and resources, and have adapted well to the Centre’s move from SGS to FAS
  - Successful budgetary practice of using savings to react to unforeseen program matters and to plan for future needs
  - Regulatory processes are simple and democratic
- Planning/vision
  - Centre’s decision to formally change reflects faculty’s research contributions to both areas and its programs’ unique academic focus
  - Focus is consistent with the University’s “commitment to principles of equal opportunity, equity and justice”
  - Centre’s research reflects a serious engagement with injustices against the indigenous community as were expressed in the calls to action of the Truth and Reconciliation Commission
- Reputation/profile
  - One of the world’s foremost research centres in criminology and sociolegal studies; no similar research centres that have had an international profile in both areas for as long
  - No other university has the combination of renowned faculty, history, and educational power of the Centre
  - Joins the Berkeley Centre for the Study of Law and Society at University of California–Berkeley and the Criminology, Law and Society Program at the University of California–Irvine as top three programs in the field

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

- Organizational and financial structure



- Compelling reasons to move the Centre closer to the undergraduates as long as the collegial space can be maintained
- Large amount of work for graduate program staff to support a series of short term faculty appointments (CLTAs)
- Concerns about communications, website development, and social media presence
- Planning/vision
  - Concerns that, going forward, space will not accommodate the Centre library resources and student and faculty offices in the same way that current spaces support current collegiality and productivity

The reviewers made the following **recommendations**:

- Organizational and financial structure
  - Consider a contract hire (could be shared with the Centre for Industrial Relations and Human Resources) to develop the Centre’s web and social media presence
  - Provide staff with clearly defined roles, specifically outlined in written job descriptions, to avoid duplication of effort
- Planning/vision
  - Explore a move to Woodsworth College Precinct
    - Ensure new space builds upon and enhances undergraduate involvement in the Centre; graduate student office arrangements; space to accommodate visiting scholars; and the Centre’s collegiality
  - Seek new opportunities for revenue generation, tied in with Faculty and University development strategies

Administrative response—appended



UNIVERSITY OF TORONTO  
FACULTY OF ARTS & SCIENCE

October 2, 2018

Professor Susan McCahan  
Vice-Provost, Academic Programs  
University of Toronto

**Re: UTQAP cyclical review of the Centre for Criminology and Sociolegal Studies**

Dear Professor McCahan,

Along with the faculty, staff, and students of the Centre for Criminology and Sociolegal Studies, I am pleased with the external reviewers' assessment of the Centre and its programs: Criminology and Sociolegal Studies, B.A., Hons., (Specialist, Major); and Criminology and Sociolegal Studies, M.A., and Ph.D. The reviewers complimented the Centre in stating that: *"The Centre has over the decades of its existence deservedly enjoyed a reputation as one of the world's foremost research centres in criminology and sociolegal studies. The significance of that strength should not be overlooked, since there are no similar research centres that have over such a protracted period been globally renowned for extending frontiers of both focus areas."* With specific respect to the Centre's programs, the reviewers state that the Centre has succeeded in providing *"exceptional, interdisciplinary, undergraduate programming that engages students in the critical and creative analysis of both fields, for which students expressed approval. At the same time, graduate programs offer rigorous courses and a culture of broad supervision as well as mentorship for graduate students."*

The quality of this program notwithstanding, as per your letter dated May 31, 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 and implementation plan are separated into immediate (6 months), medium (one to two years), and longer (three to five years) terms, where appropriate, along with who (Director, Dean) will take the lead in each area. The Centre for Criminology and Sociolegal 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's mission.

**Faculty Resources**

**The reviewers noted the small number of core faculty and recommended increasing the faculty complement, with consideration to striking a balance of teaching-stream appointments, tenure-stream, junior and senior faculty, and sessional and cross-appointments.**

Immediate-to-medium-term response: The Centre for Criminology and Sociolegal Studies (CrimSL) will assess their faculty complement and prioritize their requests for new appointments

to strike an optimal balance between teaching-stream and tenure-stream appointments, junior and senior faculty, and sessional and cross-appointments. The Centre has already expressed its interest in creating at least two positions, one to replace a faculty member on phased retirement, and another for a full or joint appointment of a faculty member with expertise in Indigenous peoples and law.

Based on the above prioritization of faculty appointments, the Centre will 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.

### **Administration**

**The reviewers supported the plan to house the Centre in one space indicating this could enhance undergraduate student involvement. They added that the Centre should ensure the new location maintains the current level of collegiality, and has space for graduate student offices and for visiting scholars.**

Arts & Science recognizes the need for increased space for the Centre, while at the same time ensuring the maintenance of the current level of collegiality.

Immediate-term response: Arts & Science is in the process of hiring an architect (to be selected Fall 2018). Arts & Science and the Centre will work with the architect to configure appropriate and sufficient space for the teaching and research activities of the Centre. A priority in this process is to design an environment that preserves the co-location of members of the Centre's community.

Medium-to-longer-term response: Construction of the new space is projected to commence September 2020, with occupancy projected for August 2022.

**The reviewers recommended the appointment of a dedicated communications administrator responsible for promoting the Centre on wide-scale.**

Immediate-to-medium-term response: In February 2018, the Centre hired a communications officer on a casual, half-time basis for six months. In May 2018, the Faculty of Arts and Science approved funding of a two-year, half-time position for this communications officer.

### **Graduate Programs**

**The reviewers noted that some graduate students would like more exposure to a broader set of topics and perspectives in their core courses.**

Immediate-term response: CrimSL held a retreat in September 2018 with permanent faculty, contract instructors, sessional instructors, cross-appointed faculty, and staff. A number of issues relating to graduate students arose. CrimSL only has one required course, which is research methods. The Graduate Co-Ordinator and the Director intend to convene a meeting with graduate students later in the fall to seek a better understanding of their concerns about the content of existing graduate courses.

Immediate-to-medium-term response: The Director and Graduate Curriculum Committee are reviewing the suggestions raised at the planning retreat, and where appropriate and feasible are working to provide additional course options. However, it is important to recognize that CrimSL is a relatively small unit with 4.5 tenure-track research faculty on site (one colleague is an administrator at Simcoe Hall) and one continuing teaching stream appointment who does not presently teach in the graduate program. Despite this relatively small number of core faculty, the unit offered 14 courses during the 2017-18 academic year, including two offered by our emeritus faculty. Thus, it is not feasible, given the current faculty complement and workload policy, for the unit to increase its core-taught courses at this time. However, the Director is in discussions with cognate units to have some of their courses cross-listed to CrimSL, to provide the broader set of topics and perspectives provided to students through their course options.

**The reviewers commented that MA students would benefit from more seminar-style courses and increased exposure to tenure-stream faculty.**

Immediate-term response: The Centre is seeking to create opportunities to expand its offerings to graduate students by encouraging cross-appointed faculty to offer courses in the Centre, and by expanding the availability of cross-listed courses in other units.

Medium-term response: As explained above, CrimSL will be requesting faculty positions through the Faculty Appointments Committee process, and if successful will result in the hiring of additional tenure-stream faculty. These tenure-stream faculty will interact directly with the MA students in seminar style courses.

**The reviewers commented on graduate student funding.**

The Reviewers noted that the funding structure favours Canadian students and were concerned that international students might be deterred from applying. The Centre will take advantage of the recent decrease in international PhD tuition to attract top-level graduate students.

Immediate and medium-term response: With respect to the Reviewers' concerns regarding funding payments, the Centre will be able to adjust the number and timing of instalments paid to doctoral students. 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 Centre'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. Arts and Science has continued to enhance its base funding package, which should also help with recruitment.

## **Undergraduate Programs**

**The reviewers observed constraints on teaching capacity, which were limiting the ability to address increased demand for the undergraduate programs and expand service/experiential learning opportunities.**

Immediate-to-medium-term response: Arts and Science recognizes the need for expanded experiential learning opportunities and is working on centralized supports that will be available to all undergraduate students and units. The Centre currently offers experimental learning opportunities, and it plans to expand those offerings through a new course in the Walls to Bridges (W2B) program, whereby university students study alongside persons incarcerated in provincial jails. A teaching-stream faculty member in the Centre has been trained to deliver courses in this program. The Centre is actively working with the Faculty to explore options to offer this course in the near term.

Medium-term response: As explained above, CrimSL will submit a request through a formal process to the Faculty Appointments Committee to increase its faculty complement, which will relieve constraints on teaching capacity.

While we recognize that there is currently high demand for the undergraduate programs in CrimSL, there will be a modest decline in total undergraduate enrolment in Arts and Science in the medium to longer-term (under the revised SMA). However, it is not clear whether this decline in the total Arts and Science undergraduate population will impact CrimSL, as their programs are currently very popular with students.

**The reviewers recommended some minor changes to the undergraduate curriculum, including: increasing curricular focus on indigeneity and the law; adding an environmental justice course; ensuring availability of methods/statistics requirement; reconsidering the timing of final exams; and, clarifying teaching assistant roles.**

Immediate-term response: The Centre has been exploring means of communicating more effectively with students about accessing its methods/statistics course, or comparable courses offered in other units.

The Centre is aware of concerns that final exams have been administered during the teaching term (instead of the final exam period) and the Centre will continue to ensure that it abides by the Faculty's policies with respect to the timing of final exams.

The Centre has drafted a handbook primarily for sessional lecturers (though it will be distributed to all instructors). This handbook includes a section on the roles and duties of teaching assistants, as members of the teaching team.

Medium-term response: In the last three years, CrimSL developed two undergraduate courses and one graduate course on indigeneity and the law.

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

Sincerely,

A handwritten signature in blue ink that reads "David Cameron".

David Cameron, CM, FRSC  
Dean and Professor of Political Science

cc.

Audrey Macklin, Director, Centre for Criminology and Sociolegal Studies

Poppy Lockwood, Vice-Dean, Academic Planning and Strategic Initiatives, Faculty of Arts & Science

Daniella Mallinck, Director, Academic Programs, Planning and Quality Assurance, Office of the Vice-Provost, Academic Programs

Andrea Benoit, Academic Review Officer, Office of the Dean, Faculty of Arts & Science

## UTQAP Review Summary

<b>Programs Reviewed:</b>	<p>B.Sc. Hons., Biological Chemistry (Specialist)                      B.Sc. Hons., Chemical Physics (Specialist)                      B.Sc. Hons., Chemistry (Specialist, Major, Minor)                      B.Sc. Hons., Environmental Chemistry (Specialist, Minor)                      B.Sc. Hons., Materials Science (Specialist)                      Minor in Nanoscience, Joint program with the National University of Singapore                      B.Sc. Hons., Synthetics &amp; Catalytic Chemistry (Specialist)                      M.Sc., Chemistry                      Ph.D., Chemistry</p>
<b>Unit Reviewed:</b>	Department of Chemistry
<b>Commissioning Officer:</b>	Dean, Faculty of Arts & Science
<b>Reviewers:</b>	<ol style="list-style-type: none"> <li>1. Prof. John Hepburn, Vice-President, Research &amp; International, and Professor, Department of Chemistry, University of British Columbia</li> <li>2. Prof. Robert Lemieux, Dean of Science, and Professor, Department of Chemistry, University of Waterloo</li> <li>3. Prof. Rik Tykwinski, Chair, Department of Chemistry, University of Alberta</li> <li>4. Prof. Richard M. Crooks, Department of Chemistry, University of Texas, Austin</li> </ol>
<b>Date of Review Visit:</b>	March 19 – 20, 2018

## Previous Review

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**Date: February 4, 2008**

### Summary of Findings and Recommendations

#### 1. Undergraduate Programs

The reviewers observed the following strengths:

- Successful comprehensive curriculum reform
- Astonishingly broad array of advanced courses in support of Specialist programs

#### 2. Graduate Programs

The reviewers made the following recommendations:

- Fully fund the Department's TA budget
- Consider expanding the colloquium and seminar programs to increase the number of visitors from outside Canada to enhance visibility and improve graduate education

#### Faculty/Research

The reviewers observed the following strengths:

- Research is at the forefront of chemistry and related interdisciplinary fields, with substantial impact
- Department has been extraordinarily successful at recruiting and retaining superb junior faculty over the past decade
- Successful introduction of teaching stream faculty

The reviewers identified the following areas of concern:

- Department is understaffed relative to peers

The reviewers made the following recommendations:

- Allow the Department to make the six staff appointments already approved in advance of upcoming retirements and that some consideration be given to making additional appointments
- Either increase the Department's base budget or redirect overhead generated by, but not currently flowing to, the Department to support its research efforts

#### Administration

The reviewers observed the following strengths:

- Very high quality department, comparable to the best at U.S. public universities
- Excellent and extensive support facilities



The reviewers identified the following areas of concern:

- Serious challenge of transportation between the campuses
- Shortage of permanent staff

The reviewers made the following recommendations:

- Deans to work closely with the Department to ensure that only the very best graduate faculty candidates are appointed to the undergraduate faculties of the UTM and UTSC campuses and that salary, space and start-up funds comparable to those of the St. George faculty be provided to ensure their success
- Increase interactions between St. George, UTM, and UTSC, including through video conferencing facilities

**Last OCGS review date: 2008/09**

## Current Review: Documentation and Consultation

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### Documentation Provided to Reviewers

- Terms of Reference
- Self-study
- Appendices
- Faculty CVs

### Consultation Process

The reviewers met with:

- Dean, Faculty of Arts & Science; Vice-Dean, Academic Planning and Strategic Initiatives
- Chair, Department of Chemistry
- CAO, Department of Chemistry
- Undergraduate Associate Chair and Graduate Associate Chair
- Department of Chemistry Faculty (Biological, Organic), (Materials, Inorganic), (Theory, Physical)
- Administrative staff, Business office; Administrative staff, Facility Managers;
- Faculty from Cognate Departments including Chemical Engineering, Computer Science, Chemical and Physical Sciences (UTM), Physics, Pharmacy, Materials Science and Engineering, School of the Environment

- Teaching Stream Faculty and Tenure-Stream Faculty
- Undergraduate and Graduate students

## Current Review: Findings and Recommendations

### 1. Undergraduate Program

The reviewers observed the following **strengths**:

- Overall quality
  - Impressive breadth and quality of the undergraduate student experience
  - Undergraduate students have access to state of the art infrastructure, leading academic researchers, and student supports and guidance
- Curriculum and program delivery
  - Diverse undergraduate research experience, leading to a balanced view of chemistry
  - Curriculum addresses desired program outcomes and academic plans
- Student engagement, experience and program support services
  - Students feel that the curriculum is effective and rigorous
  - Good camaraderie
- Quality indicators – undergraduate students
  - Specialist students are highly satisfied with the program
  - High entering averages for all undergraduate programs
- Quality indicators – faculty
  - Faculty research, accolades, and reputation benefit undergraduates

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

- Curriculum and program delivery
  - Unclear why some Specialist programs required a formal research component and some do not
  - Insufficient training on data analysis and critical analysis of data; no ethics requirement
  - Large number of students in each tutorial/lab section
  - Undergraduate experiential learning and research opportunities are not required by all Specialist programs, despite being a defined objective
  - Some overlap in course content in years two, three and four, which may result from a lack of syllabus disclosure and limited teaching guidance regarding what should be covered in each course
- Accessibility and diversity
  - Noticeable lack of international exchange opportunities and not many international students enrolled in Chemistry programs
- Quality indicators – undergraduate students

- Undergraduate enrolment in majors and specialist programs has declined over the past decade, and some specialist programs have much smaller enrolment than others
- High attrition rate of Chemistry Specialist and Major programs
- Limited feedback from undergraduates on quality of student experience

The reviewers made the following **recommendations**:

- Curriculum and program delivery
  - Consider standardizing research requirement for Specialist programs
  - Incorporate definitive aspects of data analysis, critical analysis of data, ethics, and related topics into the curriculum
  - Possibly introduce new programs (professional master's programs, joint programs) or have joint faculty appointments, to boost enrolment
  - Improve recruitment for "topical" specialist programs, and clarify transfer options for Specialist to Major and vice versa
  - Consider improvements to experiential learning and research opportunities; could introduce a standard research requirement across all programs
  - Improve communications regarding overall learning outcomes and course specific content and expectations
- Student engagement, experience and program support services
  - Increase student interactions and engagement in tutorials/labs; open additional sections, if possible, to reduce size
- Quality indicators – undergraduate students
  - Improve IT support for teaching initiatives
- Quality indicators – alumni
  - Improve communication with graduates (of undergraduate programs) to better inform future initiatives, to track post-graduation outcomes, and for advancement efforts

## 2. Graduate Program

The reviewers observed the following strengths:

- Overall quality
  - Strong graduate programs that attract excellent students
  - Graduate students are part of the overall research strength at U of T
- Objectives
  - Objectives consistent with expected research graduate programs in the physical sciences
- Admissions requirements
  - Admission requirements are the norm for graduate research programs
  - High percentage of students with external research funding indicates high admission standards

- Accessibility and diversity
  - Beneficial student-run Women in Chemistry, Toronto Chapter
- Quality indicators – graduate students
  - Very good time to completion for graduate students
  - Good quality programs that compare well to other programs at U of T

The reviewers identified the following areas of concern:

- Curriculum and program delivery
  - Required graduate seminar attendance and TA assignments on St. George campus require UTM and UTSC students to travel
- Accessibility and diversity
  - Paucity of international graduate students
- Student engagement, experience and program support services
  - Few students take advantage of travel grants
  - Lower graduate enrolment, and a lack of critical student mass on UTM and UTSC campuses affect quality of student experience and education
  - Administrative support for UTM and UTSC graduate students is inadequate

The reviewers made the following recommendations:

- Curriculum and program delivery
  - Improve professional training opportunities and student engagement in such activities
  - Make qualifying exams more uniform
  - Engage in better coordination of coursework to avoid excessive overlap of material
- Accessibility and diversity
  - Work at the department and university levels to remove barriers to enrolment of international students in PhD programs
  - Improve professional development and industry training opportunities
- Student engagement, experience and program support services
  - Offer students more frequent and meaningful meetings with the departmental leadership
  - Seek a resolution to the problem of TAing at one campus while having a primary appointment at another

### 3. Faculty/Research

The reviewers observed the following **strengths**:

- Research
  - Impressive faculty publication record, high level of external funding and grant success rate

- Research focus areas (energy, environment, and human health) are well-aligned with real-world needs
- Department has strong inventions record
- Faculty
  - Teaching-stream faculty are enthusiastic, and overall faculty are very collegial
  - Faculty members over age 60 are all still research active, and in fact are responsible for much of the strong reputation of the department

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

- Research
  - Decline (from peak \$26 M in 2011) in external funding
- Faculty
  - Complement is skewed towards senior full professors
  - Significant gender imbalance in the complement across all three campuses
  - Only available faculty slots are those created by the departure of strong mid-career researchers
  - With declining enrolments, it will be increasingly difficult to justify expansion or even maintenance of the faculty
  - Teaching-stream faculty are overworked and do not have time to revamp undergraduate curriculum

The reviewers made the following **recommendations**:

- Faculty
  - Create a more aggressive succession plan that enables the build-up of a junior faculty cohort and increases gender balance in the complement
  - Hold semi-annual faculty retreats with all faculty present to discuss departmental issues of mutual concern
  - Hold periodic social events with faculty present from all three campuses
  - Make additional faculty investment to address age and gender disparity
  - Invest in teaching-stream faculty rather than sessional instructors
  - Ensure future hires align with modern disciplinary/cross-disciplinary areas

## 4. Administration

The reviewers observed the following **strengths**:

- Relationships
  - Faculty, staff, students, and leadership of the Department and Faculty are dedicated and morale is high on St. George campus
  - Strong and healthy relationship with other university departments

- Extensive outreach efforts to Toronto high schools
- Organizational and financial structure
  - Well managed department with access to impressive human, physical, and financial resources
  - Deliberately lean management structure
  - Administrative staff is led effectively and professionally
  - Teaching and research activities are supported by world-class departmental facilities led by an impressive cadre of managers
  - Department has done a good job of providing appropriate research space for a very talented cohort of junior faculty.
- International comparators
  - One of the leading, if not the leading Chemistry department in Canada, and a leading department internationally in research quality and quantity

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

- Relationships
  - Room to grow relationships with external partners
  - Lower morale at UTM and UTSC
- Organizational and financial structure
  - Support the department receives from the Faculty of Arts & Science, university administration, and provincial government is inadequate and continued improvement in quality will require additional resources
  - While the quality of the space in Lash Miller Labs is adequate, the department has little or no space available for expansion of research and teaching, which will pose a problem as the early career researchers build their research efforts and have increased space needs
  - Inadequate funds for support staff, resulting in staff being stretched to their limit and to faculty performing tasks that staff could more efficiently handle
  - Lack of technological connectivity between campuses (i.e., state-of-the-art video conferencing infrastructure).
  - Insufficient transportation between campuses and inadequate office space at STG for faculty at the suburban campuses
  - Inequality between campuses in research infrastructure and research at UTM and UTSC, especially in graduate programs
  - Inadequate administrative support
  - Variance in commitment to developing relationships with faculty and students at three campus
  - Faculty members feels disengaged with governance processes; first faculty retreat was just held in Feb 2016
  - Nuclear Magnetic Resonance (NMR) and imaging facilities are vulnerable in terms of funding and equipment
- Long-range planning and overall assessment

- Department is still organized in traditional disciplinary silos that do not align with evolutionary trends
- International comparators
  - Most of the excellent reputation is based on the research activities at the STG campus

The reviewers made the following **recommendations**:

- Relationships
  - Hold more frequent and regular departmental meetings and annual department retreats; consult faculty, staff, and students regularly and seek their input in addressing issues faced by the department
  - Strengthen ties with alumni
  - Engage in better internal communication about the department's extensive outreach activities
- Organizational and financial structure
  - Appoint a task force composed of faculty, staff, and student stakeholders to review departmental facilities and make recommendations to the Chair on appropriate business models and strategic planning to ensure their long-term sustainability, including management structure, technical support, instrument maintenance and renewal, and funding model
  - Provide more efficient technical support resources for teaching initiatives
  - Provide office space at St. George campus for faculty from UTM and UTSC
  - Provide videoconferencing facilities on all three campuses, that are adequate to support tri-campus graduate programs
  - Address administrative and technical staffing shortages
  - Explore option of creating advisory board and consider taking advantage of faculty relationships with advisory boards they already sit on
- Long-range planning and overall assessment
  - Establish a structure to encourage tri-campus integration between and among faculty and students
  - Explore revenue generating programs such as online professional development or extended credential programs

Administrative response—appended



UNIVERSITY OF TORONTO  
FACULTY OF ARTS & SCIENCE

October 12, 2018

Professor Susan McCahan  
Vice-Provost Academic Programs  
University of Toronto

**Re: UTQAP cyclical review of the Department of Chemistry**

Dear Professor McCahan,

Along with the faculty, staff, and students of the Department of Chemistry, I am pleased with the external reviewers' assessment of the Department of Chemistry and its programs: Biological Chemistry, B.Sc. Hons. (Specialist); Chemical Physics, B.Sc. Hons. (Specialist); Chemistry, B.Sc. Hons. (Specialist, Major, Minor); Environmental Chemistry, B.Sc. Hons. (Specialist, Minor); Materials Science, B.Sc. Hons. (Specialist); Minor in Nanoscience, Joint program with the National University of Singapore; Synthetics & Catalytic Chemistry, B.Sc. Hons. (Specialist); and Chemistry, M.Sc., Ph.D. The reviewers complimented the Department on being "*one of the leading, if not the leading, Chemistry department in Canada, and easily ranks amongst the best in the world.*"

The quality of this program notwithstanding, as per your letter dated August 28, 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 and implementation plan are separated into immediate (6 months), medium (one to two years), and longer (three to five years) terms, where appropriate, along with who (Program Coordinator, Department, Dean) will take the lead in each area. The Department of Chemistry 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 Chemistry's mission.

**Undergraduate**

**The reviewers recommended providing more clarity on program learning objectives and course content. They recommended improving research and experiential learning opportunities, adding content on social and ethical responsibility and data analysis, and increasing guidance for teaching and syllabus development.**

Several steps are being taken to address these concerns over the next two academic cycles (AY 2018-19 and 2019-20).

Immediate-term response: The Department of Chemistry has struck two committees to renew the curricula of the large 1<sup>st</sup> and 2<sup>nd</sup> year course offerings: CHM135, CHM136, and CHM247, including adding content on social and ethical responsibility and the importance of critical analysis of data. This curriculum renewal will be supported by the work of the new A&S First



Year Foundations Council, which is developing a coordinated approach to enhancing first-year academic offerings across the Faculty. The Department has also reached out to the Curriculum Development Specialist in the office of the Vice-Provost, Academic Programs for additional support.

Medium-term response: The Department has scheduled a Departmental retreat for February 2019, during which the learning objectives of its programs will be revisited by faculty subgroups. The various sub-discipline groups at STG will also be asked to review their advanced level courses (3<sup>rd</sup> and 4<sup>th</sup> Year) with a view to reviewing course syllabi, identifying possible improvements and clarifying course offerings to avoid unnecessary overlap of content and to provide a more streamlined path toward developing skills and knowledge in the discipline. A&S will support this retreat process, equipping Chemistry with resources and advice in terms of undergraduate data and curricular change that allows the Department to consider its renewal in light of wider trends and initiatives in the Faculty.

The Department will also apply for ATLAS funding with the goal of enabling a few instructors to spend substantial amounts of time in AY 2019-20 to work on renewal of the courses, particularly for first and second year introductory courses.

Finally, efforts are underway to add an increased focus on data analysis to several of the Department's courses. The Department is writing a LEAF grant to obtain funding to network more of its laboratory instruments and make digital data from more of its undergraduate laboratory instruments readily available to students (e.g., via Quercus). This will enable better data analyses to be incorporated into the laboratory portions of several courses. In addition, a new faculty hire plans to introduce a 300- or 400-level Science Studio course which will have a strong focus on data analysis (either in AY 2019-20 or 2020-21).

**The reviewers recommended seeking ways to improve student engagement in labs and tutorials.**

Immediate-term response: One way the Department is currently working to improve laboratory engagement is through two ATLAS grants that were funded last year. One faculty member will be introducing a glucose monitoring lab into the physical chemistry portion of CHM151 labs. Another faculty member will be introducing Arduino microcontrollers into CHM417 laboratories. The Department will also improve laboratory and tutorial engagement through the Department's Chemistry Teaching Fellows Program, which pays stipends to graduate students and post-doctoral fellows who, with a faculty supervisor, design new materials for course use. For 2018-19, the Department funded twelve such proposals, half of which proposed to make improvements to laboratories.

Medium-term response: The Department notes that it would benefit from access to better rooms. Rooms that are appropriate sizes, and can facilitate group work (for example, by allowing desks to be grouped) would change the way the Department is able to run tutorials. Related to this, the Department would appreciate appropriate room assignments earlier in the year. This year, the Department was working to get tutorial rooms assigned for their large chemistry courses after the start of classes. Naturally, this is a high priority for the Department: course instructors and TAs must know what kind of rooms they will be in to plan the most engaging tutorials possible. There have been many challenges across the Faculty this past year in relation to the centralized ACE room booking system, and the Faculty is working to implement better coordination between

ACE and A&S-level participation in room bookings, which should help to resolve some of these issues.

Research experiences are provided to students either through research courses or paid summer positions (e.g., NSERC USRA). The Department acknowledges that not all specialist students participate in such research experiences. This is primarily due to a lack of associated research funds (research costs are estimated to be approximately \$1.5-2K per CHM499Y student) and space to accommodate these students.

Longer-term response: Currently, some Chemistry tutorials are large; for example, the average tutorial group in CHM135 is 50 students. The Faculty will work with the Department to examine options for enhanced TA funding aimed at reducing tutorial sizes.

**The reviewers commented on the declining enrolment, variation in enrolment across the specialist programs, and the high attrition rate of the Chemistry Specialist and Major. The reviewers recommended exploring developing new programs to boost enrolment.**

Immediate-term response: Enrollment is a challenge, especially given the planned decrease in the number of undergraduate students at the STG campus. The Department hopes that curriculum renewal of its large 1<sup>st</sup> and 2<sup>nd</sup> year courses will result in attracting more students to Chemistry programs.

Medium-term response: Other means (e.g., considering new programs) to increase enrolment in Chemistry programs will be a subject for discussion during the Department's upcoming Faculty Retreat. It would likely not be until AY 2019-20 or 2020-21 that any new proposals could be implemented. In the short term, one Departmental initiative that we hope will help is that beginning in 2018-2019, students who have chosen Chemistry programs will be given the option to have faculty mentors, who will meet with them at least twice a year.

A reimagined Pharmaceutical Chemistry Program (currently led by the Faculty of Pharmacy) will involve Chemistry taking the administrative lead on this program. The Department anticipates that greater flexibility to include chemistry courses in order to meet the program requirements will be possible.

**The reviewers recommended strengthening ties with graduates to improve the Departmental resource base.**

Immediate-to-medium-term response: The Department will work with the Faculty Advancement office to explore possible ways to address this recommendation. The Department also anticipates that the faculty mentor program will help strengthen ties with students in the longer term. Implementation of any new plans would occur in AY 2019-20 or 2020-21.

## Graduate

**The reviewers recommended addressing several issues identified by graduate students that impact student morale. These include: a desire for qualifying exams to be more uniform across campuses; increasing the frequency and meaningfulness of meetings with departmental leadership; improved coordination of coursework to avoid content overlap;**

**and, resolving the issue of a student holding a TA-ship at one campus while being primarily located on another campus.**

As noted above the Department will hold a Faculty Retreat in February 2019, focusing on the student experience, broadly defined. Coordination of graduate course content and developing a more uniform approach to the graduate program requirements across sub-disciplines and between campuses will be one of the questions that will be addressed during the retreat.

Immediate-term response: It is not possible to commit to students that their TA work will always align with their home campus. While every effort is made to accommodate TA preferences for their assigned course, section, and campus, the distribution of available work may not always align with those preferences. In such instances, it is normal for TA's to work on different campuses from their home unit. In units where 100% of graduate students are affiliated with St. George (which is the majority of units), TA's may work at UTM or UTSC.

Immediate-to-medium-term response: In recognition of challenges with standardizing the graduate experience across all three campuses, the Chair recently appointed a UTM faculty member as Associate Chair of Graduate Studies. This faculty member is a full professor of Chemistry with a cross appointment to the Biochemistry department and with significant administrative experience, having served as the Director of the Master of Biotechnology Program, serving 84 graduate students, for 8 years.

As noted, the new Associate Graduate Chair will be tasked with reaching out to the UTM and UTSC campuses with the intention of creating a more cohesive tri-campus community. This has begun with (well-attended) annual retreats for all faculty and joint events planned across campuses. The Chair will also make annual visits to UTM and UTSC to consult with students and faculty there. In addition, the recently expanded Graduate Student Advisory Committee (GSAC) group includes tri-campus representation of graduate students (see below).

**The reviewers observed that most graduate students are recruited from the Greater Toronto Area, and recommended working to remove any barriers to international enrolment to the graduate degrees, if possible.**

The University of Toronto has recently 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.

Immediate-term response: A new recruiting initiative with Mexico which the Department hopes will attract additional environmental, analytical and physical chemistry students, is being led by two Chemistry faculty members who will travel there this fall.

**The reviewers indicated that the Department should more clearly identify professional development and training opportunities available for graduate students.**

Immediate-to-medium-term response: The Department's former Associate Graduate Chair has been tasked with revamping professional training in the Department's Masters and Doctoral programs. The Department has initiated new professional development workshops to be held throughout the year. At the same time, the Department is examining practices of cognate departments such as the (professional) Master of Biotechnology Program, which routinely

interfaces with a number of chemistry and pharmaceutical industries in the GTA, to identify professional events that might serve the program.

An International Doctoral Cluster was established this year that will allow organic, inorganic, and materials synthesis students to conduct research in Germany. Also, several students in the Department have participated in industrial placements including those arising from NSERC CREATE programs.

Faculty, students and/or staff can also apply for A&S Milestones and Pathways funding to run professional development events in their unit. In addition, students can access Faculty-led M&P programming. This year, A&S is hosting events aimed at students interested in careers outside of academia; these are advertised to each graduate unit.

### **Faculty**

**The reviewers were concerned that the lack of faculty renewal would have a negative impact on the department's research profile and limit the department's ability to address its gender imbalance.**

While the Department agrees that there are substantial challenges related to lack of faculty renewal, there is little that can be done to address this outside of new hiring, particularly with regards to gender imbalance. At STG, the solution is somewhat dependent on future retirements or the opening of new salary lines by the Faculty of Arts & Science, as well as access to new research space. Chemistry will continue to emphasize the need for future new hires and will apply for new faculty positions through applications to the Faculty Appointments Committee (FAC). 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 requests 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.

Hires at the suburban campuses are determined by strategic priorities at UTM or UTSC, and growth can be anticipated in line with projected growth in student numbers according to institutional plans. UTM and UTSC each have their own critical mass in life science chemistry and environmental chemistry, respectively. Research, training, and facilities at each campus are also in a rapid growth phase. UTM will soon begin building a new Life Science and Medicinal Chemistry Research building with the intention of hiring three new senior researchers related to Medicinal Chemistry, new animal facilities, 90 dedicated fume hoods, and extensive facilities for related biological sciences. This building represents one of the University of Toronto's largest building initiatives. UTSC has also seen significant growth and focus through their recent construction of the Environmental Science and Chemistry Building and two new hires. In both cases, these initiatives stand to greatly strengthen the Department of Chemistry and its graduate offerings, and help to address imbalances between the campuses.

Recently, the UTM campus initiated a specialist program in Medicinal Chemistry adding to their Chemistry major program and a Biological Chemistry specialist program. At the same time,

UTM runs a successful professional program in Biotechnology which, in fact, recruits many UofT chemistry undergraduates. A new Professional Master's program in Digital Health will begin in May 2019 at UTM. These new programs create opportunities for the Chemistry graduate program in terms of possible joint hires or research foci, which overlap with Medicinal Chemistry for example.

Together these initiatives will strengthen the research profile across the tri-campus Chemistry Graduate Department.

Immediate-term response: Supporting diversity is a key priority for A&S moving forward. Indeed, the Faculty is putting in place training for academic administrators in partnership with TIDE (Toronto Initiative for Diversity and Excellence – see: <http://www.faculty.utoronto.ca/resources/enhancing-diversity/> ). In November 2018, the Faculty will be hosting a Lunch and Learn on Equity, Diversity and Inclusion in Faculty Recruitment.

Longer-term response: The Department will continue to advertise positions in a way that encourages gender diversity, and diversity more generally.

### **Administration**

**The reviewers made several recommendations to address challenges around travel/transportation, technology, and engagement of faculty and students at UTM and UTSC.**

The Provostial Tri-Campus Review, currently underway, will examine issues concerning graduate studies; this will be especially salient for units such as Chemistry that have graduate activities on all three campuses.

Immediate-term response: The Department is currently reviewing its video-conferencing capabilities to increase tri-campus engagement. The goal is to establish a solution where all three units are using the same video-conferencing platform or program to decrease technical issues and ensure all users are familiar with the technology. In particular, the Department requires that graduate students from all three campuses must attend seminars in their respective disciplines.

The Department is now actively seeking new turn-key technology and a universal multi-platform software solution for cross-campus seminars, meetings, and classes. At this moment, the Department is testing Zoom (<https://www.zoom.us/>) as this is currently being adopted on the UTM campus. At the same time, the Department is addressing a lack of technical support available for seminars and classes needing video-links. While UTM and UTSC have dedicated technicians to facilitate video-conferencing, the Department of Chemistry (STG) is addressing the need to facilitate timely execution of video-conference events.

Medium-term response: At STG there are a large number of research labs as well as shared research facilities. In order to more efficiently use these resources and space, the Chair has established an ad hoc space planning committee with assigned faculty members. Further consultation will be conducted with staff and students once this initial group has provided feedback on facilities and space.

**The reviewers recommended forming a task force composed of faculty, staff and students to “review the departmental facilities and make recommendations to the Chair on appropriate business models and strategic planning to insure their long-term sustainability, including management structure, technical support, instrument maintenance and renewal and funding model” (p.18).**

Immediate-term response: The Department CAO is retiring in December 2018. Once a new replacement is in place (renamed as Director, Operations and Technical Services), the Department will proceed with a review of issues related to facility renewal.

**The reviewers recommended increasing internal consultation with faculty, staff and students.**

Immediate-term response: There are currently a variety of events and committees that the Department has developed to solicit feedback from faculty, staff, and students:

- Faculty meetings are conducted four times a year.
- The Chair will introduce weekly “Chair Office Hours” to give department members an opportunity to meet with him directly. (AY 2018-19)
- With regards to graduate students, the Chair has introduced a new recruitment process for the Graduate Student Advisory Committee (GSAC). In the past, members were identified by faculty. To solicit more diverse feedback, a direct call for 2018-19 members was sent to students. All self-identified members were accepted.
- The Chair will conduct Town Halls with faculty, staff, and students for special initiatives and projects to ensure department members have an opportunity to express their views.

**The reviewers recommend tapping into relationships faculty members have with external organizations to extend the Department’s reach.**

Immediate-to-medium-term response: The Department currently involves alumni through a variety of formal programs (e.g., mentoring, seminars, awards, etc.). The Chair will work with faculty and the Graduate Office to identify a larger group of participants who can engage directly with students and these programs as well as champion the Department in other professional circles.

Medium-to-longer-term response: The Department will consider the concept of establishing an advisory board consisting of alumni and key decision makers in industry and academia, which could allow for a more effective network for purposes of professional development, employment, and strengthening the reputation of our existing research programs through outreach.

**The reviewers suggested exploring options for revenue generating opportunities in professional development and/or extended credentials.**

The Department currently does not have the capacity to support this type of activity. Consequently, there is no obvious desire at the current time to initiate a purely Chemistry-led professional development program. Such an initiative would require careful planning and identification of an individual(s) to lead the program. Nonetheless, Chemistry remains open to such an opportunity, including partnering with other units or Departments in mutually beneficial programs.

To conclude, we appreciate that the external reviewers recognized the Department of Chemistry's strengths and noted a few areas for development. The Department of Chemistry has already begun to move forward with plans to address the recommendations as presented by the reviewers.

Sincerely,

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

David Cameron,  
Dean and Professor of Political Science

cc.

Rob Batey, Chair, Department of Chemistry

Poppy Lockwood, Vice-Dean, Academic Planning and Strategic Initiatives, Faculty of Arts & Science

Daniella Mallinck, Director, Academic Programs, Planning and Quality Assurance, Office of the Vice-Provost, Academic Programs

Andrea Benoit, Academic Review Officer, Office of the Dean, Faculty of Arts & Science

## UTQAP Review Summary

<b>Programs Reviewed:</b>	<ul style="list-style-type: none"> <li>• Ecology and Evolutionary Biology, B.Sc. (Hons.): Specialist, Major</li> <li>• Biology, B.Sc. (Hons.): Specialist, Major, Minor</li> <li>• Biodiversity and Conservation Biology, B.Sc. (Hons.): Major</li> <li>• Environmental Biology, B.Sc. (Hons.): Major, Minor</li> <li>• Biology (with National University of Singapore): Minor</li> <li>• Ecology and Evolutionary Biology, M.Sc.</li> <li>• Ecology and Evolutionary Biology, Ph.D.</li> </ul>
<b>Division/Unit Reviewed:</b>	Department of Ecology and Evolutionary Biology (EEB)
<b>Commissioning Officer:</b>	Dean, Faculty of Arts & Science
<b>Reviewers (Name, Affiliation):</b>	<ol style="list-style-type: none"> <li>1. Prof. Elizabeth Elle, Ph.D., Department of Biological Sciences, Simon Fraser University</li> <li>2. Prof. Nelson G. Hairston, Jr., Ph.D., Department of Ecology and Evolutionary Biology, Cornell University</li> <li>3. Prof. Mark A. McPeck, Ph.D., Department of Biological Sciences, Dartmouth College</li> </ol>
<b>Date of Review Visit:</b>	March 6 – 7, 2018



## Previous Review

**Date:** Department formed in 2006, with the combination of Department of Botany (last reviewed 2003-04) and Department of Zoology (last reviewed 2004-05); EEB graduate programs last reviewed via OCGS 2007

### Summary of Findings and Recommendations

**1. Undergraduate Programs** (B.Sc.: Zoology – Specialist, Major, Minor; Behaviour – Specialist; Comparative Animal Physiology – Specialist. B.Sc.; Botany – Specialist, Major, Minor. Offered collaboratively between departments: B.Sc.: Biology – Specialist, Major, Minor Developmental Biology – Specialist Ecology – Specialist Evolutionary Biology -- Specialist)

The reviewers observed the following strengths:

- Very good introductory courses (Botany)
- Impressive undergraduate programs (Zoology)

The reviewers identified the following areas of concern:

- Course resources and advising not meeting student needs (Botany)

The reviewers made the following recommendations:

- Provide adequate resources and personnel to support course delivery (Botany)

**2. Graduate Programs** (M.Sc.: Zoology, Ph.D: Zoology. M.Sc.: Botany, Ph.D.: Botany)

The reviewers observed the following strengths:

- Two-year master’s program plays an important role and should not be phased out (Botany)

The reviewers made the following recommendations:

- Provide more funds for graduate training (Botany)
- Maintain intensive period of training and preparation for doctoral students (Botany)
- Provide more “outside-the-lab” learning (Botany)
- Lighten inter-campus travel requirements (Zoology)
- Recruit from more non-local sources (Zoology)

**3. Faculty/Research**

The reviewers observed the following strengths:

- Exceptionally talented young faculty (Botany)
- Commendable focus on a few research clusters, growing expertise in bioinformatics, and the work on species-species interactions among ecologists and evolutionary biologists (Botany)

The reviewers identified the following areas of concern:

- Challenge of retaining young faculty (Botany)
- Uneven research performance (Zoology)

#### **4. Administration**

The reviewers observed the following strengths:

- Top basic plant science department in Canada and could become recognized as one of the best in North America (Botany)
- Healthy exchange between Botany and Zoology (Botany)

The reviewers identified the following areas of concern:

- Urgent need for computer resources (Botany)
- Department is internally divided, and experiencing some difficulty in attracting and retaining strong researchers and graduate students (Zoology)
- Substantial problems with physical space in Ramsay Wright (Zoology)

The reviewers made the following recommendations:

- Ensure the field facilities at Joker's Hill are maintained (Botany)
- Find more space for the growing research programs (Botany)
- Fundamentally reorganized the department, along with the Department of Botany, to deal with the pressing challenges in research, faculty attraction and retention, graduate programs, space, cohesion and governance (Zoology)

**Last OCGS Review:** 2002 (Botany); 2002 (Zoology); 2007 (EEB)

## **Current Review: Documentation and Consultation**

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### **Documentation Provided to Reviewers**

- Terms of Reference
- Self-study
- Appendices
- Faculty CVs

### **Consultation Process**

The reviewers met with:

- Dean, Faculty of Arts & Science; Vice-Dean, Research and Infrastructure; Associate Dean, Undergraduate Issues and Academic Planning
- Chair, Department of Ecology and Evolutionary Biology
- Graduate Associate Chair and Undergraduate Associate Chair
- EEB Faculty members; Tri-campus graduate faculty
- Curators from the Royal Ontario Museum
- Representatives from Cognate Departments including Chair, Statistical Sciences, Director, School of the Environment, Chair, Cell & Systems Biology, Acting Director, Human Biology Program, Dean of Forestry
- Undergraduate and Graduate students

- Administrative staff

## **Current Review: Findings and Recommendations**

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### **1. Undergraduate Program**

The reviewers observed the following **strengths**:

- Objectives
  - Programs are consistent with the University's mission and academic plans
  - Typical for EEB programs worldwide where students can focus on the more conceptual areas of the discipline, focus on applying these concepts in areas of environmental or conservation, or focus on a more general plan of study
- Admissions requirements
  - Consistent with expected learning outcomes of the degrees
- Curriculum and program delivery
  - Rich choice of courses that cover most of the breadth of ecology and evolutionary biology, including an impressive range of biological diversity courses
  - Logical and consistent program structure that allows students to successfully progress through degree requirements
  - Diversity of teaching and learning styles offered to students, from large lecture/lab courses to mid-ranged skills and concepts classes to small literature-based seminar and inquiry courses
  - Introductory courses—Adaptation and Biodiversity, and Genomes to Ecosystems in a Changing World—serve as a strong foundation to broad areas of study
  - Strongly commendable practice of having high enrolment introductory courses taught by senior faculty
  - Emphasis throughout curriculum on critical thinking and quantitative reasoning
  - Impressive emphasis on writing and information literacy in introductory courses
  - Individual projects in field-based courses develop a broad range of skills for independent learning that students will use in careers
- Assessment of learning
  - Appropriate and effective assessment of learning
- Student engagement, experience and program services
  - Outstanding record of engagement with undergraduates through laboratory and field-based courses, demonstrating faculty's commitment to training undergraduate students by the most effective means
  - Impressive array of mentorship and professional development opportunities, including career workshops, networking gatherings with

- alumni, professional development with resume development and funding opportunities, and career planning
- Quality indicators – students
  - Students very satisfied with courses, interactions with faculty, and the overall quality of their education
  - Surveys of with undergraduates appear to provide valuable information for new directions
  - Strong enrolment
- Quality indicators – faculty
  - Impressive level of dedication and commitment of the faculty to their undergraduate teaching responsibilities
- Program development
  - Rational to develop a curriculum for Quantitative Biology, and the department seems to be coordinating the development of this area of their curriculum effectively so far with affiliated units

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

- Curriculum and program delivery
  - Very little emphasis on ecosystems
  - Not clear that adding enrolment via additional breadth classes is necessary or productive
- Student engagement, experience and program services
  - Very limited academic advising
  - Students learn about graduation requirements from the university website and from other undergraduates
  - Residential college advising is not helpful because advisors lack detailed knowledge
  - Two staff are responsible for advising a couple thousand students, in addition to other responsibilities
  - No clear guidance on how to find lab groups to join for research experience

The reviewers made the following **recommendations**:

- Curriculum and program delivery
  - Strengthen communication to students early in their programs so they are aware of all opportunities and the funding available to support them
  - Create a long-range teaching plan that considers how core teaching will be covered while breadth courses are increased
- Student engagement, experience and program services
  - Implement formal academic advising for undergraduates—possibly through having faculty take responsibility, a dedicated staff person, or TAships dedicated to undergraduate academic advising

- Create a centralized repository for students to learn about labs with opportunities for undergraduates

## 2. Graduate Program

The reviewers observed the following strengths:

- Overall quality
  - Extremely strong research program with high quality students
- Curriculum and program delivery
  - Faculty are effective at training MSc students in skills sought by government and private employers
  - PhD program has produced many highly regarded academic scientists who go on to positions at academic institutions around the world
- Assessment of learning
  - Expectations of PhD candidacy exam are typical of EEB programs
  - “Question Bank” is a unique and useful feature to ensure breadth of student knowledge, while providing clear boundaries for this part of the candidacy exam
- Quality indicators – students
  - Time to completion within acceptable norms for similar programs
  - Admitted students are very successful at securing a large percentage of external fellowships
- Innovation
  - Graduate program offers intellectual engagement and expansion outside of each student’s research program, including departmental seminars at each campus, the EEB Atwood Colloquium, reading groups, journal clubs, retreats, and workshops

The reviewers identified the following areas of concern:

- Curriculum and program delivery
  - Tri-campus nature of the graduate programs present unique challenges, including getting faculty and students together for classes, committee meetings, and seminars
  - Courses students want or need are not always offered. For example, the ecology core course was not offered as planned on one occasion; there was confusion among graduate students as to why it was not offered at that time.
- Assessment of learning
  - Graduate students expressed frustration with the “creep” of expectations for the amount of preliminary data needed for the proposal, and the attendant stress that accompanies the exam; creep of expectations is diluting some of the effectiveness of the exam

- Increasing expectations for preliminary data for the proposal have caused a number of students to delay taking the exam well beyond the normal time of 14-20 months
- Quality indicators – students
  - Perception that some faculty are not receptive to non-academic career paths
- Student funding
  - Often unclear to students how much financial support they can expect to attend professional meetings
  - MSc students are only funded for 16 months, which is short relative to many other comparable programs

The reviewers made the following recommendations:

- Assessment of learning
  - Set clear expectations about the preliminary data needed for PhD appraisal exam to avoid further expectation “creep” and to mitigate the effect of individual faculty perceptions
  - Clearly communicate with students why courses such as the Ecology Core Course might not be offered as frequently
- Quality indicators – students
  - Tailor program expectations to all career paths, including non-academic ones
  - Encourage students who may be experience stress to seek help
- Student funding
  - Engage in continual evaluation of funding for MSc students and find other bridge funding; evaluate sustainability of extending funding for an additional half a year
  - Encourage students to ask for (and faculty to offer) available funds to attend professional meetings

### 3. Faculty/Research

The reviewers observed the following **strengths**:

- Overall quality
  - Very happy, productive and collegial group of stellar faculty
  - Well-deserved national and international reputation for excellence in quality, originality and productivity in research
- Research
  - Covers a huge conceptual breadth of the discipline
  - Great respect for each other’s approaches
  - Strong number of papers where multiple faculty within EEB are co-authors; many graduate students co-advised across research laboratories

- Faculty have a strong tradition of undergraduates working in their laboratories on research projects; many author papers from this work
- Faculty
  - Senior faculty are internationally renowned researchers who are among the leaders in their respective fields worldwide
  - Mid-career and junior faculty are strong and on similar trajectories to take their places as international leaders
  - Impressive dedication to undergraduate teaching, with most senior research faculty teaching introductory courses
  - EEB faculty are among the best in North America
  - Numerous teaching awards, including two President's Teaching Awards and eight FAS Outstanding Teaching Awards
  - Excellence is exemplified in the distinguished honours and awards that have been conferred on these researchers,
  - Collectively, faculty lead or sit on the editorial boards of the best research journals in their respective fields
  - Commensurate with research excellence that abounds in this unit, their records of publications and citations of those publications is outstanding; publishing in top journals; publication metrics are above many peer units
  - Outstanding record of securing external funding to support individual research programs

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

- Research
  - Impressive breadth of research areas, but dynamics of ecosystems area is underrepresented
- Faculty
  - Teaching stream appointment replaced with a contractual teaching stream appointment responsible for the coordination and delivery of the first-year program
  - Unclear if planned new hire should be teaching stream or research stream
  - Might be difficult to find internal leaders to take on the Chair and Associate Chair for Graduate Studies roles

The reviewers made the following **recommendations**:

- Faculty
  - Determine if planned new hire should be teaching stream or research stream

## 4. Administration

The reviewers observed the following **strengths**:

- Relationships
  - Very strongly united group of scientists, staff, and students
  - Solid working relationships and interactions with other units within U of T
  - Strong research and teaching linkages with Statistical Sciences in issues surrounding planned Quantitative Biology major
  - Strong working relationship with the Department of Cell and Systems Biology (CSB)
  - Leaders of other units (e.g., the Faculty of Forestry and the School of the Environment) also expressed an easy working relationship with EEB
  - UTM and UTSC faculty generally happy with the nature and strength of their interaction to the St. George department
  - Excellent working relationship with ROM affiliated scientists
  - Beneficial acquisition of the Koffler Scientific Reserve, which receives careful and transparent management
- Organizational and financial structure
  - Extremely sound, impressive department
  - Graduate chair supports work across the complexity of the tri-campus structure
- Planning/vision
  - Faculty are thinking effectively about future challenges

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

- Relationships
  - EEB Department webpage and faculty webpages need to be revamped and maintained
  - Genomics needs among the EEB are not being met by the Centre for the Analysis of Genome Evolution and Function (CAGEF), due to the centre's different priorities
- Organizational and financial structure
  - Tension, ongoing since 2007, surrounding space issues in the Ramsay Wright and Earth Sciences between CSB and EEB
    - Notable lack of agreement between dean's office and department about what has caused the delay and who is responsible.
  - Difficulty for graduate students to access the ROM when the museum is closed; problems with WiFi in the ROM
  - Staff feel that the faculty leadership do not fully understand the scope of their responsibilities
  - Staff frustrated with faculty leadership's hands-off management, which leaves staff members feeling unsupported



- Some notably negative interactions between faculty and staff, though most relationships are outstanding
- IT staff are stretched thin by faculty using their own servers and by the challenges of supporting operations in two buildings
- Two machine rooms for computers are small and inadequate
- Long lab renovation times of up to three years impacting new faculty's ability to start their research programs
- Part of Ramsay Wright greenhouse is unusable due to ongoing renovations

The reviewers made the following **recommendations**:

- Relationship
  - Address communication difficulties within the department
  - Evaluate current communication procedures and develop much better lines of communication between faculty and departmental staff
  - Faculty leadership to engage with the staff, take more responsibility for the day-to-day operations, and understand what staff should and should not be responsible for
  - Address specific faculty who need to improve their communication with staff and impress upon them the importance of interacting with the staff in a respectful and cooperative fashion
  - Improve communication with graduate students about expectations for appraisal examinations, research, and travel support
  - The dean's office engage in regular meetings with Centre for the Analysis of Genome Evolution & Function (CAGEF)
  - Provide opportunities for more regular, more effective and less costly communications with UTM and UTSC, such as through video conferencing
- Organizational and financial structure
  - Immediately resolve the space issues between EEB and CSB Departments
    - Consolidate all research laboratories for EEB in the Earth Science Building and all research laboratories for CSB in the Ramsay Wright Building
    - FAS Dean to facilitate and mediate a resolution and support the chairs of both departments to complete this consolidation
  - Renovations for new faculty hires must be done in timely fashion by the FAS Dean's Office
  - Include staff in some capacity in Executive Committee meetings to help them better understand and connect to the priorities of the unit
  - Complete upgrades to the greenhouse on the roof of Ramsay Wright
  - Consider hiring a webmaster

Administrative response—appended



UNIVERSITY OF TORONTO  
FACULTY OF ARTS & SCIENCE

October 2, 2018

Professor Susan McCahan  
Vice-Provost, Academic Programs  
University of Toronto

**Re: UTQAP cyclical review of the Department of Ecology and Evolutionary Biology**

Dear Professor McCahan,

Along with the faculty, staff, and students of the Department of Ecology and Evolutionary Biology, I am pleased with the external reviewers' assessment of EEB and its programs: Ecology and Evolutionary Biology, B.Sc., Hons., (Specialist, Major); Biology, B.Sc., Hons., (Specialist, Major, Minor); Biodiversity and Conservation Biology, B.Sc., Hons., (Major); Environmental Biology, B.Sc., Hons., (Major, Minor); Biology (with the National University of Singapore) Minor (Science); and, Ecology and Evolutionary Biology, M.Sc., and Ph.D. The reviewers were "*tremendously impressed with this department*" and with the "*dedication that this major research unit has to their responsibilities as undergraduate educators*" and to "*an extremely strong research program*" with regard to graduate studies.

The quality of this program notwithstanding, as per your letter dated July 20, 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 and implementation plan are separated into immediate (6 months), medium (one to two years), and longer (three to five years) terms, where appropriate, along with who (Program Coordinator, Department, Dean) will take the lead in each area. The Department has discussed the reviewers' comments through consultation with various groups and has begun to implement changes where appropriate and that are consistent with EEB's mission.

**Administration**

**The reviewers stated that space issues need to be resolved immediately, and were particularly concerned about the impact of delays in establishing labs on pre-tenure faculty. The reviewers recommended consolidating all research labs into one building; completing renovations for new faculty in a timely manner; and having the Dean mediate any outstanding issues regarding relocation and space.**

The Faculty of Arts and Science recognizes that there have been ongoing space issues that need to be resolved. The Vice-Dean, Research and Infrastructure, on behalf of the Dean, will mediate resolution of these issues without further delay. The Faculty recognizes that pre-tenure faculty renovations need to be completed in a timely manner.

Immediate-term response: To determine if all EEB faculty (including current searches) can be consolidated into the Earth Science Centre (ESC) the Faculty will complete a detailed assessment of the current space available in the ESC as well as the space required for consolidation; this determination will be complete by the end of December 2018. This space assessment will be conducted by the Vice-Dean, Research and Infrastructure, working together with the Director of Infrastructure Planning and the EEB Chair. Based on the Faculty's preliminary space assessment, it appears there will be a deficit of required space; however, the Faculty has identified several potential options for offsetting this deficit, including the reconfiguration of existing space. The Faculty will provide EEB with viable space options to offset the projected space deficit by the end of March 2019.

Medium-term response: If consolidation proceeds, laboratory renovations will be required. Those renovations will be detailed in a Project Planning Report, which will be generated starting as early as April 2019. On average, laboratory renovations required approximately a half-to-full year to completion (from Project Planning to occupancy), depending on scope.

Immediate-to-longer-term response: With respect to the renovations of pre-tenure laboratories, the Department will communicate and document clearly with the Faculty when new faculty are hired to ensure that the renovation plans, timelines, and responsibilities are clear. Moving forward, the Department will be required to capture the project scope in a Project Planning Report, which is the standard practice, for all laboratory renovation projects, in advance of the commencement of renovations. This level of rigour has proven to be effective as demonstrated on recent projects.

**The reviewers recommended that the Department establish better lines of communication between faculty and administrative staff, and observed that all staff could be better supported in their roles. The reviewers noted that several staff expressed frustration with recent changes following leadership turnover and added they were informed that a small number of faculty were not interacting with staff in a respectful manner.**

Immediate-term response: The Department Chair will work to resolve communication issues between faculty and staff, with assistance from the Human Resources personnel in the Faculty, as required. The Chair has already met with staff and clearly indicated that if they encounter difficult situations with faculty members, they are encouraged to contact members of the senior administrative team for assistance and support.

Intermediate-to-longer-term response: The Department will work to improve internal communications so that the roles and responsibilities of those in leadership positions and staff members are clear to all involved in these working relationships. Again, the Faculty's Human Resources personnel will assist at the request of Departmental members.

**The reviewers highlighted that the IT staff and available services and space seem to be "stretched thin", and additional capacity concerns and communications issues between IT staff and faculty have arisen due to faculty members purchasing additional equipment that requires support and maintenance.**

Immediate-to medium-term response: IT support for research is the responsibility of individual faculty members, with the Department IT staff responsibilities limited to initial installation of new research computers. A short-term higher workload developed for IT personnel due to the transition to the new University email and IP phone systems. The workload has now returned to

normal levels. The Department has recently hired a Graduate and Communications Coordinator, who has taken on responsibilities for the new web site and social media presence, thereby relieve pressure on IT staff.

### **Undergraduate Programs**

**The reviewers stated that the Department needs to develop a more effective system for undergraduate academic advising.**

In conducting the self-study, EEB recognized that undergraduate advising required additional attention, which they began to address promptly though enhanced outreach and communication with undergraduate students.

Immediate-term response: EEB has undertaken numerous initiatives that will enhance undergraduate academic advising, including:

- The creation of a new Undergraduate and Outreach Coordinator position to enhance delivery of guidance and curricular information to students.
- EEB currently offers 6 mentoring and information workshops annually, and they will add an additional session involving multiple faculty to provide academic guidance for 1<sup>st</sup> year biology students specifically.
- The implementation of a new peer-mentoring program (EEB:PMP) to foster awareness of opportunities and guidance for 2<sup>nd</sup> year students who join their POSTs. The EEB:PMP program dovetails with their existing mentorship workshops and information sessions to provide a more personal component to student experience within their department. Student mentors and mentees will earn co-curricular record (CCR) credit for participation in the program over the full academic year, with program criteria developed in consultation with coordinators of other mentorship programs on campus. The Undergraduate and Outreach Coordinator will lead the logistics of EEB:PMP within the department in conjunction with the Associate Chair (Undergraduate).
- Promotion of the new EEB student lounge space as a casual venue for students to share experiences and learn about the numerous opportunities available in EEB.
- The development of a set of info-graphics that provide helpful hints, information and guidance about the diverse opportunities available to students in EEB. These infographics will be showcased to students at the start of their large introductory EEB courses.
- The development of a brief “Welcome Packet” for students who enroll in their POSTs that highlights Departmental opportunities.

Medium-to-longer-term response: EEB faculty will continue their individualized student mentoring through research projects, which engages approximately 70 students annually.

## **Graduate Programs**

**The reviewers listed areas where communication with graduate students could be improved including the expectations for Appraisal exams, and research and travel support.**

Immediate-term response: The Department became aware while conducting their self-study that graduate students were anxious about the appraisal exams, in part because they observed some students conduct the exam relatively late, which provided the perception that significantly more data and knowledge was required at the time of the exam. To address this issue, the departmental Graduate Affairs Committee decided that the student supervisory committee, which includes the supervisor(s), is responsible for determining the scheduling of the appraisal exam. Specifically, all PhD students will have a committee meeting in the fall of their 2<sup>nd</sup> year, at which time they will schedule their appraisal exam. If the exam is not scheduled at this time, an additional committee meeting will be held in the winter term to ensure that the appraisal exam is discussed.

The Department will continue to publicize conference travel support through email announcements. In addition, they will work with the EEB Graduate Students Association to generate and publicize a list of external sources for conference travel funding. The Department acknowledges there are differences in the level of travel support faculty members provide to their students, and the Department will work to establish standard practices, while recognizing that these funding decisions are ultimately up to individual faculty members.

**The reviewers indicated that graduate students were not satisfied with the frequency or availability of elective course offerings.**

The Department acknowledges that the stability of graduate course availability has been a challenge in recent years and is in the process of improving both frequency and availability. The Department is attempting to balance the number of courses with course size, to ensure an appropriate environment for intellectual discussions among students and faculty.

Immediate-to-medium-term response: The Department is taking several measures to ensure more frequent graduate course offerings:

- They will offer two frequently requested new courses this year (phylogenetics, modelling).
- To accommodate student interest in statistics, students can now complete additional statistics courses offered by other departments.
- The core graduate course in Ecology will return to its usual alternate-year cycle; this course has undergone significant modifications to assist in preparing students for the appraisal exam.

**The reviewers encouraged finding additional opportunities for PhD graduate students to receive advice on non-academic careers in the field and to identify ways that students' interests may assist with tailoring program expectations.**

Immediate-to-longer-term response: The Department has been active in addressing this issue and they will continue to host panel discussions with alumni and others about their non-academic careers, the transferrable skills they attained during their PhDs, how they found and assessed potential careers, etc. They will also continue to provide a short-course (for credit) in Professional Development where transferable skills and alternate careers are explored. Lastly,

they will also continue to encourage faculty to foster their students' interests before and after their appraisal exam to gauge the relative importance of maximizing research project breadth and depth beyond the minimum versus participation in outreach and professional development activities (e.g., Mitacs workshops, R courses).

**The reviewers commented that the 16-month funding model for MSc students is short relative to comparable programs, and is a challenge for students.**

Immediate-to-longer-term response: While the 16-month funding model for MSc students is relatively short, which provides a challenge for students, the evidence suggests that students are successful during this timeframe. For example, numerous MSc students publish their work, which indicates that the program is rigorous. In addition, the majority of EEB PhD students start in the MSc program and then transfer to the PhD. Overall, the Faculty and Department are satisfied with the current MSc program duration, given funding constraints.

### **Relationships**

**The reviewers encouraged the Department to find ways to improve its relationships with the School of the Environment and the Faculty of Forestry.**

EEB has a positive relationship with the School of the Environment. EEB faculty teach several ENV courses, and many EEB faculty hold cross-appointments at the graduate level. EEB has one joint faculty line (51%EEB/49% ENV) with the School, and an EEB faculty previously held the directorship of the Centre for Environment/School of the Environment. Most undergraduate students taking the Environmental Science Major through the School of the Environment also take one or more EEB programs. With respect to the Faculty of Forestry, there is limited overlap in research interests, which constrains catalysis for deeper interaction.

Immediate-to-medium-term response: EEB faculty members have served and will continue to serve on relevant advisory committees of Forestry graduate students.

### **Faculty Resources**

**The reviewers were concerned at the decision to allocate a partial, contractually limited teaching appointment to support the coordination and delivery of the first-year program.**

Immediate-to-medium-term response: The current arrangement for coordination of the first-year teaching program is temporary. The Faculty has approved an Assistant Professor, Teaching-Stream position for EEB, and the search is currently underway.

To conclude, we appreciate that the external reviewers identified the Department's strengths and noted a few areas for development. The Department of Ecology and Evolutionary Biology has already begun to move forward with plans to address the recommendations as presented by the reviewers.

Sincerely,

A handwritten signature in blue ink that reads "David Cameron".

David Cameron, CM, FRSC  
Dean and Professor of Political Science

cc.

Donald Jackson, Chair, Department of Ecology and Evolutionary Biology

Poppy Lockwood, Vice-Dean, Academic Planning and Strategic Initiatives, Faculty of Arts & Science

Daniella Mallinck, Director, Academic Programs, Planning & Quality Assurance, Office of the Vice-Provost, Academic Programs

Andrea Benoit, Academic Review Officer, Office of the Dean, Faculty of Arts & Science

# UTQAP Review Summary

<b>Programs Reviewed:</b>	Spanish, B.A. Hons.: Specialist, Major, Minor Portuguese, B.A. Hons.: Specialist, Major, Minor Spanish, M.A., Ph.D.
<b>Division/Unit Reviewed:</b>	Department of Spanish and Portuguese
<b>Commissioning Officer:</b>	Dean, Faculty of Arts & Science
<b>Reviewers:</b>	<ol style="list-style-type: none"><li>1. Prof. William Egginton, Director of the Alexander Grass Humanities Institute, and Professor, Department of German and Romance Languages and Literatures, Johns Hopkins University</li><li>2. Prof. Anna María Escobar, Director of the Center for Latin American and Caribbean Studies, and Professor, Department of Spanish and Portuguese, University of Illinois, Urbana-Champaign</li><li>3. Prof. Juan Carlos Quintero-Herencia, Professor of Caribbean and Latin American Literature, School of Languages, Literatures, and Cultures, University of Maryland, College Park</li></ol>
<b>Date of Review Visit:</b>	March 7 – 8, 2018



## Previous Review

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**Review Date:** March 29-30, 2010

### Summary of Findings and Recommendations:

#### Undergraduate Programs

The reviewers observed the following **strengths**:

Overall programs:

- Excellent specialist and major students
- International student exchange programs add value
- Successful introduction of degree level objectives, and curriculum meets some competencies well

Portuguese programs:

- Unique program with enthusiastic students

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

Overall programs:

- Large class sizes
- Not enough range and depth of course offerings
- Introductory courses are offered infrequently, and by graduate students who may not be the best suited to teach the courses
- Curriculum is not meeting all degree competencies

The reviewers made the following **recommendations**:

Overall programs:

- When possible, reduce class size to allow greater interaction
- Consider expanding disciplinary topics

#### Graduate Programs

The reviewers observed the following **strengths**:

- Satisfied with support in professional development, grant application, and academic advising
- Linguistics students are well-matched to program strengths

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

- First-year students have many course and teaching pressures

The reviewers made the following **recommendations**:

- Rethink the first-year course requirements and consider spreading them over two years
- Expand curriculum to include courses on critical and theoretical approaches, and teaching methods
- Provide opportunities to present research at Department events

## Faculty/Research

The reviewers observed the following **strengths**:

- High faculty research productivity and scholarship
- Portuguese faculty are leaders in the Department

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

- Faculty have a large number of teaching assignments, especially in language courses
- Unusual for tenure and tenure-stream faculty to teach year-long language courses
- Upcoming retirements of two Portuguese faculty members
- Some areas of focus in the Department do not have any faculty representation

The reviewers made the following **recommendations**:

- Move tenure and tenure-stream faculty away from teaching language courses so they can provide more literature and culture courses, and consider hiring sessionals to teach language courses
- Department should ensure new Portuguese hires maintain ties to the local Portuguese community
- Ensure coverage for all disciplinary areas

## Administration

The reviewers observed the following **strengths**:

- Vibrant and congenial unit committed to students
- Good relationships with cognate departments/programs, include Latin American Studies
- Strong relationship with local Portuguese community; Department receives support from the Portuguese government in form of a Portuguese instructor

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

- Communication between faculty and students needs to be improved

- Department funding issues affect the faculty and students (lack of travel, event, and computer funds)

The reviewers made the following **recommendations**:

- Consider development a student handbook, updating the Department website with current information, and electing a graduate student to liaise with the faculty

## Current Review: Documentation and Consultation

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### Documentation Provided to Reviewers

- Terms of Reference
- Self-Study
- Appendices
- Faculty CVs

### Consultation Process

The reviewers met with:

- Dean, Faculty of Arts & Science and Vice-Dean, Academic Planning and Strategic Initiatives
- Chair of the Department of Spanish and Portuguese
- Graduate and Undergraduate Students
- Faculty in the Department of Spanish and Portuguese
- Chairs of Cognate Units including Linguistics, Comparative Literature, Medieval Studies, Latin American Studies, and French
- Graduate and Undergraduate Coordinators
- Administrative staff

## Current Review: Findings and Recommendations

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### 1. Undergraduate Program

The reviewers observed the following **strengths**:

- Overall quality
  - Fruitful recent focus on the undergraduate programs
- Objectives

- Department has a positive mission for undergraduate objective and skill development
- Diversity of program offerings ensures the Department objectives are met and even exceeded
- Objectives are well aligned with the profession at large
- Learning objectives are consistent with the University's mission
- Curriculum and Program Delivery
  - Curriculum is more than just language acquisition; includes historical and cultural content, and other skills and objectives
  - Experimental research/corpus analysis with the Hispanic language curriculum are important initiatives that ensure students are knowledgeable and well-prepared
  - High quality period and thematic courses
  - Good three-year rotation system for upper year courses ensures all are taught regularly
  - Impressive that courses offerings extend to Spanish and the Empire, and to Brazilian indigenous languages
- Innovation
  - Portuguese course offerings have experiential learning opportunities available within the local Portuguese community
- Student Funding
  - Department has been successful in securing funding in some areas, and is now looking to extend funding support for study abroad scholarships

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

- Curriculum and Program Delivery
  - Large introductory undergraduate language courses are not optimal for teaching introductory language acquisition and are not in line with international norms; detract time and resources from engaging students in intellectual presentations and publications
- Quality Indicators – Undergraduate Students
  - Declining enrolment in the Specialist and Major programs

The reviewers made the following **recommendations**:

- Curriculum and Program Delivery
  - Limit enrolment in introductory language courses to ensure optimal teaching and learning or invest in additional language instructors (additional TAs or teaching-stream faculty)
- Student Engagement, Experience & Program Support Services
  - Consider ways to engage with students outside the classroom; faculty suggest encouraging student attendance at talks, and students would like more information meeting opportunities with faculty

## 2. Graduate Program

The reviewers observed the following **strengths**:

- Quality Indicators – Graduate Students
  - PhD students praised the joint and funded projects and the availability of resources to support their research
  - PhD student all around pleased with the Department
- Student Funding
  - Department is working to secure funding to expand international student funding and enhance access to conference travel grants

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

- Quality Indicators – Graduate Students
  - Many PhD students wish to stay in Toronto upon graduation, which affects the placement record

The reviewers made the following **recommendations**:

- Quality Indicators – Graduate Students
  - Consider options for increasing the number of international students admitted to the graduate programs

## 3. Faculty/Research

The reviewers observed the following **strengths**:

- Faculty
  - Large and diverse faculty who are well-regarded by colleagues
  - Many faculty are leaders in the field, and many are rising in recognition
  - Faculty are committed teachers
  - Strong faculty presence on editorial boards, dissertation defenses, tenure evaluations, and within grant-giving institutions
  - Diversity in faculty knowledge positively impacts student experience
  - Good collegiality between tenure and teaching-stream faculty
  - Since all faculty teach at least one language course per year, there is a collaborative atmosphere among faculty, also helps prevent “adjunct creep”
- Research
  - Excellent research profile in the areas of gender, class, racial, linguistic, ethnic experiences, and bilingualism
  - Hispanic linguistics research component is a “powerhouse” in the field
  - Strong research output in areas of medieval, early modern, modern Iberian literature, and contemporary Latin American literature

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

- Faculty
  - Slightly elevated teaching load for tenure-stream faculty (compared to peer institutions); reviewers wonder whether this could impact faculty recruitment or retention, or relationships with other cognate units
  - Over half (approximately 60%) of tenure-stream faculty are responsible for some aspect of administrative service
- Research
  - Lack of faculty specialists in colonial-era literature and Brazilian literature

The reviewers made the following **recommendations**:

- Research
  - Provide university support for faculty specialists in colonial-era studies, and additional faculty in Portuguese to benefit departmental status

#### **4. Administration**

The reviewers observed the following **strengths**:

- Relationships
  - Vibrant, healthy and collegial Department
  - High morale among faculty, staff and students
  - Strong and long-standing relationship between the Portuguese government and the Department evidenced by the continuing provision of a lecturer for Portuguese courses and financial support provided for Department cultural events
  - Relationship with “Latin@s en Toronto” has provided social, language, practice, and financial benefits
- Organizational and Financial Structure
  - Use of human resources is in a “league of its own” – limited staff is deployed creatively
- Long-Range Planning & Overall Assessment
  - Leadership and management is praised for utilization of resources
- International Comparators
  - Department is among the top in Canada and the top 10 in North America

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

- Relationships
  - Strength of relationships with cognate units varies based on levels of support, time, funds, etc., available for each unit

- Dedicated Portuguese instructor changes every two years so long term sustainability of any relationships the instructor establishes in their term is challenging
- Organizational and Financial Structure
  - While the deployment of the limited human resource allocation is creative, the reviewers hoped it was only a temporary solution
  - University administrative procedures surrounding research activities were seen as “cumbersome”; policies and guidelines seem to come from a science or corporate culture. Faculty and TAs expressed frustration regarding these procedures, and overall departmental morale and sense of belonging are negatively affected.
  - Unsatisfactory administrative support for course coordination and for the Chair
  - Growing administrative responsibilities (grant and funding support, etc.) are putting additional strain on the two-person staff and the Chair and coordinators have to step in to assist
  - Large workload for teaching assistants and staff working in language education – low number of instructors
  - Department office space is tight; no conference room or student space

The reviewers made the following **recommendations**:

- Relationships
  - Explore ways to make departmental activities in Latin American Literature more prominent on an international scale
  - Consider revising MOU for Portuguese instructor to be a six-year commitment
- Organizational and Financial Structure
  - Increase the number of administrative staff from two to three
  - Address the administrative work loads for teaching assistants and staff involved in language education
  - Increase number of TA-ships to improve language instruction courses

Administrative response – appended



UNIVERSITY OF TORONTO  
FACULTY OF ARTS & SCIENCE

October 2, 2018

Professor Susan McCahan  
Vice-Provost Academic Programs  
University of Toronto

**Re: UTQAP cyclical review of the Department of Spanish and Portuguese**

Dear Professor McCahan,

Along with the faculty, staff and students of the Department of Spanish and Portuguese, I am pleased with the external reviewers' assessment of the Department and its programs: Spanish, B.A., Hons., (Specialist, Major, Minor); Portuguese, B.A., Hons., (Specialist, Major, Minor); and Spanish, M.A. and Ph.D. The reviewers complimented the Department on being *"a vibrant and healthy academic community, with scholars dedicated to their research in linguistics and literature as it relates to the Hispanic and Lusophone worlds, and to their students, undergraduate and graduate, in equal measure."*

The quality of this program notwithstanding, as per your letter dated July 24, 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 and implementation plan are separated into immediate (6 months), medium (one to two years), and longer (three to five years) terms, where appropriate, along with who (Department, Dean) will take the lead in each area. The Department of Spanish and Portuguese has discussed the reviewers' comments through consultation with various groups and has begun to implement changes, where appropriate, that are consistent with the Department's mission.

The response to the Spanish and Portuguese review is taking place at the same time as the response to the review of Latin American Studies (LAS). LAS is currently a stand-alone program, existing outside any departmental or EDU structure, which poses problems as identified in the review. At this point, discussions are ongoing with the Dean's office, the Chair of Spanish and Portuguese, and the Director of the LAS program to determine whether it may be possible to better support both programs through a coordinated response. Possible areas for a collaborative response are identified below.

**Faculty**

**The reviewers suggest hires in colonial Latin America and Portuguese literature to enhance the department's stature.**

Medium-to-longer-term response: The Department of Spanish and Portuguese has expressed its interest in increasing its faculty complement through hires in Portuguese and in the Latin



American sector. In the Faculty of Arts and Science, units submit requests for new faculty positions through a formal process to the Faculty Appointments Committee (FAC). Units submit requests in March of each year for consideration by the FAC, 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.

In the interim, the Dean's office is engaged in discussions with the Chair of Spanish and Portuguese and the Director of the Latin American Studies program, as noted above. Both programs have identified areas of teaching needs in the Latin American sector. Should the change currently under discussion take place, the Dean's office has proposed the allocation of funds to Spanish and Portuguese, equivalent to one full-time faculty, that will support teaching in both programs, including areas recommended by the reviewers.

### **Administration**

**The reviewers commented on the high administrative workload and recommended additional staff resources to limit the amount of faculty time spent on administrative tasks.**

Immediate-term response: The Faculty of Arts & Science has requested an HR Staffing Review of the Department of Spanish and Portuguese to determine the nature and degree of support required by the Department.

As noted above, the Department is currently engaged in discussions around bringing the Latin American Studies major and minor programs under the umbrella of the Spanish and Portuguese Department. This will likely entail additional administrative support. Should this change with respect to the LAS program take place, the Dean's office has proposed the allocation of an additional .5 FTE to assist with ongoing support required in Spanish and Portuguese as well as the LAS programs.

**The reviewers also noted the high percentage of faculty serving in administrative roles in the Department.**

A number of faculty members have been involved in leadership roles in other units, which has had an impact on the Department. Over time, this impact will be reduced as these leadership terms come to an end. For example, the term of the Director of the LAS program will end June 30, 2019.

**The reviewers recommended wider promotion of the Latin American Literature activities.**

Immediate-term response: The department has invited senior scholars in Latin American Studies to departmental colloquia and will continue to do so.

The department will increase the promotion of the events organized by the LAS program

The department has undertaken an initiative, discussed in the self-study, to increase connections with community organizations and with NGOs (e.g., Latin@s en Toronto, Collective 65).

Medium-term response: Two faculty members (Antebi & Rodríguez) have started a new series on Latin American literature with UTpress. This will increase the visibility of the program

As noted above, discussions are ongoing regarding the development of a closer relationship between LAS and Spanish and Portuguese. Such a change would increase the profile of Latin American teaching and research in the Department. The Department is also seeking to attract postdoctoral fellows in the Latin American sector.

### Undergraduate

**The reviewers commented that the engaging continuing faculty in language courses, while positive for department morale and collaboration, results in large class sizes that are not optimal for language acquisition.**

The Department has worked to mitigate the effects of class size by adding contact hours (an additional hour was added to each course in the language sequence) and creating multiple opportunities for students to use the language outside the class (cultural events, support to conversation groups).

The Department is also evaluating the possibility of moving to a system of four-hour tutorials (capped at 25). Implementing such a system poses several challenges, and would in particular require a large number of TA hours. The Chair is leading a consultation process within the department and with the Vice-Dean, Faculty and Academic Life, to assess the feasibility of this option.

Finally, the Department is evaluating the possibility of a new half course (capped at 30) to attend to the needs of those students who have some knowledge of Spanish but are not yet ready to jump into SPA 220.

Immediate-term response: The Spanish and Portuguese Department Curriculum Committee continuously monitors and assesses students' performance in the language sequence. As noted above, the Department has already implemented changes to improve students' fluency. These measures include: (a) adding one contact hour to the three courses in their language sequence (the Department moved from three to four contact hours per week); (b) the introduction of cultural events and experiential learning opportunities (especially in SPA 220 and SPA 320); (c) conversation labs through a partnership with community organizations and the Spanish student organization; (d) increase in the number of listening and speaking activities in the tutorials; (e) the introduction of a new textbook, which has a very good online component (listening and speaking activities).

Medium-term response: The Department will work with the Associate Dean, Teaching and Learning, to examine the possibility of alternative sections of Spanish 100 for students who are interested in learning the language through less traditional methods that avoid the use of textbooks and focus on the development of the oral component.

**The reviewers affirmed the importance of increasing opportunities for students and faculty to interact, for example through research activities in and outside the classroom.**

Immediate-term response: The department has undertaken several initiatives to further involve undergraduate students in research. First, faculty members regularly engage work-study students in their projects. Second, the Portuguese sector has developed initiatives in which faculty take undergraduate students to conduct research abroad (e.g., ROP399 – Brazilian Indigenous Languages). Third, the Department has now created a mailing list and developed their social media presence to ensure that undergraduate students are aware of and involved in the activities organized by the Department. Finally, the Department now includes undergraduate representatives at department meetings.

Medium-term response: The Department has proposed the creation of a new fourth-year seminar to train program students in research methods appropriate to each of the disciplines taught in the department. The Department will work with the Associate Dean, Teaching and Learning, on the new course proposal.

The Department will meet with undergraduate students to develop initiatives aimed at supporting informal research gatherings in addition to more formal research colloquia.

## **Graduate**

**The reviewers suggested working with University administration to considering increasing international student admissions to the graduate programs at the Department.**

Immediate-to-medium-term response: The availability of funded international graduate student spots is an ongoing challenge throughout the Faculty of Arts and Science. In a review of international student allocations in 2016, the Faculty recognized that the Department of Spanish and Portuguese had a lower than average allotment of international graduate student spots available. The Faculty has subsequently supported the Department's efforts to increase the number of international students by providing one additional permanent, funded international graduate student spot, international bridge spots and a quota top-up for Connaught awardees. As a result of these efforts, international graduate student intake increased from zero in 2015-16, to 2 in 2016-17, 3 in 2017-18 and 2 in 2018-19. (We note that the graduate unit has a funded Master's program and a 0.5 cap on the usage of spots for international Master's students. The fact that some of the students were only in the program for a year explains the differences in intake from year to year.) The Department would like to increase this intake further, which will be facilitated by the University's recent decision to reduce tuition fees paid by international PhD students to those paid by domestic PhD students. This policy change should have a significant positive impact on the Department's efforts to recruit and retain top international students.

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

Sincerely,

A handwritten signature in blue ink that reads "David Cameron".

David Cameron, CM, FRSC  
Dean and Professor of Political Science

cc.

Laura Colantoni, Chair, Department of Spanish and Portuguese

Poppy Lockwood, Vice-Dean, Academic Planning and Strategic Initiatives, Faculty of Arts & Science

Daniella Mallinck, Director, Academic Programs, Planning and Quality Assurance, Office of the Vice-Provost, Academic Programs

Andrea Benoit, Academic Review Officer, Office of the Dean, Faculty of Arts & Science

## UTQAP Review Summary

<b>Program Reviewed:</b>	Latin American Studies, B.A. Hons., Major, Minor
<b>Division Offering Program:</b>	Faculty of Arts & Science
<b>Commissioning Officer:</b>	Dean, Faculty of Arts & Science
<b>Reviewers:</b>	<ol style="list-style-type: none"><li>1. Professor Laura Beard Professor, Department of Modern Languages and Cultural Studies, University of Alberta</li><li>2. Professor Maarten van Delden Professor, Department of Spanish and Portuguese, University of California, Los Angeles</li></ol>
<b>Date of Review Visit:</b>	February 2, 2018

## Previous Review

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**Review Date:** January 14 – 15, 2010

### Summary of Findings and Recommendations:

#### Undergraduate Programs

The reviewers observed the following **strengths**:

- Students benefit from the strong relationship between the Latin American Studies programs and the Department of Spanish and Portuguese and Linguistics programs
- Students see Latin American Studies as an important component of their education

#### Administration

The reviewers observed the following **strengths**:

- Program has a good relationship with the Portuguese programs

## Current Review: Documentation and Consultation

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### Documentation Provided to Reviewers

- Terms of Reference
- Self-study
- Appendices
- Faculty CVs

### Consultation Process

The reviewers met with:

- Dean, Faculty of Arts and Science, and the Vice-Dean, Academic Planning and Strategic Initiatives
- Director of the Latin American Studies Program
- Administrative Coordinator of the Latin American Studies Program
- Liaison librarians for the Latin American collections at the Robarts and Fisher Libraries
- Latin American Studies Sessional Lecturers

- Affiliated Faculty Members
- Undergraduate Students
- Faculty Representatives from Cognate Units including the Faculty of Music, the Department of Spanish and Portuguese, and the Dalla Lana School of Public Health

## Current Review: Findings and Recommendations

### 1. Undergraduate Program

The reviewers observed the following **strengths**:

- Overall quality
  - A small gem that could be grown into a larger program with greater social impact locally and nationally
- Objectives
  - Self-study clearly mapped curriculum to learning outcomes
  - Program objectives are well matched with the University mission
- Curriculum and Program Delivery
  - Students are pleased with interdisciplinary nature of the program, and Spanish and Portuguese courses add to the interdisciplinary strength of the program
  - New curriculum initiatives has innovative courses (interdisciplinary topics, current topics, and experiential learning) that prepare students for careers and lives as global citizens
  - Curriculum design encourages community and global/international engagement and learning experiences
  - Excellent course offerings reflect the current state of the discipline
  - Emphasis on critical thinking, communication and breadth of knowledge
  - Program provides rigorous writing and research training
- Innovation
  - Many opportunities to learn outside the classroom (talks, films, events, etc.)
  - Students are encouraged to participate in study abroad opportunities
  - High level of undergraduate participation in research activities including contributions to a new undergraduate research journal and the annual Undergraduate Research Day
  - Publication of first issue of undergraduate research journal is an “extraordinary achievement”
- Accessibility and Diversity
  - The diverse program welcomes and celebrates the diversity of students and faculty
- Student Engagement, Experience & Program Support Services

- Latin American Studies Career Day couples program partners with local organizations to help students navigate career options post graduation
- Quality Indicators – Students
  - Graduates meet the University mission criteria
  - Enthusiastic, “amazing communicators,” and excellent representatives of the high quality of education
  - High entering averages
  - Faculty speak highly of the quality of students in the program
  - Post-graduation data suggests students are finding jobs in their field or continuing to graduate studies
  - Students surveys show high satisfaction with education quality
- Student Funding
  - Undergraduate research award available to facilitate student in Latin America or on a related topic

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

- Curriculum and Program Delivery
  - Course offerings are at times limited due to precarious nature of program resources (e.g., part-time administrator, faculty secondments, prevalence of sessional faculty)
  - Complicated funding arrangements and limited funding stream to program result in uncertainty of program offerings
- Quality Indicators – Students
  - Sizeable drop in the enrolment in the major program

The reviewers made the following **recommendations**:

- Overall quality
  - Maintain the program to “affirm the importance of the Latin American community in the GTA and the relationships that Canada has with all the Latin American countries”
- Curriculum and Program Delivery
  - Increase promotion of course offerings and promote new course offerings to targeted cognate programs and units
  - Increase program funding to promote stability and creativity
  - As part of the response to the Truth and Reconciliation Calls to Action, explore course options in the area of Indigenous Peoples in Latin America
- Innovation
  - Expand study abroad options
- Quality Indicators – Students
  - Involve students in program recruitment
  - Advertise the program broadly in first and second year courses



- Student funding
  - Increase funds allocated to the undergraduate research award
  - Seek additional funds for study abroad options

## 2. Faculty/Research

The reviewers observed the following **strengths**:

- Faculty
  - Strong commitment to teaching
- Research
  - Faculty involved in the program are conducting high quality research
  - Sessional lecturers are active researchers, and the self-study highlighted the importance of sessional lectures to developing and advancing the programs research agenda
  - Research topics are impressively diverse and cover different regions of Latin America
  - Affiliated faculty from cognate units have strong research reputations
  - Impressive grant acquisition from affiliated faculty

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

- Faculty
  - Sessional lecturers deliver the core of the program; they are not evaluated on the quantity or quality of their research
  - Large number of affiliated faculty at the associate professor level, and seem to remain at that rank for a long time
- Research
  - Regional focus of sessional faculty research is unbalanced
  - Recent and upcoming retirements of affiliated faculty will lead to gaps in the disciplinary breadth

The reviewers made the following **recommendations**:

- Faculty
  - Explore structural options that will allow for tenure stream faculty to teach in the program.
- Research
  - Prioritize hires in Brazilian literature and culture, Southern Cone literature and culture, and political science

## 3. Administration

The reviewers observed the following **strengths**:

- Relationships
  - Impressive engagement with the local Latino community including the Consulates of Mexico and Argentina
  - Strong collaboration with Latin American collection at University libraries
  - Interdisciplinary collaborations such as the monthly working group on Latin American racial technologies, and conference held in September 2017, further raise the programs research profile
  - Program has established creative collaborations within and outside of the University that serve as important networking opportunities for students and may also help boost the programs profile
- Organizational and Financial Structure
  - Students praise the enthusiastic administrator, who is very committed to running the program
  - Program administrator has launched an optimistic fundraising campaign
  - Attractive and well-designed website
- Long-Range Planning & Overall Assessment
  - Director has provided excellent leadership

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

- Organizational and Financial Structure
  - Goal of appointing permanent full-time faculty is at odds with status as a standalone program
  - Anomalous stand-alone program status
  - Program draws a lot of support from the Department of Spanish and Portuguese, and while the Department is happy to support the program, it places a strain on departmental resources and the Department may not be adequately reimbursed or compensated
  - One part-time administrator does a lot of work
  - Highly unusual for the administrator to provide fundraising leadership
- Long-Range Planning & Overall Assessment
  - High leadership turnover (six Directors in the last 13 years)
- International Comparators
  - Modest profile compared to other peer programs

The reviewers made the following **recommendations**:

- Organizational and Financial Structure
  - Combine the program with a larger unit to increase visibility
  - Provide additional support to the program administrator
- Long-Range Planning & Overall Assessment
  - Provide support for the program director
  - Create a more formal/regular advisory group to provide wider ranging consultation



UNIVERSITY OF TORONTO  
FACULTY OF ARTS & SCIENCE

October 2, 2018

Professor Susan McCahan  
Vice-Provost Academic Programs  
University of Toronto

**Re: UTQAP cyclical review of Latin American Studies**

Dear Professor McCahan,

Along with the faculty, staff and students of Latin American Studies, I am pleased with the external reviewers' assessment of LAS and its programs: Latin American Studies, B.A., Hons., (Major, Minor). The reviewers complimented Latin American Studies on "*the commitment of the core faculty, the coordinator, and the Director of the Latin American Studies Program, the excellence and enthusiasm of the current students, the innovative courses recently developed in the curriculum, the research strengths in the program, and the engagement with the Latino community in Toronto.*"

The quality of this program notwithstanding, as per your letter dated July 23, 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 and implementation plan are separated into immediate (6 months), medium (one to two years), and longer (three to five years) terms, where appropriate, along with who (Director, Dean) will take the lead in each area. Latin American Studies has discussed the reviewers' comments through consultation with various groups and has begun to implement changes where appropriate and that are consistent with Latin American Studies' mission.

**Strategic Planning & Faculty Complement**

**While the reviewers "appreciate[d] the many advantages of preserving the unit's independence, in particular from the point of view of maintaining its distinct identity," they noted that the "goal of moving towards the possibility of permanent faculty appointments in Latin American Studies ... is at odds with the program's continued status as a stand-alone unit" and that "combining with a larger unit might increase the Latin American Studies program's visibility within the University."**

Latin American Studies is unique in its status as a small "stand-alone" unit within the Faculty. As the reviewers noted, this stand-alone status poses problems for engaging faculty in teaching. Because there are no faculty appointments, or even partial appointments, associated with the program, the program curriculum relies on courses provided by other units, with the largest number of program courses coming from Spanish and Portuguese. The program is delivered primarily through sessional instruction. Indeed, none of the LAS-code courses are taught by

faculty with continuing appointments. This presents a problem for students in the major and minor, who should have access to teaching and tenure stream faculty through their LAS-specific courses.

The Dean's office has been working with the unit to come up with a satisfactory arrangement in which the LAS program can be linked more closely with an A&S department, ensuring the long-term sustainability of the program. Discussions are currently underway with the Department of Spanish and Portuguese, which already has significant ties with the program. These discussions are taking place in a context in which LAS is recognized as an interdisciplinary program. The current Director has highlighted the interdisciplinary structure that is key to the success of the program. Nevertheless, building a connection to a larger department would bring many advantages, including the engagement of continuing tenure-stream faculty teaching in the program. Maintaining an ongoing Director for the program during the transition, and possibly on an ongoing basis should the program grow and thrive, would help to ensure that the interdisciplinary nature of the program is preserved. Consultations will be required with both units.

Immediate-term response: At present, there are 18 students in the LAS major and 39 students in the LAS minor, making a faculty appointment associated only with LAS teaching unfeasible.

In the interim, the Dean's office is engaged in discussions with the Chair of Spanish and Portuguese and the Director of the Latin American Studies program, as noted above. Both programs have identified areas of teaching needs in the Latin American sector. Should the change currently under discussion take place, the Dean's office has proposed the allocation of funds to Spanish and Portuguese, equivalent to one full-time faculty, that will support teaching in both programs, including areas recommended by the reviewers.

The current Director will oversee the establishment of an advisory committee of Latin Americanist scholars within the Faculty of Arts and Science, nominated regularly from a range of disciplines, who will consult on programming decisions.

**The reviewers recommended exploring “structural options that will allow for core faculty who are tenure stream faculty” and endorse the prioritization of new hires in cognate units as outlined in the self-study (Brazilian and Southern Cone literature and culture, political science, etc.).**

Immediate-to-medium-term response: As a stand-alone program, LAS is not eligible to hold faculty appointments. As an inter-disciplinary program, the unit currently relies on teaching from other units. In recent years, however, LAS courses have been taught exclusively by sessional instructors. As noted above, the Faculty is exploring options with LAS that will change the structure of the unit to ensure that students in the program have access to research and teaching by faculty with continuing appointments.

In addition, the Director is currently in consultation with faculty members and their Chairs in relevant units, including History, Anthropology, and Spanish and Portuguese, to determine the feasibility of encouraging faculty from cognate units teaching LAS courses. The Director will initiate such discussions, but the Dean's office will play a role as facilitator. Collaboration between the LAS program and cognate units will enhance research and study abroad for LAS students, and may encourage program growth.

## **Outreach and Administration**

**The reviewers made several suggestions about promoting the program, and engaging students or interns in enhancing program outreach efforts.**

Immediate-term response: Effective September 2018, the program is posting three Work-Study positions to assist in the creation of promotional content for distribution through our social media channels: faculty and student profiles, events and initiatives. These assistants will also support visits to courses with Latin American content taught in other academic units to talk about the program and events. The program is currently in production of print materials to distribute in these visits.

As part of their outreach to the community at large, the program continues to work with community media to profile our program, students, and events. The program is co-sponsoring a Latin American Film Festival to be held during the last week of September and October as part of their contribution to the celebrations of Latin American Heritage Month, newly designated by the federal government. The program will engage faculty and students to introduce the films and talk about the LAS program; this initiative should improve awareness of the program in the local Latin American community and in the city overall.

Medium-term response: In the coming academic year, the program will collaborate with community partners in outreach efforts to Latino high school students, co-sponsoring a series of workshops on journalism and leadership. Specific initiatives include a collaboration with the Canadian Hispanic Heritage Council, with whom the unit is partnering for the Toronto Latin American Film Festival. Other events will be organized in collaboration with the Institute for Creative Exchange, the organization Latin@s en Toronto, and with a correspondent for NotiMex, who has offered to facilitate workshops for the unit.

**The reviewers recommended developing a more formal advisory group that would meet regularly and consult broadly with individuals involved with Latin American Studies.**

Immediate-term response: Effective this September, the Program Director is establishing a formal Advisory Committee will include faculty with a longstanding interest in LAS, including former Directors, reading and research group members, event organizers and regular event attendees. As a component of the Advisory Committee, a Research Committee of 3-4 members will also be established to plan academic and cultural events. The Advisory Committee has already held its first meeting of the year, and the newly established research committee will be meeting in the coming weeks. The Director has designated a \$6,000 fund for which the Research Committee will be responsible, and which will be allocated towards academic events including colloquia and invited speakers. The responsibilities of this committee will include consultation with student and community groups and other individuals involved with program activities.

Medium-term response: The Director will continue to assign affiliated faculty members to an annual Undergraduate Research Award Committee; as in previous years, the Program Director will assign faculty to this committee, and will participate in the reviewing of student applications, as well as in matching students with appropriate faculty advisors for their projects.

## **Undergraduate**

**The reviewers highlighted the noticeable drop in enrolment in the Major program.**

Immediate-term response: The reduction in numbers in the major program is partly due to demographic shifts reflected across universities in Ontario, and particularly in the humanities. The Program Coordinator and the Director are taking steps to address this trend and boost student numbers through outreach and program promotion, as discussed above.

The Faculty will allocate \$5000 to the program for 2018-19 to support efforts to promote the program. Promotion efforts have included the professional design and printing of cards and brochures, and their wider distribution. The program has also created short videos of students (with professional assistance) to show at the opening of events and at the Toronto Latin American film festival. In addition, the program is co-sponsoring the opening gala of the film festival, featuring remarks from the Associate Vice-President, International Partnerships at the University of Toronto, along with municipal, provincial, and federal leaders. This initiative is intended to give greater visibility to the program within and beyond the university

Possible structural changes in the program, as noted above, along with greater engagement from faculty in cognate units, may also increase the program's visibility to students in the Faculty.

The program recognizes the possibility of future growth due to demographic trends of Latin American populations in Canada and the hemispheric importance of the region in relation to Canada. The Director will work with the Vice-Dean, Academic Planning and Strategic Initiatives, to identify possible growth opportunities within the Faculty.

**The reviewers encouraged developing curriculum on Indigenous Peoples in Latin America.**

Immediate-term response: Students in LAS have indicated interest in a course on Indigenous Peoples in Latin America. Our reviewers also highlight this point. The program is currently developing a new course on Indigenous Realities in Latin America, to be taught by Dr. Victor Rivas in winter of 2019 as LAS 302. The program will develop this course in consultation with colleagues in the Centre for Indigenous Studies

In addition, the program has consulted with the Director of Indigenous Initiatives in the Office of the Vice-President and Provost, who has offered a number of key contacts that will allow the program to effectively develop the course and related activities, and to promote collaboration and the cross-promotion of courses between our program and other units.

The new course will be taught in alternate years. It follows on the successful development of two other new courses, Latinos in Toronto, (an experiential learning course), and Critical Perspectives on Development and Volunteerism in Latin America (a combined course and guest-speaker series focused on the impact and ethics of volunteer projects, and the only course of its kind in Canada). This course and series was offered through collaboration with Region of Peel Public Health.

**The reviewers also suggested that the program review issues with frequency and quantity of course offerings.**

Immediate-term response: As noted above, the Dean's office is working with the program to develop a plan that will engage continuing faculty in the core curriculum. This should expand the variety of courses currently offered.

The recent development of three new courses (described above) has also added greater variety to the LAS curriculum. Each of these is taught in alternate years.

An additional course, first offered in 2016, LAS 401, on Political Ecologies and Extractivism, is now being offered in alternate years. This course has included an optional study abroad component in Ecuador, in collaboration with the Munk School for Global Affairs and Public Policy. Two LAS students participated in this component in 2016.

The program regularly offers an introductory sequence of LAS 200-201, and two other courses at the 300 level, one in the humanities and one in the social sciences, with alternating topics. The program also collaborates with New College to co-sponsor and offer two joint courses on the Hispanic Caribbean, JLN 327 and JLN 427.

In 2018-19, the Director will work with the Vice-Dean, Undergraduate and International, to review the LAS curriculum.

**The reviewers suggested exploring additional options for experiential learning and research opportunities and funding for study abroad options.**

Immediate-term response: Structural changes in the program, described above, will increase students' contact with tenure-stream faculty, enhancing their opportunities to engage in faculty research programs.

The program will continue to offer the course, LAS 401: Latinos in Toronto, in alternate years, in collaboration with our community partners. The program is also applying for a Community Partnership Research Program Grant, in collaboration with the Hispanic Canadian Heritage Council; this program aims to develop a virtual museum on the topic of Latin American immigration to Toronto, incorporating oral history through interviews, and textual and photographic resources through archival research. This project will allow for the direct involvement of undergraduates as student researchers, ongoing collaboration with community partners, and the development of a new experiential learning course focused on the historical components of Latino experiences in Toronto.

LAS 400 (Political Ecology and Extractivism), will continue to offer a field study component. The program has met with staff from the Center for International Experience to discuss ways to make funding available for more students to participate in this and similar opportunities.

Medium-term response: Over a number of years, small groups of our students have had the opportunity to travel to Cuba as part of JLN 427: Revolution and Culture in Cuba. This year, the program initiated a new funding model, in collaboration with New College, in order to make this a regular, funded opportunity for two or three students each year. The program is able to offer the field study component to three students this year, although the long-term funding agreement

with New College is still pending.

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

Sincerely,

A handwritten signature in blue ink that reads "David Cameron".

David Cameron, CM, FRSC  
Dean and Professor of Political Science

cc.

Susan Antebi, Director, Latin American Studies

Poppy Lockwood, Vice-Dean, Academic Planning and Strategic Initiatives, Faculty of Arts & Science

Daniella Mallinck, Director, Academic Programs, Planning and Quality Assurance, Office of the Vice-Provost, Academic Programs

Andrea Benoit, Academic Review Officer, Office of the Dean, Faculty of Arts & Science



## UTQAP Review Summary

<b>Program Reviewed:</b>	Pharmaceutical Chemistry, B.Sc. (Hons) Specialist
<b>Division/Unit Offering Program:</b>	Faculty of Arts & Science
<b>Commissioning Officer:</b>	Dean, Faculty of Arts & Science
<b>Reviewers:</b>	<ol style="list-style-type: none"><li>1. Professor Hans-Peter Loock, Department Head, Department of Chemistry, Queen's University</li><li>2. Professor Gerhard Multhaup, Department Chair, Department of Pharmacology and Therapeutics, McGill University</li></ol>
<b>Date of Review Visit:</b>	February 12, 2018

### Previous Review

**Note:** The program was part of the 2007-08 Provostial Review of the Faculty of Pharmacy. The review report included: "The newer Pharmaceutical Chemistry Specialist Program (B.Sc.) offered jointly by the Faculty of Arts and Science and the Faculty of Pharmacy is expected to positively impact the number and quality of applicants for the graduate programs in the near future."

## Current Review: Documentation and Consultation

### Documentation Provided to Reviewers

- Terms of Reference
- Self-Study
- Appendices
- Faculty CVs

## Consultation Process

The reviewers met with:

- Dean, Faculty of Arts & Science, and Vice-Dean, Academic Planning and Strategic Initiatives
- Program Director, Pharmaceutical Chemistry
- Dean of Pharmacy
- Faculty from the Faculty of Pharmacy who teach in the Pharmaceutical Chemistry program
- Undergraduate students in Pharmaceutical Chemistry
- Representatives from Cognate Units including Department of Pharmacology and Toxicology, Department of Chemistry
- Administrative staff in Pharmaceutical Chemistry/Faculty of Pharmacy

## Current Review: Findings and Recommendations

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### 1. Undergraduate Program

The reviewers observed the following **strengths**:

- Objectives
  - Program is a good feeder for graduate studies at the Faculty of Pharmacy
- Curriculum and Program Delivery
  - Most students are happy with the quality of the course content
- Innovation
  - Opportunities for experiential learning via lab courses, and the Professional Experience Year (PEY)
  - Relationships have been established between the program and several pharmaceutical companies in Toronto and elsewhere allowing students to learn about industry and have access to internships
- Quality Indicators – Undergraduate Students
  - Current students are excellent recruiters for the program
  - Students active in the specialist as highly motivated and show keen interest in graduate studies
- Quality Indicators – Faculty
  - Students have high praise for the faculty

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

- Overall
  - Program has “structural weaknesses” and has “failed to launch”
  - “Should be a high-enrollment, cross-faculty, flagship program...instead it is a low-profile program, which remains very incipient”
- Admission Requirements

- The lower admission standards of the program may lead to some students enrolling in the program to improve their GPA in order to then move to a different program with higher admission requirements
- Curriculum and Program Delivery
  - Department of Chemistry, and Department of Pharmacology & Toxicology have had little input, or interest, in the curriculum, and Pharmacy is seen to have little authority over the curriculum and administration
  - Course requirements and learning outcomes are unclear; the Self-Study included “learning outcomes at the degree-level, but [did] not indicate how each of the courses contributes to these learning outcomes”
  - Apparent lack of curriculum review by a curriculum committee
  - Students are unsure of learning outcomes and appeared to be surprised by the physical chemistry requirements
  - Physical chemistry courses may be a barrier to program completion
  - Program does not have enough basic chemistry courses to qualify for accreditation by the Canadian Society for Chemistry (CSC)
  - Only four courses unique to the program; the rest of the courses are offered to students from across different programs
- Innovation
  - Some international students are unable to complete the PEY due to visa requirements
- Quality Indicators – Undergraduate Students
  - High program attrition
  - Entrance GPA is not particularly high
  - No data on employment outcomes, so unable to assess if graduates obtain careers in the field

The reviewers made the following **recommendations**:

- Curriculum and Program Delivery
  - Establish a joint curriculum committee
  - Improve the transfer credit options between the program and other Chemistry programs
  - Reconfigure, or introduce new courses, with aim of building student community earlier in the program; have program specific courses and more unique 400-level offerings
  - Consider option of increasing program requirements to qualify for CSC accreditation
- Student Engagement, Experience & Program Support Services
  - Introduce summer research courses to increase research exposure
  - Consider making PEY mandatory for one of two streams to help alleviate visa issues
- Quality Indicators – Undergraduate Students

- Provide students earlier access to the Pharmacy building in attempts to build a community
- Begin tracking graduate employment outcomes

## 2. Faculty/Research

The reviewers observed the following **strengths**:

- Faculty
  - Pharmacy faculty are strong researchers
  - Faculty from Pharmacy involved in program delivery are very supportive of the program

The reviewers observed the following **concerns**:

- Faculty
  - No formal system for making teaching assignments

The reviewers made the following **recommendations**:

- Faculty
  - Consider making joint faculty appointment or new hire

## 3. Administration

The reviewers observed the following **strengths**:

- International Comparators
  - Strong research levels when compared to peer programs

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

- Relationships
  - Faculty, staff, and student morale is mixed; some individuals expressed “indifference, and even hostility”
  - Faculty of Arts & Science is seen as having little enthusiasm for the program
  - Unclear level of support for program director
  - No strong relationships with cognate units, Arts & Science, or Pharmacy
- Organizational and Financial Structure
  - No academic unit lead for the program, leading to inadequate human resources and supports
- Long-Range Planning & Overall Assessment
  - Inadequate program administration; requires overhaul
  - Lack of administrative structure and academic plan
  - No bilateral agreement defining the responsibilities of the program, and the Faculties of Arts & Science and Pharmacy

- While students are good recruiters, there is no formal recruitment plan and the program is not advertised on the Chemistry website

The reviewers made the following **recommendations**:

- Relationships
- Long-Range Planning & Overall Assessment
  - Consider the following:
    - Transferring the program to the Faculty of Pharmacy
    - Transferring the program to the Department of Chemistry
    - Maintaining the status quo
  - Urgently attend to a complement plan, an enrolment strategy, and development/fundraising initiatives
  - Designate a program Chair
  - Provide program advertising materials on the Chemistry website
  - Consider developing an accelerated master's program

Administrative Response – Appended



UNIVERSITY OF TORONTO  
FACULTY OF ARTS & SCIENCE

October 18, 2018

Professor Susan McCahan  
Vice-Provost, Academic Programs  
University of Toronto

**Re: UTQAP cyclical review of Pharmaceutical Chemistry**

Dear Professor McCahan,

Along with the faculty, staff, and students of the Pharmaceutical Chemistry program, I welcome the external reviewers' assessment of Pharmaceutical Chemistry, B.Sc., Hons., (Specialist). While the report reveals significant challenges for the program, the external reviewers conclude that *"it is apparent to the reviewers that the program serves a purpose and should continue, but the program administration would have to be fundamentally overhauled."*

In your letter dated June 28, 2018, you identify several areas of the review report that are key items requiring attention. The response to these items and implementation plan are separated into immediate (6 months), medium (one to two years), and longer (three to five years) terms, where appropriate, along with who (Director, Dean) will take the lead in each area. The Pharmaceutical Chemistry program has discussed the reviewers' comments through consultation with various groups and has begun to implement changes where appropriate and that are consistent with Pharmaceutical Chemistry's mission.

**Strategic Planning**

**The reviews found that the program "is compromised by a set of structural weaknesses" and conclude that it has "failed to launch." Please indicate whether there continues to be interest in offering this program to Faculty of Arts and Science students, and clarify how you will evaluate how the program relates to the academic plans of the Faculties of Arts & Science and Pharmacy.**

The Faculty of Pharmacy has a deep interest in continuation of the Pharmaceutical Chemistry program. This program educates students about the science, technology, and research methods underlying drug development and drug therapy, which is central to pharmacy-related research. The Pharmaceutical Chemistry program is distinct from programs that train Pharmacists, and instead addresses a critical need to educate students interested in pursuing graduate studies or working in the pharmacy industry. The Faculty of Arts & Science is also committed to the continuation of the Pharmaceutical Chemistry program, as it is a research-intensive faculty deeply committed to excellence in undergraduate education in the life sciences, which includes the field of pharmaceutical chemistry. As we explain below, the structural weaknesses that have

compromised the success of the program will be addressed in large part by transferring its administrative home to the Department of Chemistry.

**The reviewers commented that there is no administrative structure to support the program, and no formal agreement between Arts & Science and Pharmacy regarding program responsibilities.**

Immediate-to-medium-term response: The Faculties of Arts & Science and Pharmacy have agreed to transfer the administrative home of the Pharmaceutical Chemistry Specialist program from the Faculty of Pharmacy to the Department of Chemistry in the Faculty of Arts and Science. The Department of Chemistry has extensive experience operating undergraduate programs, and will provide the necessary administrative structure that is required to have the program thrive.

In accordance with procedures of the Office of the Vice-Provost, Academic Programs, for transferring undergraduate programs, the Deans of both Faculties will co-sign a letter addressed to the Provost which details the terms of the transfer, and specifically addresses the following: the academic rationale; transition planning for students, faculty, space, budget, and timeline; and consultation. The Associate Dean, Undergraduate Issues and Academic Planning in the Faculty of Arts & Science, is currently working with the Director of the Pharmaceutical Chemistry Program, the Acting Dean of Pharmacy, and the Chair of the Department of Chemistry to agree upon the detailed terms of the transfer; these terms will clearly state the program responsibilities. The proposed timeline for the Deans to send the letter to the Provost is late fall 2018, with the formal transfer occurring May 1<sup>st</sup>, 2019.

**The reviewers recommended exploring structural changes to ensure the program has a clear home, and clarifying the leadership structure and how authority for making teaching assignments is determined.**

Immediate-term response: In addition to transferring the administrative home of the Pharmaceutical Chemistry program to the Department of Chemistry, a new leadership structure will be implemented. A faculty member from the Faculty of Pharmacy will continue to serve as Program Director and will work with a newly created Curriculum Committee regarding all program proposals and changes. This Curriculum Committee will be Chaired by the Program Director and will include representation from the Faculty of Pharmacy, the Department of Chemistry, the Human Biology program, and the Department of Pharmacology and Toxicology. This Curriculum Committee will begin meeting in January 2019 and will meet twice per year.

Medium-to-longer-term response: The terms of the transfer will specify how teaching assignments will be determined. In brief, the unit administering the course will be responsible for assigning an instructor to teach that course. In the past, assignment of teaching for courses offered in the program by the Faculty of Pharmacy has been somewhat ad-hoc; however, going forward the Dean of the Faculty of Pharmacy will assume responsibility (directly, or through delegation) for teaching assignments to courses offered by Pharmacy in the Pharmaceutical Chemistry program, in accordance with its work-load policies.

**The reviewers recommended establishing a cross-Divisional curriculum committee and holding regular meetings.**

Immediate-to-longer-term response: As described above, a Curriculum Committee will begin meeting in January 2019 and will meet twice per year.

### **Undergraduate Program**

**The reviewers noted that the program has not articulated learning outcomes or mapped program requirements to those outcomes.**

Immediate-to-medium-term response: The Pharmaceutical Chemistry Program Director will engage in a Curriculum Mapping exercise, which includes articulating clear learning outcomes and associated program requirements, defining assessment of learning, and aligning these with program and degree learning expectations. The Director will conduct this mapping exercise in consultation with the program's newly created Curriculum Committee. The mapping exercise will be initiated in January 2019 and be completed by the end of that year.

**The reviewers suggested a number of changes to the curriculum including introducing additional courses, reorganizing the timing of course requirements, and increasing student exposure to research opportunities.**

Medium-to-longer-term response: The completion of Curriculum Mapping will identify where additional course(s) are required. The Curriculum Committee will then determine whether existing courses (offered by other units) could be offered to meet the program needs, and if not, the Curriculum Committee will propose the creation of new course(s) to meet student learning requirements. New course proposals will be submitted to the Sciences Curriculum Committee by the appropriate unit (Chemistry or Pharmacy, depending on the discipline-specific nature of the course).

By moving the administrative home of the program to the Department of Chemistry and establishing a cross-divisional Curriculum Committee, there is the potential for new research opportunities for Pharmaceutical Chemistry students. The existing and potentially new opportunities will be communicated to students through the existing email communication between the Program Director and the Pharmaceutical Chemistry students, but also through the more established student communication lines within the Department of Chemistry.

**The reviewers expressed concern with the 50% program completion rate.**

Medium-term response: The program is currently listed in the Life Sciences Stream, when, in fact, the discipline is more consistent with the Physical Sciences, and this misrepresentation may have contributed to the relatively high attrition rate. The Program Director will work with the Faculty of Arts & Science Registrar to have the program listed as a Physical Science. In addition, the Curriculum Mapping exercise will identify whether gaps exist in student knowledge (e.g. Physical Chemistry); if gaps are identified, they will be addressed through the inclusion of additional courses in the program or modification of existing program courses to ensure that students have the required knowledge to be successful in their required courses.



**The reviewers observed that program requirements and educational opportunities could be better communicated to students.**

Immediate-to-longer-term response: As described above, the transfer of the program's administrative home to the Department of Chemistry will provide an established set of student communication channels that the program will use to ensure students are aware of the program requirements and educational opportunities.

### **Faculty Resources**

**The reviewers indicated there is an urgent need for a faculty complement plan.**

Immediate-term response: Faculty members are hired by the Faculty of Pharmacy and the Faculty of Arts and Science, in accordance with their academic and complement plans; faculty members are not hired by the program. However, both Faculties understands the need to ensure that teaching assignments are made in a stable manner. For Pharmaceutical Chemistry courses the Dean of Pharmacy will assign teaching, while the Chair of the Department of Chemistry will assign teaching for the Chemistry courses, both in accordance with their respective workload policies.

### **Administration**

**The reviewers stated that development and fundraising initiatives are urgently needed.**

Medium-term response: The Program Director will work with the Advancement Offices in the Faculties of Pharmacy and Arts & Science to determine whether fundraising opportunities exist for the program.

To conclude, we appreciate that the external reviewers identified Pharmaceutical Chemistry's strengths and noted a few areas for development. Pharmaceutical Chemistry 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.

Rob Macgregor, Director, Pharmaceutical Chemistry

Poppy Lockwood, Vice-Dean, Academic Planning and Strategic Initiatives, Faculty of Arts & Science

Christine Allen, Acting Dean, Faculty of Pharmacy

Daniella Mallinck, Director, Academic Programs, Planning & Quality Assurance, Office of the Vice-Provost, Academic Programs

Andrea Benoit, Academic Review Officer, Office of the Dean, Faculty of Arts & Science

## UTQAP Review Summary

<b>Programs Reviewed:</b>	<ul style="list-style-type: none"><li>• Environmental Studies, BA (Hons): Major, Minor</li><li>• Environmental Ethics, BA (Hons): Major, Minor</li><li>• Environment &amp; Health, BSc (Hons): Specialist, Major</li><li>• Environment &amp; Energy: Minor</li><li>• Environmental Science, BSc (Hons): Major, Minor</li><li>• Environment &amp; Toxicology, BSc (Hons): Specialist</li><li>• Environment &amp; Behaviour: Minor</li></ul>
<b>Division/Unit Reviewed:</b>	School of the Environment, Faculty of Arts & Science
<b>Commissioning Officer:</b>	Dean, Faculty of Arts & Science
<b>Reviewers (Name, Affiliation):</b>	<ol style="list-style-type: none"><li>1. Professor John Pierce, Ph.D., Department of Geography, Simon Fraser University</li><li>2. Professor Stephen Murphy, Ph.D., School of Environment, Resources and Sustainability (SERS), University of Waterloo</li></ol>
<b>Date of Review Visit:</b>	January 28, 2018

## Previous Review

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**Date: February 21, 2010**

### Summary of Findings and Recommendations

#### 1. Undergraduate Programs

The reviewers observed the following strengths:

- The Centre has gained experience on how to develop curricula and teach to prepare students to address environmental issues

The reviewers identified the following areas of concern:

- High interest in better integration of environmental offerings

#### 2. Graduate Programs [n/a]

#### Faculty/Research

The reviewers observed the following strengths:

- Very significant recent gains including collaboration between faculty

The reviewers identified the following areas of concern:

- Little research being organized through the Centre
- Faculty members expressed a strong desire to participate in addressing environmental issues in a more integrated and effective manner across the University

The reviewers made the following recommendations:

- Appoint more faculty members to the Centre, using “hub and spoke” model

#### Administration

The reviewers observed the following strengths:

- Remarkable agreement among key participants on how the program is working, what the next steps should be, and how to implement them
- Successful development of distance learning and professional development opportunities

The reviewers identified the following areas of concern:

- Lack of common physical space

The reviewers made the following recommendations:

- Choose from one of four possible futures for the Centre, detailed in the review report

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

## Current Review: Documentation and Consultation

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### Documentation Provided to Reviewers

- Terms of Reference
- Self-study
- Appendices
- Faculty CVs

### Consultation Process

The reviewers met with:

- Dean, Faculty of Arts and Science; Vice-Dean, Academic Planning and Strategic Initiatives; Associate Dean, Undergraduate Issues and Academic Planning
- Director, School of the Environment
- Appointed Faculty, School of the Environment
- Faculty from cognate units including Geography and Planning; Philosophy; Psychology; Human Biology; Economics; Ecology and Evolutionary Biology; Anthropology; Chemistry; Earth Sciences; Classics; Computer Science; Physics;
- Sessional Lecturers
- Administrative staff including Communications Officer; Business Officer; Assistant to the Director; Manager, Professional Development Programs; Undergraduate Student Advisor & Placement Coordinator; Graduate Administrator
- Undergraduate Students

## Current Review: Findings and Recommendations

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### 1. Undergraduate Programs

The reviewers observed the following **strengths**:

- Admissions requirements
  - Appropriate admission requirements
- Curriculum and program delivery
  - Excellent curriculum that is on par with expectations for the field
  - Positive recent addition of a major/minor BSc in Environmental Science to the existing BA in Environmental Studies
  - Significant recent improvements to experiential learning opportunities, including excellent professional experience and study abroad options
  - Innovative “Living Lab” approach
  - Use of excellent sessional instructors (e.g., Environmental Law) brings a level of learning that is not available in most other programs

- “Big Idea” courses are highly useful additions to enhancing the experiential pedagogy
- Assessment of learning
  - Successful and valuable use of multiple means of assessment over students’ courses of study
  - Upper division courses include smaller-group learning experiences and more in-depth examinations of particular environmental problems and issues, via a variety of capstone and professional experiences
- Quality indicators – students
  - Very good overall employment rate for the larger cohort of FAS graduates with BSc and BA degrees
  - NSSE results suggest that programs are strong on higher order learning, and in particular, reflective and integrative learning, relative U15 and University programs
  - Students enjoy their overall experience, particularly the smaller scale of the program at a large University as well as professional experiences and interactions
  - Great diversity of international students through active recruitment efforts
  - Important current initiative to more closely connect the professional experiences of alumni with the career aspirational goals of students

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

- Admissions requirements
  - Communication about admissions paths is confusing; little or hard to locate information online about requirements.
- Curriculum and program delivery
  - Students have varying perspectives about the balance of natural/physical science research and professional placements versus the social sciences, as well as the environmentalist versus business and economics approaches
  - Living Lab opportunities are not clear to students
  - Access to Professional Experience and Environmental Research courses is not as clear as it could be

The reviewers made the following **recommendations**:

- Objectives
  - Starting in students’ earliest courses, provide clearer information about graduate and professional options
- Curriculum and program delivery
  - Facilitate closer interaction of faculty and students, including by changing course delivery at the senior undergraduate level

- Provide more opportunities for interaction between undergraduate and graduate students to enhance the educational experience
- Provide additional curricular focus on quantitative methods
- Review the second-year core courses for excessive overlap
- Review the curriculum more frequently
- More clearly communicate with students about admissions paths and degree requirements, chiefly by updating the School's website
- Engage in more communication to highlight and celebrate the innovative Living Lab
- Provide more information to students about the Professional Experience and Research courses, including communicating the level and identity of instructors and how to enrol in the courses
- The proposed Environment and Sustainability stream with Trinity College would be a great fit
- Students
  - Work to improve a sense of community; offer more workshops that bring undergraduates together

## 2. Graduate Program [n/a]

## 3. Faculty/Research

The reviewers observed the following **strengths**:

- Overall quality
  - Commensurate to above average in terms of national and international comparators
  - School has done a fine job with limited resources and limited internal in-house professors
- Research
  - Provide excellent research activities for undergraduate students in class and beyond
- Faculty
  - Positive new hybrid 'hubs and spokes' model of faculty appointments and course delivery
  - New promising hiring across a diverse spectrum of research interests on the environment

The reviewers identified the following **areas of concern**: (none noted)

The reviewers made the following **recommendations**:

- Faculty
  - If moving to EDU:A, a dedicated faculty complement would allow for strengthening existing areas of environmental studies, environmental

science and sustainability, and allow for new cognate areas beyond those in the planned faculty FTE complement

## 4. Administration

The reviewers observed the following **strengths**:

- Relationships
  - Ample goodwill and cooperation between the School and cognate units
    - School and cognate units have an excellent grasp of new opportunities related to areas like Big Data.
    - Staff and the officers have done a terrific job trying to sort relationships and course delivery with cognate units.
  - Expanded and refined collaborative degree programs are anchored in trans-disciplinarity and inter-disciplinarity
  - High overall morale and strong commitment and attachment to the School
  - Very good relationship with the Sustainability Office
- Organizational and financial structure
  - Very promising developments recent “groundswell” of sustainability and enhanced environment-focused research and teaching that position University and FAS in a leadership position. This includes:
    - Formation of the School of the Environment in 2012
    - Establishment of the President’s Advisory Committee on the Environment, Climate Change, and Sustainability (CECCS)
    - Appointment special advisor to the President relating to CECCS
    - New sustainable building initiatives
  - Highly effective Director of the School, who has brought the parts of the School to a cohesive whole
  - Appropriate and effective of HR staff
  - Finances are in excellent condition
  - Staff and professors in administration of the School have done a terrific job with the challenges faced by University and Faculty decisions related to space/infrastructure support
  - Discretionary revenue from Professional Development program
- Planning/vision
  - School has an excellent vision and strategy
  - Enormous amount of energy and time has gone into the planning and development of the unit over the past 12 years, including the change from a Centre to a School
  - Prospects for fundraising are particularly good
- Reputation/profile
  - School is broadly similar to the models used at other leading Canadian Universities
  - Ranking reflects well on the School’s small and relatively new programs

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

- Relationships
  - ‘Hub and spoke’ model contains tensions, including how much control the School and cognate units can have over each of their courses and who gets administrative credit for students.
  - Current structure makes long term planning harder as cognate units are very engaged but have to make decisions focused on their own interests.
  - Could create competition or impede collegiality with other EDU:As if school was to transition status
  - Opportunities for more collaboration with the Centre for Indigenous Studies challenged by both units being EDU:Bs
  - Outreach and impact via individual professors and students but School itself has less visibility and impact locally and nationally
- Organizational and financial structure
  - EDU:B status is a barrier to research because research focused graduate admissions are not in the School’s scope—creating problems for the School’s status, hindering professors’ research, and making it harder to attract professors
  - Ongoing and longstanding discussions with administration regarding transitioning School from EDU:B to EDU:A
  - Pressures on space
  - School appears to have less control over resources than other similar units
  - Managing faculty workload and student FTE accounting is problematic due to lack of consistency across departments that provide courses for the School’s undergraduate programs.
- Planning/vision
  - Budgetary challenges are potentially made worse by planned reductions in FAS enrolments, which could constrain growth in School enrolments and limit ability to better balance BA Environmental Studies vs. BSc Environmental Science
  - Succession of discussions have not consistently moved forward Environment at the University of Toronto to capture the exciting ‘zeitgeist’ around the Anthropocene and global environmental change

The reviewers made the following **recommendations**:

- Relationships
  - Strengthen the cognate relationship and activities with the Department of Anthropology



- Clarify course weighting, credit and budgeting for courses taught by different departments, to reduce the complexity of managing faculty workload and student FTE accounting, and their budgetary implications
- Organizational and financial structure
  - Determine whether to transition the school from an EDU:B to an EDU:A
    - The change to an EDU:A status would strengthen collegiality, create a shared sense of purpose and unity, reduce administrative complexity, increase access to indirect funds, enhance direct entry into graduate programs, strengthen the mandate for both inter-disciplinarity and trans-disciplinarity, allow for research chair appointments, and improve the scope and nature of the division/unit's relationship with external government, academic and professional organizations
    - If the change is made, the School needs to develop a new strategic and operational plan.
  - Address short and long term strategic space needs, including augmenting lab space particularly for environmental science stream students; improvements in dedicated space would significantly alter the reputational capital of the School on and off campus and improve collegiality
  - Consider creating a standing committee for Undergraduate Studies so that students can voice their opinions and stay up to date on curricular matters
- Planning/vision
  - Discuss how the larger issues that face the Faculty of Arts and Science can fit with the ambitions of the School
  - FAS and the University should determine the priority of the School and its activities, and make this priority known in strategic and operational plans.
  - Relatively small and modest changes to administrative status, dedicated space and faculty complement would make a very good School even better—qualitatively and quantitatively.
- Reputation/profile
  - If the School transitions to EDU:A status, a new strategic and operational plan should be developed to raise the School's visibility and improve its impact locally and nationally. Engage in comparisons to other units in Canada and abroad

Administrative response—appended



UNIVERSITY OF TORONTO  
FACULTY OF ARTS & SCIENCE

October 2, 2018

Professor Susan McCahan  
Vice-Provost Academic Programs  
University of Toronto

**Re: UTQAP cyclical review of the School of the Environment**

Dear Professor McCahan,

Along with the faculty, staff and students of the School of the Environment, I am pleased with the external reviewers' assessment of the School of the Environment and its programs Environmental Studies, B.A., Hons., (Major, Minor); Environmental Ethics, B.A., Hons., (Major, Minor); Environment & Health, B.Sc., Hons., (Specialist, Major); Environment & Energy (Science) Minor; Environmental Science, B.Sc., Hons., (Major, Minor); Environment & Toxicology, B.Sc., Hons., (Specialist); and Environment & Behaviour (Science) Minor. The reviewers complimented the undergraduate programs on being in "*excellent condition*" and noted that "*success is evident on a number of fronts*" in the School of the Environment

The quality of this program notwithstanding, as per your letter dated July 20, 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 and implementation plan are separated into immediate (6 months), medium (one to two years), and longer (three to five years) terms, where appropriate, along with who (Program Coordinator, Department, Dean) will take the lead in each area. The School of the Environment has discussed the reviewers' comments through consultation with various groups and has begun to implement changes where appropriate and that are consistent with the School of the Environment's mission.

**Strategic Planning**

**The reviewers recommended articulating how the priorities of the School of the Environment relate to the academic plans and priorities of the Faculty of Arts & Science and the University.**

Immediate-term response: The Director will work with the Dean's office to examine opportunities for the School to align with and deliver Faculty priorities. In 2017-18, Arts and Science developed a document that articulates Faculty Strategic and Operational priorities. Specifically, the Faculty will: capitalize on our strengths as a Faculty of Arts and Science; improve the student experience, inside and outside the classroom; push the boundaries of our research success; promote diversity and accessibility; and build new partnerships with our communities. In addition, we will focus on a key operational priority: building the capital and infrastructure needed to pursue our strategic goals.

The School of the Environment is well-placed to play a role in the delivery of two of these strategic priorities in particular. First, as a multi-disciplinary centre with programs that cross sectors, the School is well-situated to capitalize on A&S's strengths as Faculty of Arts *and* Science. Indeed, the school offers undergraduate programs leading to both BA and BSc degrees, and includes joint faculty appointments across sectors. The School is also in the process of proposing a Masters of Environment and Sustainability (MES) graduate degree that would have the potential to bring together students with Science, Humanities, and Social Science backgrounds. The Faculty will work with the new program Director to identify further areas in which students and researchers may benefit from the School's multidisciplinary approach to Environmental Science and Environmental Studies.

The School is also well-aligned with the Faculty priority to enhance community partnerships. For example, the Acting Director is planning a faculty retreat for members of the School, with a particular focus on strengthening trans-disciplinary research within the School, enhancing the visibility of the School in national and international issues on the environment, and identifying international partners for strategic collaborative links. The School will work to increase engagement with local and national environmental issues, and engaging with international partners for collaboration in both education and research. The School currently holds 9 joint-appointed faculty with other Departments or EDU-As, making it an excellent hub for collaborations.

In addition to considering alignments with Faculty priorities, the Director also will review the University's ISRP (Institutional Strategic Research Plan) and the President's Three Priorities (leveraging our urban location, international partnerships, and reimagining undergraduate education) to identify areas of strength and potential areas for development within the School.

Medium-term response: The Director will continue to work with the President's Advisory Committee on the Environment, Climate Change and Sustainability with regard to articulating the School's role in the evolving sustainability strategy of the university

**The reviewers suggested that changes to the School's EDU:B status might enhance collegiality, shared purpose, access to resources, graduate programs, and complement; they advised that it is time for a discussion of the School's EDU status.**

Immediate-term response: The Dean will commence a consultation process in which members of the school and cognate units will be involved in a discussion of structural changes that may be beneficial to the School, including the possibility of a transition from EDU-B to EDU-A status. We note that the issue of when a change in status from C to B or B to A may be appropriate for an EDU is a larger question for the Faculty. The Faculty will strike a Working Group in 2018-19 to develop clear policies and guidelines for internal academic changes in centres and programs that fall outside Departments. Consultations regarding a change to the School of Environment's status will take place in the context of this larger process.

Medium-term response: The Faculty will implement structural changes to the School that are deemed appropriate following consultation, as noted above.

## **Faculty Resources**

**The reviewers highlighted that if the School changes to an EDU:A, a dedicated faculty complement would be an important step to strengthening the depth of research and teaching at the School.**

There are currently 10 faculty with appointments to the school. Eight joint faculty lines have been allocated over the past 5 years. Although joint appointments encourage the development of partnerships within the Faculty, they can also pose challenges with respect to teaching assignments and other administrative issues. If the School becomes an EDU:A in the future, it will be eligible to hold primary administrative appointments.

In the Faculty of Arts and Science, units submit requests for new faculty positions 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.

Medium-term response: The School's Program Director will undertake a complement planning exercise to identify areas for jointly appointed hires. Should the School transition to EDU-A status, the School will be eligible to submit requests for faculty lines through the Faculty Appointments Committee.

The School will work with the Dean's office to strengthen research and teaching at the school.

## **Administration**

**The reviewers recommended exploring initiatives to expand community at the School. Further, they added that a dedicated space for the School would help build collegiality.**

Immediate-term response: The Dean will review options to improve the school's space. Options under discussion include a dedicated building, consolidation in a contiguous space, and improvements to the current two spaces in the Earth Sciences Centre. The feasibility, timeline, and external implications for each option will be evaluated. The Director will review the current space needs in the light of recent faculty hires and the proposed graduate program, and develop a plan to implement the reviewer's recommendations for greater interaction between faculty, graduate students, and undergraduate students.

Medium-term response: With support from the Dean's Office, the School will decide on which space option to pursue and develop a plan and timeline.

The Director will continue to explore initiatives aimed at expanding community, including the possibility of joint faculty positions, and the development of connections with existing programs (including the new Trinity One program on environment and sustainability). The Director will also continue to improve the organization and management of the School's ongoing Environment

Seminar series, the Environment and Health seminar series, the three annual Memorial lectures, and the annual Willis & White Thought Leadership event.

**The reviewers suggested exploring collaborative opportunities with cognate units including the Centre for Indigenous Studies and the Department of Anthropology.**

Immediate-term response: The School will continue ongoing consultations with units such as the Centre for Indigenous Studies and the Department of Anthropology to explore further research and teaching collaborations. The Director will continue to reach out to other cognate units for opportunities for cross-appointments as well as research and teaching collaborations.

**The reviewers highlighted the need for improvements to communications regarding program admissions, the availability of experiential learning opportunities, and future professional and career options.**

Immediate-term response: The School will continue with the redesign of the current website to improve communication with students. For example, a section for prospective students has been added and needs to be populated with content, and an alumni profiles section is in preparation.

The Director will work with the School's recently hired Communications Officer and the Communications and Outreach Committee to develop and implement a communications strategy including a stronger social media presence; further development of audience-driven web-based content; opportunities to promote the Living Lab approach as a key innovation in the School; and improvements in highlighting the expertise and level of the people available for professional experience opportunities.

Medium-term response: The School will implement this new communications strategy. The Director will lead a review of the new website and communication strategy, seeking input from students to identify gaps and opportunities for further improvements.

**The reviewers recommended ensuring that mechanisms are in place to ensure regular discussion of the curriculum and experiential learning, including input from students.**

Immediate-term response: The School will build upon a recent decision to separate the role of the Academic Associate Director into two positions: Undergraduate Associate Director and Graduate Associate Director (pending approval of a new graduate program), by implementing separate Undergraduate and Graduate Affairs Committees to allow fuller and richer discussions of relevant issues.

The School will work to improve student representation on both of these committees, and to improve opportunities for students' voices to be heard.

Medium-term response: The School will work with the Vice-Dean, Undergraduate and International, to identify opportunities for SoE students within the Faculty. In addition, the Director will work with the Curriculum Innovation subcommittee of the President's Advisory Committee on Environment, Climate Change and Sustainability, with regard to their goals for increasing community-engaged learning courses and activities on sustainability topics.

## **Curriculum**

**The reviewers suggested some revisions to course offerings such as adding more quantitative methods content, and reviewing potential overlap in second year courses.**

Immediate-term response: The Director will commence discussions with the Vice-Dean, Undergraduate and International, to discuss curriculum issues raised during the course of the cyclical review.

Medium-term response: The Director will oversee a curriculum mapping exercise, guided by the School's priorities. The Director will implement the recommendations that flow out of the mapping exercise.

**The reviewers suggested that increased interactions between students and faculty may be achieved by changes to course delivery; they also suggested enhancing the educational experience by improving interactions between undergraduate and graduate students.**

Immediate-term response: The Director will identify and develop activities that enhance interactions within the School's communities, including staff, faculty, undergraduate and graduate students and various student groups.

Medium-term response: The Director will review the use of cross-listed courses between undergraduate and graduate levels, including: ENV461/ENV1103 "The U of T Campus as a Living Lab of Sustainability;" and ENV422/ENV1701 "Environmental Law." These courses are currently offered through a graduate collaborative specialization. The School will consider other opportunities for cross-listed courses. The reviewers noted that some students may not have been aware of the "U of T Campus as a Living Lab of Sustainability" course; the Director will work to ensure that students are aware of the variety of course options available to them through the School.

Longer-term response: As noted above, the School is proposing an MES program; this program will have the potential to increase opportunities for graduate students to engage in mentorships, career opportunities and TAing for key ENV courses.

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

Sincerely,

A handwritten signature in blue ink that reads "David Cameron".

David Cameron, CM, FRSC  
Dean and Professor of Political Science

cc.

John Robinson, Acting Director, School of the Environment

Poppy Lockwood, Vice-Dean, Academic Planning and Strategic Initiatives, Faculty of Arts & Science

Daniella Mallinck, Director, Academic Programs, Planning and Quality Assurance, Office of the Vice-Provost, Academic Programs

Andrea Benoit, Academic Review Officer, Office of the Dean, Faculty of Arts & Science

## UTQAP Review Summary

<b>Program Reviewed:</b>	Physician Assistant Program, B.Sc.P.A.
<b>Unit Offering Program:</b>	Department of Family and Community Medicine
<b>Commissioning Officer:</b>	Dean, Faculty of Medicine
<b>Reviewers:</b>	<ol style="list-style-type: none"><li>1. Professor Neil Gibson, Clinical Affairs and Director of Simulation, Faculty of Medicine &amp; Dentistry, University of Alberta</li><li>2. Professor Olle ten Cate, Director, Centre for Research and Development of Education, University Medical Center, Utrecht</li></ol>
<b>Date of Review Visit:</b>	March 26, 2018
<b>Previous Review</b>	
n/a – Program initiated in 2009	

## Current Review: Documentation and Consultation

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### Documentation Provided to Reviewers

Confirmation/Agreement Letter, Terms of Reference, Self-Study Report, Faculty CVs, 2017 Dean's Report, Faculty of Medicine's Strategic Priorities, University of Toronto's Towards 2030.

### Consultation Process

The reviewers met with the following:



1. Dean, Faculty of Medicine and Vice Provost, Relations with Health Care Institutions
2. Vice Dean, Graduate and Academic Affairs, Faculty of Medicine, University of Toronto
3. Vice Dean, Partnerships, Faculty of Medicine, University of Toronto
4. Registrar and Director of Enrolment Services, Faculty of Medicine, University of Toronto
5. Associate Dean, Office of Health Professions, Student Affairs, Faculty of Medicine, University of Toronto
6. Dean of Students and Senior Director, Academic Operations and Quality, The Michener Institute of Education at the University Health Network
7. BScPA Medical Director, Department of Family and Community Medicine (DFCM), University of Toronto
8. Deputy Chair, Partnerships, DFCM, University of Toronto
9. BScPA Academic Coordinator (and Course Director PAP 111 & 269)
10. BScPA Program Director (and Course Director PAP 131 & 241)
11. Administrative Staff – DFCM, University of Toronto:
  - i. DFCM Financial Officer
  - ii. BScPA Program Assistant
  - iii. Business and Administration Director
  - iv. BScPA Program Manager
  - v. BScPA Program Assistant
12. Administrative Staff – Northern Ontario School of Medicine
  - i. Physician Assistant Clinical Placement Coordinator, Community Engagement
  - ii. Manager, Clinical Placements, Community Engagement
13. Alumni
14. Employers

## **Current Review: Findings and Recommendations**

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### **1. Undergraduate Program**

The reviewers observed the following **strengths**:

- Overall
  - Small but thriving program
- Objectives
  - Aligns with the objectives of the 2015 national CanMEDS-PA document of Canadian Association of Physician Assistants (CAPA)
- Curriculum and Program Delivery
  - Blended learning format is working well
  - “Nimble” program, which adjusts courses based on feedback from students, and each course is formally reviewed annually
- Innovation
  - Innovative delivery; minimal residency requirement during first half of program

- Accessibility and Diversity
  - Program design good for accessibility, given the minimal residency requirement
- Student Engagement, Experience & Program Support Services
  - Proactive mentoring of student progress, and ample supports available through the Office of Health Professions Student Affairs
  - Student issues are addressed quickly
- Quality Indicators – Undergraduate Students
  - Nearly 100% completion rate; low program attrition
  - High pass rate for National Qualifying exam
  - Large demand for program: over 500 applications annually for 30 spots

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

- Overall
  - Program is facing some growing pains and difficulties, particularly in the area of Clinical Placements
- Objectives
  - Lack of clarity about the level of depth at which CAPA objectives should be considered
- Curriculum and Program Delivery
  - Challenges with Clinical Placement delivery
  - Rotations are short (4 weeks only), providing more of an observational than hands-on experience
  - Heavy reliance on online course delivery
- Innovation
  - Intensive nature of program leaves little time for students to engage in research or other scholarly activities
- Student Engagement, Experience & Program Support Services
  - Access to the Michener Simulation Lab is not always guaranteed, and workarounds do not have the same fidelity
- Quality Indicators – Undergraduate Students
  - Program graduates require 6 – 12 months of professional work in a primary care setting to achieve the level of practice expected, though this does not appear to be a significant reflection on lack of preparedness, but more of adjustment to real world practice in general; more learning needs to be acquired in subspecialty areas
- Student Funding
  - Tuition and accommodations costs exceed available student loans, and there are no scholarships available to students in the program

The reviewers made the following **recommendations**:

- Objectives

- Consider and clarify the level of depth required with respect to CAPA objectives
- Set targets or mechanisms that optimize the chances that graduates will contribute to health care in underserved communities – if the targets are not met, the program may need to rethink its mission
- Curriculum and Program Delivery
  - Monitor shift from Blackboard to Quercus given the reliance on web instruction for curriculum delivery
- Innovation
  - Explore development of Quality Improvement student projects within the context of the clinical second year
  - Consider “Entrustable Professional Activities” (EPA) model to allow flexibility and tailoring of PA training for future employment
- Quality Indicators – Undergraduate Students
  - Consider offering continuing professional development for graduates practicing in sub-specialties
  - Consider reinstating the admission requirement of prior health care experience to narrow the applicant pool
- Student Funding
  - Explore options for student scholarship including linkages with other Faculty programs and units

## 2. Faculty/Research

The reviewers observed the following **concerns**:

- Faculty
  - Core faculty are somewhat isolated from the rest of the Faculty of Medicine
  - Limited teaching staff; this could be a concern for the future of the program

The reviewers made the following **recommendations**:

- Faculty
  - Seek opportunities to increase faculty collaborations
  - Initiate a faculty development program and encourage graduates to become involved with the program

## 3. Administration

The reviewers observed the following **strengths**:

- Relationships
  - Program is well supported by the Faculty of Medicine, and the Department of Family and Community Medicine
  - Tight knit program enables good communication with little bureaucracy
- Organizational and Financial Structure

- Good streamlining of program administration and human resources
- Program is efficient with finances
- International Comparators
  - Program appears consistent with other programs in the United States

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

- Relationships
  - Lack of clarity around program and its objectives or lack of familiarity with the profession can be barriers to finding placements in rural/remote areas, which already have MD placements; work needs to be done in the area of communication to the remote and rural areas promoting the profession as a viable and important entity in the delivery of health care
- Organizational and Financial Structure
  - Challenging to recruit preceptors for longitudinal clinical experience modules
  - Challenging to find space for residential training components

The reviewers made the following **recommendations**:

- Relationships
  - Explore further developing links with the Wilson Centre, and the potential for co-operative learning with the MD program
  - Improve communications to rural and remote areas to promote PA professions and thus improve placements; could be done in partnership with the MD program
- Organizational and Financial Structure
  - Establish an agreement for sessional space needs, given that residential portions can be scheduled in advance
- Long-Range Planning & Overall Assessment
  - Plans for program expansion, including to a satellite campus in the Greater Toronto Area, should be informed by program impact data, in particular data on service to rural and remote areas
  - Consider expanding program promotion to other provinces

Administrative response – appended



UNIVERSITY OF TORONTO  
FACULTY OF MEDICINE

L. Trevor Young, MD PhD FRCPC

Dean

Vice Provost, Relations with Health Care Institutions

October 15, 2018

Professor Susan McCahan  
Vice-Provost, Academic Programs  
University of Toronto  
65 St. George Street, Room 106  
Toronto, Ontario M5S 2E5

Dear Professor McCahan,

**Re: External Review of the BSc, Physician Assistant Program**

I am responding to your request for a decanal response to the external review of the BSc Physician Assistant Program in the Faculty of Medicine.

On behalf of the Faculty of Medicine, University of Toronto, I would like to thank the two external reviewers, Professors Neil Gibson (Clinical Affairs and Director of Simulation, Faculty of Medicine & Dentistry, University of Alberta) and Olle ten Cate (Director, Centre for Research and Development of Education, University Medical Center, Utrecht) for their outstanding review of the BSc Physician Assistant Program on March 26, 2018. The reviewers described the Program as “*thriving*” and “*robust*.” They conclude by stating: “*This program is a lean and viable educational enterprise that is successful in producing PAs that meet the national competency profile. It is engaged in continuous quality improvement and delivers an innovative educational process.*” I also want to 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.

**I. Curriculum and Program Design**

*The reviewers noted the difficulties in placing students in clinical sites.*

RESPONSE: The program recognizes the challenges in placing students, especially in rural and remote sites. The program is continuing to monitor, through rotation-specific evaluations and clinical encounters logs, the various placements in order to compare the clinical experience of students in placements. The program plans to use this data to set 6 monthly meetings with the purpose of reviewing the data and forming ongoing action plans to improve clinical placements. This will allow the program to provide a much more fulsome review of clinical placements. The program is limited to 40 weeks of clinical placements due to funding arrangements with the MOHLTC, but will ensure the highest quality of clinical experiences through this comprehensive review. The program has already changed the process to review students’ placement location needs 6 months earlier, at the commencement of the non-clinical year, rather than waiting until 6 months prior to the start of the clinical year.

In addition, the program will increase regular communication with existing preceptors to strengthen their engagement with the program. This will be a medium term goal, as strengthening these relationships will occur over time. The Medical Director, in collaboration with the Clinical Course Director and Program Director, will be responsible for this action.

*The reviewers suggested reinstating wherever possible prior paid health care working experience for applicants.*

RESPONSE: The Admissions Committee is committed to reviewing the application requirements, including the requirement for previous paid health care experience. This will include analyzing the collected data comparing the outcome of graduates with and without such prior experience. This recommendation will be brought forward to the Admissions Committee for its consideration before this upcoming admission cycle.

*The reviewers suggest there is a need to monitor the transition from Blackboard to Quercus.*

RESPONSE: The program provided webinars and targeted individualized support for faculty in the transition to Quercus. There will be a focus in the academic lead's role on faculty development targeting the transition to the new LME platform. Since the time of the UTQAP process, the university transitioned to Quercus on September 1, 2018 and all of the BScPA courses are now on the new platform.

*The reviewers suggest the use of Entrustable Professional Activities to balance the breadth and depth within the Program.*

RESPONSE: The program will work with other universities and health care faculties to determine the best way to assess trainee competence. The development of EPAs is one method used by some schools. Since the UTQAP review, the program has already changed the final practical exam to be in an EPA format. The program will continue this work to ensure trainees' competencies are attained and work with the next version of the national accreditation standards in which it is expected that EPAs will play a vital role.

## **II. Research, Scholarship and Faculty Development**

*The reviewers suggested ways for the Program to connect to the Faculty's research mission; as an example, by focusing on the Program as a "test bed" for education delivery innovation.*

RESPONSE: The Program Director, in the medium term, will explore embedding research and scholarly activities in the curriculum. There are student projects that could easily evolve into scholarly work; the program is already exploring introducing QI projects to the EBM course in first year. In addition, opportunities exist in the long term, to collaborate with the Department of Family and Community Medicine (DFCM) and the MD Program, the Wilson Centre and other PA programs and the Centre for Faculty Development on research projects. The Medical Director has already begun to engage with each of these potential collaborative partners.

*The reviewers recommended working with other Faculty units to provide scholarship and research opportunities for students*

RESPONSE: The Medical Director, in collaboration with the Chair of DFCM, will establish research opportunities within DFCM in the medium term.

### **III. Administration**

*The reviewers suggested fundraising for scholarships in response to student concerns about financial aid.*

RESPONSE: DFCM and the new Medical Director are committed to collaborate with the Faculty of Medicine's Student Financial Aid office and the Advancement Office to develop additional opportunities support PA students financially. This is a long-term goal of the program.

*The reviewers suggested considering outlining an agreement regarding sessional space needs.*

RESPONSE: The Faculty and DFCM will work closely with the program to establish an agreement for consistent sessional space. This goal can be accomplished in the medium term, and next September's classroom schedule has already been set as a step to work on obtaining physical space for learning activities in advance.

Thank you for the opportunity to respond. Please let me know if you require any additional information.

Sincerely,

A handwritten signature in black ink, appearing to read 'T. Young', with a stylized, cursive script.

Trevor Young

## UTQAP Review Summary

<b>Programs Reviewed:</b>	Anthropology, BA (Hons): Specialist, Major, and Minor  Anthropology, BSc (Hons): Specialist and Major
<b>Division/Unit Reviewed:</b>	Department of Anthropology, UTM
<b>Commissioning Officer:</b>	Dean and Vice Principal Academic, UTM
<b>Reviewers:</b>	1. Professor John Barker, Department of Anthropology, University of British Columbia 2. Professor Barbara J. Mills, School of Anthropology, University of Arizona
<b>Date of Review Visit:</b>	February 22 – 23, 2018



## Previous Review

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**Date: November 3 – 4, 2009**

### Summary of Findings and Recommendations

#### 1. Undergraduate Programs

The reviewers observed the following strengths:

- Students have “high praise for the faculty and for the courses they teach.”

The reviewers identified the following areas of concern:

- Issues related to availability of courses, the complexity of the program design and the nature of requirements, and a need for greater links between subfields

The reviewers made the following recommendations:

- Give thorough and systematic attention to the curriculum and its rationale

#### 2. Graduate Programs (n/a)

#### Faculty/Research

The reviewers observed the following strengths:

- Active research is impressive given the department’s growth over the past five years

The reviewers made the following recommendations:

- Develop a “research community”, where senior faculty can mentor junior faculty and an environment is created to support and foster research activity

#### Administration

The reviewers observed the following strengths:

- Collegial environment

The reviewers identified the following areas of concern:

- Physical space is a challenge

The reviewers made the following recommendations:

- Improve the relationship between UTM Anthropology and the graduate Department of Anthropology
- Reconsider the staffing arrangement in the Department
- Rethink governance structure to increase participation in governance and decision making

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

# Current Review: Documentation and Consultation

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## Documentation Provided to Reviewers

Terms of Reference; Department of Anthropology Self-Study, 2018; Previous Review Report and Administrative Responses; UTM Degree Level Expectations, 2016; U of T Facts & Figures, 2016; UTM Academic Plan, 2017; UTM Vision Statement, 2017; UTM Academic Calendar, 2017-2018; UTM Viewbook, 2017-2018; U of T Domestic Viewbook, 2017-2018; Tri-Campus Framework.

## Consultation Process

The reviewers met with the Vice-Principal Academic & Dean; Vice-Dean, Academic Experience; Interim Chair of the Department of Anthropology, UTM; Graduate Chair of the Department of Anthropology; Forensic Science Program Director; Reviewers from Forensic Science External review; senior and junior tenure-stream faculty members; sessional instructors; undergraduate and graduate students; departmental administrative staff; teaching lab technician.

# Current Review: Findings and Recommendations

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## 1. Undergraduate Program

The reviewers observed the following **strengths**:

- Overall quality
  - Robust programs that represent the best of a four-field Anthropology department
- Objectives
  - Courses align well with stated learning outcomes; impressive Learning Outcomes Curriculum Map
  - Highly aligned with the UTM Vision Statement, mission, and academic plan goals
  - Learning Outcomes in the BA programs are achieved largely through in-class assignments and presentations
- Curriculum and program delivery
  - BA and BSc programs allow a wide variety of students with different skills and career goals to be anthropology majors
  - BSc programs in biological and archaeological anthropology offer rich opportunities for practical experience through labs and field schools
  - Emphasis on learning inside and outside the classroom, research excellence, community collaborations, and the promotion of diversity and inclusion
  - Curriculum not only reflects the state of the discipline, but is on the cutting edge with its breadth and balance

- Course offerings are remarkably comprehensive and expose students to a breadth of geographical, methodological, and theoretical approaches
- Especially strong in biological anthropology
- Structure, curriculum, length and delivery are appropriate and effective
- Incorporation of Indigenous content and themes in several courses with the assistance of the UTM Aboriginal Indigenous Elder, notably introductory anthropology biology and archaeology courses
- Archaeology and biological anthropology have many more courses and cover more than many Anthropology departments, especially at the undergraduate level
- Quality indicators – students
  - Equal quality between BSc and BA students
  - Significant student growth since the 2010 review, especially in the BSc program
  - Lively undergraduate student association that holds regular social events, a careers night, and a well-attended annual full-day research conference
- Student engagement, experience and program support services
  - Commendable regular career advising

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

- Objectives
  - Curriculum maps reveal that some courses may be too lecture dependent
- Curriculum and program delivery
  - Potential curriculum gaps in cultural resource management
  - Programs are flexible in principle, but it's unclear how often that happens in practice
  - Practical training and research opportunities offered to anthropology students may not meet the requirements of the Province's new experiential learning policy
- Student engagement, experience and program support services
  - Faculty are concerned about students' basic reading and writing skills, particularly those of English language learners
- Student funding
  - Only one competitive scholarship currently offered

The reviewers made the following **recommendations**:

- Objectives
  - Complete the Curriculum Maps for courses not taught during 2017-18
- Curriculum and program delivery
  - Require a course in statistics for the BSc programs
  - Offer more senior undergraduate courses that address topics that blend methodologies and theoretical approaches from the subdisciplines
  - Create a thesis option for fourth year students

- Review undergraduate advising procedures and resources
- Encourage a rotation of instructors, particularly tenure-stream faculty, to teach the introductory courses
- Offer more courses in applied and collaborative health and environmental studies to prepare students to work with diverse communities, including Indigenous and diasporic communities
- Explore opportunities to carry out ethnographic research projects either individually or as groups, providing BA students work more opportunities for experiential learning
- Include more information on careers in courses, particularly with a BA, in the 100 and 200 level courses
- Seek clarification of exactly what the experiential learning policy requires
- Student funding
  - Find ways to provide students with more research and travel funds
- Student engagement, experience and program support services
  - Review advising and support offered to students, and formalize faculty mentorship of students; designate a faculty member to work with the undergraduate advisor
  - Add a faculty member to the undergraduate admissions advising team to help with program visibility
  - Do more to assist students lacking basic academic skills
  - Coordinate career advising with alumni outreach
- Outreach/promotion
  - Offer more online information, especially about research opportunities

## 2. Graduate Program (n/a)

## 3. Faculty/Research

The reviewers observed the following **strengths**:

- Overall quality
  - World class faculty with expertise in a wide range of areas
- Research
  - Impressive research productivity
  - Faculty enjoy high publication rankings
- Faculty
  - Remarkable curricular and research breadth with the addition of new faculty
  - Particular strengths in molecular anthropology, medical anthropology, political/legal anthropology, primatology, paleoanthropology, linguistic anthropology, and archaeology
  - CLTAs are satisfied with the support they receive from the department

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

- Research
  - The nature of Anthropology research takes people away from campus
- Faculty
  - Recent growth has meant an increase in expectations of service by some senior faculty members to UTM

The reviewers made the following **recommendations**:

- Faculty
  - Create an additional position in medical anthropology within the next few years
    - With a new hire in this area, capitalize on strengths in biological anthropology and forensic sciences to create programs in medical anthropology
    - Use this hire for coverage while others are away
  - Explore faculty hires in environmental anthropology and cultural resource management to enhance the offerings in areas of job growth
  - Fill one or more of these positions with an Indigenous scholar

## 4. Administration

The reviewers observed the following **strengths**:

- Relationships
  - Impressive comradery and enthusiasm for the department from faculty, staff, and students
  - Faculty members engage in interdisciplinary teaching and research as well as outreach events across the tri-campus system
  - Faculty praise the mapping and GIS facility at the library
  - Faculty are involved in a diverse range of research activities nationally and internationally and collaborate with other universities and research centres
- Organizational and financial structure
  - Excellent, effective departmental leadership
  - Upgraded faculty laboratory facilities since the move to the Health Sciences building
  - Department has handled all of the recent changes remarkably well
- Planning/vision
  - Department takes systematic, collaborative, and creative approaches to identify and address current and future challenges

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

- Organizational and financial structure

- Housing Forensic Sciences in the department creates administrative/staffing burden, though there are several shared courses
- Department is understaffed relative to recent growth
- Planning/vision
  - Commitment to—but not a clear strategy for—incorporating Indigenous ideas in the department

The reviewers made the following **recommendations**:

- Relationships
  - Explore fundraising possibilities, beginning with outreach to alumni
  - Explore the possibility of joint activities with cognate disciplines, such as cross-listed courses or interdisciplinary team-teaching, particularly in sociocultural anthropology
  - Reach out to the recently-hired classical archaeologist in Historical Studies to explore possible collaborations
  - Foster ties to the city of Mississauga as the Anthropology programs expand opportunities for experiential learning
- Organizational and financial structure
  - Department should be relieved of administrative responsibility for the Forensic Sciences programs
  - Increase and stabilize staffing
    - Finalize the department manager position
    - Create a new website and communications position to help make opportunities for students clear and increase fundraising outreach
- Planning/vision
  - Explore all avenues—teaching, research projects, and recruitment of students and faculty—to expand upon respectful and collaborative relationships with Indigenous peoples, particularly in the local community
  - Strike a working group to review syllabi and coordinate Indigenous focused curriculum development
  - Plan for growth in space allocations

Administrative response—appended



October 5, 2018

Professor Susan McCahan  
Vice-Provost, Academic Programs  
Simcoe Hall  
University of Toronto

Dear Professor McCahan,

I am writing to provide an administrative response to the External Review of UTM's Department of Anthropology, which was held in February 2018. The Anthropology, Hons. B.A. (Specialist, Major) and Anthropology, Hons. B.Sc. (Specialist, Major, Minor) programs were reviewed. The reviewers noted that the curriculum balanced breadth and depth effectively and praised the detailed learning outcomes and curriculum map. The reviewers also cited the interdisciplinary environment cultivated in the department and the high morale of faculty, staff, and students. The Department is well positioned to adjust to changes in the discipline and, with support, will continue to provide outstanding programs. An implementation plan with timelines can be found at the end of this letter.

### **Curriculum**

*The reviewers recommended reviewing undergraduate advising procedures and resources and to consider adding a faculty member to the advising team.*

The Department has already made a number of changes to address this recommendation, including the creation of an Associate Chair position with responsibility for undergraduate advising, the creation of online resources, and the establishment of drop-in advising hours. The advising teams are making use of recently introduced *program plans* that provide an overview of academic, co-curricular and academic opportunities available to UTM students. Program plans are available for both the Anthropology HBA and HBSc programs. Going forward, further improvements will be coordinated by the Associate Chair, assisted by a recently approved 50% Communications and Outreach Officer.

*The reviewers supported the prioritization of Indigenous course content and emphasized developing a strategy that aligns with this commitment; the reviewers suggested a working group might be helpful to coordinate course content and syllabi.*

The Department is committed to incorporating Indigenous perspectives and content into courses, and will seek to emphasize Indigenous scholarship in future hires. Over the last few years, the Department has already begun delivering courses with indigenous content and experience, several of which were not captured in the self-study (ANT101H5, ANT340H5, ANT368H5, and ANT463H5). In addition, three members of the Anthropology Department (two faculty and one graduate student) are members of UTM's Indigenous Action Group and are leading efforts to

obtain SSHRC and LEAF grants to support the creation of equitable partnerships between the Mississaugas of the New Credit First Nation (MNCFN) and UTM.

*The reviewers highlighted a curriculum gap in area of cultural resource management, and a shortage of courses in collaborative health and environmental studies.*

The Dean has recently approved a new tenure-stream Sociocultural Anthropology position focused on Environmental Anthropology. We expect that the new hire will join the Department in the summer of 2019. The new hire will develop courses focused on the environment that will complement existing courses. Going forward, the Department will assess faculty complement needs annually and will look for opportunities to add expertise in the Anthropology of Health and in Archaeology with a focus on Cultural Resource Management.

*The reviewers suggested increasing the rotation of faculty teaching introductory courses, and increasing the visibility and appeal of first year courses.*

Enrollments in the first-year undergraduate courses (ANT101H5 and ANT102H5), as well as other introductory service courses (ANT210H5, ANT211H5 and ANT214H5) are very healthy and have grown over the past five years. The Department will implement a rotation of faculty in ANT102H5 and will continue to monitor both enrollments and learning outcomes in the introductory courses.

*The reviewers listed several recommendations for the curriculum: introducing a statistics course required for B.Sc. students and recommended for B.A. students; creating a common 4th year course for B.A. and B.Sc. students; and introducing a 4th year thesis option.*

The Department recently introduced an optional, fourth year statistics course for B.Sc. students (ANT407H5 - Quantitative Methods in Archaeology and Biological Anthropology). Both faculty and students have indicated interest in the introduction of a required introductory statistics course, and the Department will investigate implementation of such a course in conjunction with broader efforts at UTM, driven by UTM's Academic Plan, to support the development of foundational numeracy skills.

The Department will explore opportunities for introducing a common course for 4<sup>th</sup> year B.A. and B.Sc. students. The newly created Anthropology of Health focus would be a natural area for this course. The Department already has two advanced optional courses for undergraduates to carry out independent reading and research (ANT498H5 and ANT499H5, respectively). Adding a full-year thesis option to these offerings is not currently of interest.

*The reviewers suggested expanding experiential learning opportunities for B.A. students and ensuring all experiential opportunities reflect current provincial principles, while also cautioning that “departments have to maintain a careful balance between such activities, which tend to be far more demanding of faculty time and resources than lecture and seminar courses.” The reviewers added that it would be beneficial to provide students with career related information earlier in the program.*



As discussed in their self-study, the Department already offers a broad range of courses including experiential learning opportunities in the B.Sc. program, and a number of B.A. courses also incorporate experiential learning opportunities (ANT241H5, ANT335H5, and ANT364H5). The Department will explore ways to expand available activities in the B.A. program.

## **Faculty**

*The reviewers suggested expanding the expertise in the Anthropology of Health area and to consider if this would be an opportunity hire an expert in Indigenous health and medicine.*

The Anthropology of Health is a priority area for the Department in terms of faculty complement. Adding faculty in this area would complement the research of existing faculty, could emphasize Indigenous scholarship, and would enable an expansion of undergraduate course offerings in Anthropology Health Stream, potentially including a joint B.A. and B.Sc. fourth-year offering. The Department will look for opportunities through the normal faculty complement process to add expertise in this area.

## **Students**

*The reviewers noted that faculty expressed concerns with students' basic reading and writing skills.*

UTM has committed, in its Academic Plan, to supporting the development of students' foundational writing and numeracy skills. The Department is participating in these efforts and, in addition, is actively seeking to better support students as they develop reading and writing skills in Anthropology courses. Some examples include:

- In collaboration with the English Language Learners (ELL) specialist at the Robert Gillespie Academic Skills Center (RGASC), implementing six workshops for ELL in ANT101H5 during the Winter 2019 term.
- Introducing support, in class and in tutorials, for an essay assignment in ANT204H5.
- Including course-specific writing workshops, jointly taught by the instructor and experts from the RGASC, to ANT313H5 and ANT402H5.

The Department commits to continuing to encourage these efforts and to look for other opportunities to provide writing instruction, for example by introducing tutorials to ANT102H5 to provide time and space for activities that enhance reading and writing skills.

## **Relationships**

*The reviewers encouraged the Department to expand collaborative relationships, through teaching, research, student and faculty recruitment, with Indigenous peoples and the local community.*

The Department is currently working with the MNCFN to support a symposium on “*The Importance of Indigenous Education in Ontario Classrooms*” to be held at UTM in December

2018 and to develop a course on “Anthropology and Indigenous Peoples of Turtle Island.” The Department is committed to building a relationship with Indigenous peoples and the local community and will actively seek future opportunities for collaboration.

*The reviewers suggested increasing collaborations with cognate units, including Historical Studies.*

The Department of Anthropology is already involved in numerous collaborations with cognate units. A detailed description of past collaborations was provided in the “Internal and External Relationships” section of the self-study. More recently, Department faculty have become involved in the recently created Centre for Urban Environments, been awarded “XSeed: Expanding Our Research Impact Through Inter-Disciplinary Collaboration” funding for collaboration with faculty in Civil Engineering and Geography, and are collaborating with faculty from Geography, Sociology, and OISE to support the MNCFN symposium, “*The Importance of Indigenous Education in Ontario Classrooms.*” The Department will continue to engage in future opportunities for collaboration, in particular with the Department of Historical Studies.

### **Administration**

*The reviewers made some recommendations around staffing levels to respond to Departmental growth.*

The Office of the Dean has recently approved two staff positions for the Department: a Department Manager to be shared with the Forensic Science Program and a 50% Communications and Outreach Officer.

*The reviewers recommended removing the administrative responsibility for the Forensic Science programs from the Department.*

The Department fully supports the Forensic Science program’s plan to apply for EDU-B status in the near term and for EDU-A status once the program is fully capable of supporting itself. The Department also supports the relevant changes in the appointment status of faculty hired for the Forensic Science Program that will be required to create the proposed EDU.

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### **Implementation Plan - Department of Anthropology, UTM**

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

## Immediate Term (6 months)

### Curriculum

- Improve career advising support by adding online resources, incorporating career advice into first- and second-year courses, and establishing drop-in advising hours with the Associate Chair and other faculty. *[Department]*
- Support a symposium on “*The Importance of Indigenous Education in Ontario Classrooms*” initiated by the Mississaugas of the New Credit First Nation (MNCFN), to be held at UTM on December 7, 2018. *[Departments of Anthropology and Geography with funding from the Dean’s Office]*

### Students

- Collaborate with the Robert Gillespie Academic Skills Centre (RGASC) to support writing instruction in ANT101H5, ANT204H5, ANT313H5, ANT402H5, and other writing-intensive courses. *[Department with support from the Dean’s Office]*

### Administration

- Hire the recently approved Department Manager and Communications and Outreach Officer positions. *[Department with funding from the Dean’s Office]*

## Medium Term (1-2 years)

### Curriculum

- The Associate Chair and a new Communications and Outreach Officer to collaborate with faculty and UTMAS (the Department’s student society) to continue improving career advising resources and to make career and graduate studies workshops available. *[Department]*
- Implement a rotation of faculty in ANT102H5 and other introductory courses. *[Department]*
- Assess curriculum needs and opportunities annually, including: *[Department]*
  - o Offering a new course on “*Anthropology and Indigenous Peoples of Turtle Island*” in collaboration with the MNCFN.
  - o Developing or adopting an introductory course in statistics for Anthropology in conjunction with a broader UTM effort to improve foundational numeracy skills.
  - o Creating a shared course for 4<sup>th</sup> year B.A. and B.Sc. students in the area of Anthropology of Health.
  - o Including additional experiential learning opportunities into B.A. courses.

### Faculty

- Hire a new tenure-stream Sociocultural Anthropologist in the area of Environmental Anthropology. *[Department with funding from the Dean’s Office]*
- Assess faculty complement needs annually, including an emphasis on Indigenous scholarship and in the areas of the Anthropology of Health and Cultural Resource Management. *[Department with funding from the Dean’s Office]*

#### Students

- Identify additional opportunities to provide reading and writing support in writing-intensive courses, including introducing tutorials to ANT102H5. *[Department with support from the Dean's Office]*

#### Administration

- Support the Forensic Science Program's efforts to create an EDU-B in order to begin to separate the administrative responsibilities of the Anthropology and Forensic Science programs. *[Department with support from the Dean's Office]*

#### Long Term (3-5 years)

##### Curriculum

- See medium term goals above.

##### Faculty

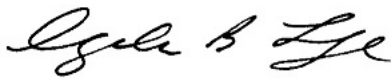
- See medium term goals above.

#### Administration

- With the Forensic Science Program, explore the feasibility of creating EDU-A in order to fully separate the administrative responsibilities of the Anthropology and Forensic Science programs. *[Department with support from the Dean's Office]*

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

Sincerely,



Angela Lange  
Acting Vice-Principal, Academic & Dean

## UTQAP Review Summary

<b>Programs Reviewed:</b>	<ul style="list-style-type: none"><li>• Forensic Science, B.Sc. (Hons.): Major, Minor</li><li>• Forensic Science – Anthropology, B.Sc. (Hons.): Specialist</li><li>• Forensic Science – Biology, B.Sc. (Hons.): Specialist</li><li>• Forensic Science – Chemistry, B.Sc. (Hons.): Specialist</li><li>• Forensic Science – Psychology, B.Sc. (Hons.): Specialist</li></ul>
<b>Division/Unit Offering Programs:</b>	Department of Anthropology, UTM
<b>Commissioning Officer:</b>	Vice-Principal Academic & Dean, UTM
<b>Reviewers:</b>	<ol style="list-style-type: none"><li>1. Professor Shari Forbes, PhD, School of Mathematical and Physical Sciences, University of Technology Sydney</li><li>2. Professor Oliver Ribaux, PhD, School of Criminal Sciences, University of Lausanne</li></ol>
<b>Date of Review Visit:</b>	February 21 – 22, 2018

## Previous Review

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**Date: December 2 - 3, 2009**

### Summary of Findings and Recommendations

#### 1. Undergraduate Programs

The reviewers observed the following strengths:

- High media profile and strong enrolments
- Good post-graduation employment

The reviewers identified the following areas of concern:

- Historical mix of courses patched onto a science curriculum with no singular goal in mind; deficient in many areas required for accreditation

The reviewers made the following recommendations:

- Eliminate forensic psychology and forensic anthropology tracks
- Align curriculum to accreditation and restructure curriculum to emphasize the core forensic disciplines of biology, to include forensic DNA analysis, and forensic chemistry
- Provide discipline-specific course advising and career placement
- Redesign website for internal and external audiences
- Contact alumni and use them to improve and enhance the program

#### 2. Graduate Programs (n/a)

#### Faculty/Research

The reviewers identified the following areas of concern:

- Nature of the faculty complement does not contribute to a strong and coherent program
- Heavy reliance on sessional instructors

The reviewers made the following recommendations:

- Add faculty and staff
- Develop a direct formal measure of teaching quality
- Assign sessional instructors to specific courses on a regular basis

#### Administration

The reviewers observed the following strengths:

- Program Director is dedicated and has the correct vision, requisite experience and leadership skills to direct the program successfully

The reviewers identified the following areas of concern:

- Program Director does not have the necessary administrative authority or control over the program to effectively improve it
- The program has no real infrastructure, sharing laboratory space with other departments

The reviewers made the following recommendations:

- Establish as a separate department or a department-like structure
- Pursue accreditation

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

## Current Review: Documentation and Consultation

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### Documentation Provided to Reviewers

Terms of Reference; Program of Forensic Science Self-Study, 2018; Previous Review Report and Administrative Responses; UTM Degree Level Expectations, 2016; U of T Facts & Figures, 2016; UTM Academic Plan, 2017; UTM Vision Statement, 2017; UTM Academic Calendar, 2017-2018; UTM Viewbook, 2017-2018; U of T Domestic Viewbook, 2017-2018; Tri-Campus Framework.

### Consultation Process

The reviewers met with the Vice-Principal Academic & Dean; Vice-Dean, Teaching and Learning; Forensic Science Program Director; Interim Chair of the Department of Anthropology, UTM; Reviewers from the Anthropology External Review; teaching and tenure-stream faculty members; sessional instructors; adjunct faculty; undergraduate students; departmental administrative staff; teaching lab technicians.

## Current Review: Findings and Recommendations

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### 1. Undergraduate Program

The reviewers observed the following **strengths**:

- Overall quality
  - Programs are successful and growing, with future growth expected
- Objectives
  - Programs reviewed align with the University's mission
- Admissions requirements
  - High quality students admitted selected due to high demand and limited spaces in the specialist programs
- Curriculum and program delivery

- Innovative, experiential-based program delivery—in field schools, laboratories, and the crime scene house—is well suited to forensic science given its focus on case studies and real-world examples
- Good coverage of cognate disciplines
- Curriculum is similar to other forensic chemistry and forensic biology programs in Canada
- Complex structure of the programs provides rich options for students
- Specialist programs includes the research internship project, which offers an opportunity to work with experts in the field and provides an opportunity to publish the results in peer-review journals
- Major and minor programs offer a high level of exposure to external stakeholders through guest lectures and sessional instructors
- 3D crime scene visualisation course is unique in Canada
- Assessment of learning
  - Rigorous internship evaluation process
  - Final year students do well in a professional environment, demonstrating that the learning outcomes from prior years are acquired and integrated
- Quality indicators – students
  - Program demand is high, ensuring selection of high quality students with high GPAs
  - Student are engaged and mostly positive about their learning experiences
  - Completion rates and time to completion are appropriate
  - Reported that a significant proportion of students go into a forensic and investigative career and/or continue into other academic paths
- Program development
  - Development of strategic, new specialist programs such as digital forensic science, forensic linguistics, and environmental forensics, guided by the market and the input of professional stakeholders
- Outreach/promotion
  - Outstanding outreach and communication with youth and high schools in the local community contributes to the programs' popularity
- Physical resources
  - Program has access to shared new or refurbished laboratory spaces, a crime scene house, and two collaborative learning rooms

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

- Overall quality
  - Unclear how the programs align with the Department of Anthropology's vision due to their unusual location within the Department
- Curriculum and program delivery
  - Forensic anthropology and forensic psychology programs have different foci and needs from an external stakeholder perspective



- Complex structure causes difficulties in scheduling, lab use, overlap in material, and instructors meeting all degree level expectations due to students with different background knowledge
- Lacking a global overview of the content of the six different programs, causing conflict in schedules and overlap in material covered— particularly true for sessional instructors
- Quality indicators – students
  - Students have reported difficulty completing in four years due to the programs’ highly structured nature and limited elective courses
  - Limited data about post-graduation outcomes; alumni are not well tracked due to lack of administrative support
  - Programs are understaffed relative to growth, posing a concern for meeting the learning outcomes of the programs
- Physical resources
  - While impressive instrumentation is available in spacious laboratories, the ratio of students to instruments does not allow for sufficient hands-on experience, making it impossible to accommodate the students of the forensic major program in this activity

The reviewers made the following **recommendations**:

- Curriculum and program delivery
  - Consider developing courses in modern transversal dimensions in forensic science, some of which represent key learning outcomes for future forensic scientists and would meet the expectations of a wider range of stakeholders
  - Ensure input from everyone (faculty, sessional instructors, students) in the development of new courses, programs, the structure of the forensic science unit, and activities surrounding the review of undergraduate and graduate programs
  - Focus on the development of a graduate program with a broader base rather than introducing further complexity through new undergraduate specialist programs
- Quality indicators
  - Collect post-graduation outcomes data, which will be valuable to elaborate the future vision of the forensic science programs

## 2. Graduate Program (n/a)

## 3. Faculty/Research

The reviewers observed the following **strengths**:

- Overall quality

- Programs implemented by highly competent and committed faculty and staff, as well as high quality consultants, experienced professionals and a half-time technician
- Research
  - Majority of research in forensic science is carried out through the internship course, allowing students to undertake a dedicated research project and potentially publish results in peer-reviewed journals
- Faculty
  - New hire in forensic biology (tenure stream) will be dedicated to forensic science

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

- Research
  - Difficult to determine the scope, quality and relevance of faculty research activities since the majority of research in forensic science is carried out by individuals belonging to other departments
  - Lack of tenure-stream faculty in forensic science is neither appropriate nor effective for conducting nationally or internationally competitive research in forensic science
  - Director conducts research with graduate students but her research is recognised through her appointment in the Department of Anthropology and is not specifically attributed to the forensic science program
  - Student research is not sufficiently validated in the forensic science world
- Faculty
  - Unit lacks full-time tenure-stream faculty dedicated to forensic science research and mentoring/graduate supervision
  - Only full-time faculty member dedicated to the forensic science program is a teaching stream appointment in forensic chemistry demonstrating the lack of core forensic science research that can be carried out

The reviewers made the following **recommendations**:

- Faculty
  - Gradually increase the number of full-time, tenure-stream faculty up to four in the short- to mid-term
  - Integrate the sessional instructors into the faculty team to ensure a global view of all the disparate programs

#### **4. Administration**

The reviewers observed the following **strengths**:

- Relationships
  - Strengthened the partnerships with external stakeholders since the last review

- Faculty and staff are committed, engaged, and focused on the future
- Cooperative core team and collegiality with the Department of Anthropology
- Strong partnerships with primary stakeholders such as the Centre of Forensic Sciences and numerous police agencies
- Very strong and commendable links with the community and youth through outreach with schools, crime scene camp, etc.
- University benefits from the positive image generated by the forensic science program
- Organizational and financial structure
  - Structural complexity requires a high degree of collegiality with other units
- Planning/vision
  - Forensic Science Education Programs Accreditation Commission (FEPAC) provides a good framework for discussion and situating the program according to current standards

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

- Relationships
  - Some units not as collegial in terms of cross-appointing tenure-stream forensic science faculty members
  - Forensic science programs often considered last for lab scheduling
  - Crime scene camp is the only method for generating revenue
- Organizational and financial structure
  - Current organizational and financial structure is neither appropriate nor effective
    - Depends on the commitment of the small number of personnel—particularly the Director and sole full-time administrator who alone holds the corporate knowledge of the program—given the number of programs and students within these programs
    - Not viable for future growth, due to limited physical and human resources and a lack of independence from the Department of Anthropology
    - Typically the last to be considered in terms of resource allocation, including space and infrastructure support as well as course scheduling
    - Office space is lacking and people are disseminated across different buildings resulting in a lack of core identity
    - No dedicated laboratory space allowing for the distinctly different methods of teaching required (e.g., bloodstain pattern analysis)
- Planning/vision
  - FEPAC structure is rigid and not directly applicable to the Canadian system; could be a mid/long-term focus once the other priorities are addressed

The reviewers made the following **recommendations**:

- Relationships
  - Engage in more frequent conference attendance and establish broader national and international academic partnerships to foster research and creative professional activities
- Organizational and financial structure
  - Develop a structure, such as an EDU:A, to house the programs
    - Ensure that a new structure is resourced appropriately with a complement of tenure-stream and non-tenure stream faculty and adequate administrative support
    - To support growth and student demand, add a 1.0 outreach and communications position; increase the finance officer role; and augment technical staff
    - Commit office and laboratory space dedicated to the forensic science unit, rather than sharing with larger programs who typically have priority
  - Find other sources of revenue, such as casework funds that are reinvested into research or research grants with national and international collaborators
- Planning/vision
  - Develop a strong, international forensic science vision
    - Develop a graduate program, instead of focusing on the development of specialist programs
    - Anticipate changes and open opportunities for students to broaden the scope of graduate employment opportunities and adapt to new situations
    - Ensure that the University is invested in this vision and is willing to enhance the leadership and reputation of the program
  - Develop a succession plan for management and leadership so that the programs are not dependent on individuals
- Reputation/profile
  - Facilitate networking with the forensic science community internationally and strengthen the UTM forensic science reputation on a global scale

Administrative response—appended



October 9, 2018

Professor Susan McCahan  
Vice-Provost, Academic Programs  
Simcoe Hall  
University of Toronto

Dear Professor McCahan,

I am writing to provide an administrative response to the External Review of UTM's Forensic Science Program, which was held in February 2018. The Forensic Anthropology, Hons., B.Sc. (Specialist); Forensic Biology, Hons., B.Sc. (Specialist); Forensic Chemistry, Hons., B.Sc. (Specialist); Forensic Psychology, Hons., B.Sc. (Specialist); and Forensic Science, Hons., B.Sc. (Major, Minor) were reviewed. The reviewers were positive about the experiential foundation of the Program but expressed concerns about its "institutional fragility". The Forensic Science Program is valued at UTM, and the Office of the Dean is committed to working with faculty associated with the Program to develop the stability necessary for continued excellence. An implementation plan with timelines can be found at the end of this letter.

### **Faculty**

*The reviewers indicated that it was difficult to assess research activity of faculty given the lack of tenure-stream faculty and that the current complement is "neither appropriate nor effective for conducting nationally or internationally competitive research in forensic science".*

The Program, with the support of the Dean's Office, began addressing the issue of faculty complement in 2016. Two faculty hires have already been made: a teaching-stream Forensic Chemist with a scholarly interest in disciplinary pedagogy hired in 2017 and a research-stream Forensic Geneticist with a research program in Massively Parallel Sequencing hired in 2018. An additional search is currently in progress, for a teaching-stream Forensic Behavioural Toxicologist. This new faculty member will contribute to both content-specific and pedagogical research, to keep pace with the technological, legal, and theoretical advances that characterize Forensic Science.

The Program has identified three priority areas for future faculty hiring: Forensic Psychology; Forensic Microbiology, with a focus on terrorism and/or health to compliment the work of the Forensic Geneticist and Behavioural Toxicologist; and Forensic Epistemology/Ontology, a newly developing specialty that is needed to provide vision, to strengthen methodologies, and to formulate a theoretical framework for the discipline.

The Program will request a research-stream Forensic Psychology position in the next faculty complement planning cycle, aiming to perform a search in 2019-20. The Program will look for

additional opportunities through the normal faculty complement process to add expertise in the other two areas.

## **Curriculum**

*The reviewers identified issues attributed to program complexity: difficulties with class scheduling and lab access; varying levels of student preparation in each class; and overlap in curriculum between programs.*

The Program began a curriculum mapping process in 2017 to address the varying levels of student preparation and overlap in curriculum. In the past year, degree learning expectations and learning outcomes have been reviewed and defined, and some deficiencies and overlap in programming have been identified. As a result, with input from the new faculty in Forensic Chemistry and Forensic Genetics and a CLTA in Forensic Psychology/Philosophy, the Program has undertaken a significant curriculum revision (submitted for the 2019-20 calendar) that reduces overlapping content and enhances complimentary linkages between courses.

The recently submitted program revisions will improve the class scheduling issues because greater flexibility in required courses has been added to make it simpler to fulfill program requirements. Lab access will continue to vary from course to course, as the Program does not yet have dedicated teaching or research labs, but a new Science Building is being envisioned that will provide an opportunity for the Program to request multipurpose teaching and research space.

*The reviewers recommended engaging in a curriculum coordination exercise to identify curricular overlap and the interdisciplinary of the programs. The reviewers encouraged that all faculty and sessional instructors be involved in curriculum renewal and review.*

The curriculum mapping process initiated in 2017 has engaged all members of the Program, including faculty and sessional instructors, and the Program is committed to continuing to involve teaching staff in curriculum review and renewal.

*Given the existing complexities within the undergraduate programs, the reviewers did not support introducing additional disciplinary specialties and instead suggested focusing on developing a graduate program.*

The Program will not develop additional undergraduate programs at this time, focusing instead on streamlining the existing undergraduate programs and investigating and drafting a professional graduate program.

## **Students**

*The reviewers were concerned that staffing levels were affecting support for learning outcomes and student access to technical and administrative support.*

The Office of the Dean has recently approved increasing the existing 50% Lab Technician position to 100%, which will allow the program to develop more program-specific courses and

provide students with additional hands-on experience in the lab. The Office of the Dean has also approved a Department Manager position, joint with the Department of Anthropology, and a Program Outreach Officer position. These new positions should decrease the administrative burden on the Undergraduate Program Advisor, allowing more access to advising support for students.

*The reviewers commented that the ratio of students to instruments does not allow sufficient hands on experience.*

With the additional support provided by a 100% Lab Technician position, labs can be designed to rotate smaller groups of students through various instruments and lab exercises, providing more hands-on experience.

### **Administration**

*While the reviewers were complimentary, they commented that overall the program is “institutionally fragile,” and faces challenges with the current organizational and financial structure of the programs and relationship to the Department of Anthropology. The reviewers recommended developing a strong vision for the program and a strategy for long-term organization stability that can support this.*

The Program was created 22 years ago, before the existence of Extra-Departmental Units (EDUs). As the Program grew and evolved, it began to operate in a manner similar to an EDU-B, but its status was not formalized. As an immediate step, the Program intends to establish itself as an EDU-B in order to formally administer the existing Forensic Science degree programs and to separate financial and planning responsibilities from the Department of Anthropology. The Program’s long-term goal, once a sufficient faculty complement is established, is to organize itself as an EDU-A in order to hold primary faculty appointments.

The Department of Anthropology has expressed full support for the Program’s plan to apply for EDU-B status in the near term and for EDU-A status once the Program is fully capable of supporting itself. The Department also supports the relevant changes in the appointment status of faculty hired for the Forensic Science Program that will be required to create the proposed EDU.

*The reviewers commented on the lack of office and dedicated forensic science lab space, and that faculty and staff reside in different buildings.*

A new Science Building is being envisioned at UTM that will provide the Program with an opportunity to request multipurpose teaching and research lab space and a cluster of offices for faculty and an office to support to Forensic Program.

*The reviewers noted that the outreach coordinator has limited hours and is not able to meet the demand and interest from the community and local schools.*

The Office of the Dean has approved a Program Outreach Officer position to support recruitment, public education and other outreach initiatives.

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## **Implementation Plan – Forensic Science Program, UTM**

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

### Immediate Term (6 months)

#### Faculty

- Complete search for a new teaching-stream Forensic Behavioural Toxicologist. *[Program with funding from the Dean's Office]*

#### Curriculum

- Finalize the minor program revisions identified by the initial curriculum mapping work for the 2019-20 Calendar. *[Program]*

#### Students

- Increase the current 50% Lab Technician position to 100%. *[Program with funding from the Dean's Office]*

#### Administration

- Hire a Program Outreach Officer and, with the Department of Anthropology, a shared Department Manager. *[Program with funding from the Dean's Office]*

### Medium Term (1-2 years)

#### Faculty

- Hire a new research-stream Forensic Psychologist. *[Program with funding from the Dean's Office]*

#### Curriculum

- Continue the curriculum mapping process by mapping course expectations and outcomes. *[Program]*

#### Administration

- Organize as an EDU-B to formally administer existing programs. *[Program with support from the Dean's Office]*

### Long Term (3-5 years)

#### Faculty

- Assess faculty complement needs annually, including an emphasis on Forensic Microbiology and Forensic Epistemology/Ontology. *[Program with funding from the Dean's Office]*



### Curriculum

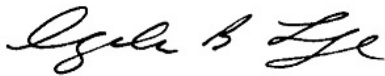
- Continue to monitor and revise the curriculum map. *[Program]*
- Develop and propose a Professional Masters Program in Forensic Science. *[Program]*

### Administration

- In conjunction with planning for a Science Building, identify appropriate teaching and research laboratory space and office space. *[Program with support from the Dean's Office]*
- With the Department of Anthropology, explore the feasibility of creating EDU-A in order to increase organizational stability for the program. *[Program with support from the Dean's Office]*

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

Sincerely,

A handwritten signature in cursive script, appearing to read "Angela B. Lange".

Angela Lange  
Acting Vice-Principal, Academic & Dean

## UTQAP Review Summary

<b>Programs Reviewed:</b>	<p>Art History and Visual Culture, B.A., Hons.: Major, Minor</p> <p>Arts Management, B.A., Hons.: Specialist</p> <p>Curatorial Studies: Minor (Arts)</p> <p>Media Studies, B.A., Hons.: Major, Minor</p> <p>Music and Culture, B.A., Hons.: Major, Minor</p> <p>Studio, B.A., Hons.: Specialist, Major, Minor</p> <p>Theatre and Performance Studies, B.A., Hons.: Major, Minor</p>
<b>Unit Reviewed:</b>	<p>Department of Arts, Culture and Media (ACM), University of Toronto Scarborough (UTSC)</p>
<b>Commissioning Officer:</b>	<p>Vice-Principal Academic and Dean, UTSC</p>
<b>Reviewers:</b>	<ol style="list-style-type: none"> <li>1. Professor Kenneth Lum, Chair, Fine Arts Department, School of Design, University of Pennsylvania</li> <li>2. Professor Susan O’Neill, Associate Dean, Academic and Research, Faculty of Education, Simon Fraser University</li> <li>3. Professor Lisa Parks, Comparative Media Studies, Massachusetts Institute of Technology</li> </ol>
<b>Date of Review Visit:</b>	<p>November 2 – 3, 2017</p>

## Previous Review

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### Undergraduate Programs

- Theatre and Performance Studies (Major, Minor)
- Music and Culture (Major, Minor)

**Date:** May 12, 2011 (University Review)

### Summary of Findings and Recommendations:

#### Programs

The reviewers observed the following **strengths**:

Theatre and Performance Studies

- Meeting both qualitative and quantitative expectations, and Department's goals on interdisciplinarity, experiential learning and a multiple-perspective approach.
- Appropriate curriculum ensures competency, depth, and comprehensiveness
- Experiential learning provides a number of links with outside world
- Program has been able to positively shape the post-graduate plans of students

Music and Culture

- Exemplary efforts to maintain its relevance within the Humanities Department and to respond to current research in the discipline
- Innovative curriculum changes within a solid program framework and appropriate emphasis on interactive learning
- Successfully prepares students for post-graduate activities in a number of music-related fields.
- Opportunities for students to enrich their learning through activities outside of the classroom

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

Theatre and Performance Studies

- Resource intensive
- Relies on the English program to provide a number of its required courses; offers D-level academic work through Supervised Studies and Independent projects rather than regularly scheduled courses

Music and Culture

- Required courses still framed fairly traditionally
- Students enter the program with varying levels of musical background

The reviewers made the following **recommendations**:

#### Theatre and Performance Studies

- Need a larger rehearsal space

#### Music and Culture

- Capitalize on unique strengths in contemporary and world music studies and other areas such as media and technology
- Reshape the program so that the need for strong musical literacy is minimized, aligning program objectives and student achievement
- Create more specialized space for these programs

### Faculty/Research

The reviewers observed the following **strengths**:

#### Theatre and Performance Studies

- Faculty committed to teaching, coaching, directing and advising students.

#### Music and Culture

- High level of scholarly activity; dedicated, collegial and responsive to change.
- Committed to bringing their scholarship into the classroom in a purposeful way

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

#### Theatre and Performance Studies

- Links to scholarship and rigour in the discipline are somewhat problematic
- Acute shortage of full-time faculty

#### Music and Culture

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

The reviewers made the following **recommendations**:

#### Theatre and Performance Studies

- Share supervision, direction, production workload among all faculty
- Hire an additional faculty member or hire another full-time practitioner who can teach practical courses, supervise practical projects, and provide additional administrative support

#### Music and Culture

- A new tenure-track position should be considered a priority
- Recently hired faculty should play a central role in designing the program structure as it continues to evolve

## Undergraduate Programs

- Art and Culture, Studio Stream (Specialist)
- Art History (Major, Minor)
- Arts Management (Specialist)
- Studio (Major, Minor)

**Date:** August 15, 2011 (University Review)

## Summary of Findings and Recommendations:

### Programs

The reviewers observed the following **strengths**:

- Programs contribute to the well being and existing reputation of UTSC
- Arts Management program is unique, one of only two such undergraduate programs in Canada

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

- Absence of a clearly outlined pathway for integrated study.

The reviewers made the following **recommendations**:

- Develop a cohesive, interdisciplinary program of study for students interested in careers in the visual arts – an integrated collective comprised of Art History, Studio, and Arts Management

### Faculty/Research

The reviewers observed the following **strengths**:

- Art History: faculty demonstrate solid curatorial/museological strength
- Studio: faculty have recognized career achievements

The reviewers made the following **recommendations**:

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

## Current Review: Documentation and Consultation

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### Documentation Provided to Reviewers

1. About the University and UTSC: UTSC Strategic Plan (2014/15 – 2018/19); UTSC Academic Plan (2015-20); UTSC By the Numbers; UTSC Admissions Viewbook (2018-19).
2. About the Review: Terms of Reference; Site Visit Schedule.
3. About the Department: Unit Academic Plan; Unit Self Study, plus Appendices.

4. About Programs and Courses: Description of ACM programs; and description of ACM courses; Course Syllabi; Course Enrolments from 2007 to Summer 2017.
5. Faculty CVs.

## Consultation Process

The reviewers met with the following: the decanal group, including the Vice-Principal Academic and Dean, Vice-Dean Undergraduate, Vice-Dean Graduate, Vice-Dean Faculty Affairs and Equity, Assistant Dean Academic, and Academic Programs Officer; the Vice-Principal Research; the Chair of the Department of Arts, Culture and Media; junior and senior members of the faculty from all areas of study; undergraduate students; administrative staff from the Office of Arts and Science Co-op; departmental technical staff; departmental administrative staff; and library staff.

## Current Review: Findings and Recommendations

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### 1. Undergraduate Program

The reviewers observed the following **strengths**:

- Student Engagement, Experience & Program Support Services
  - Engaged in outreach efforts for programs with smaller enrolments
- Quality Indicators – Students
  - Undergraduate enrolment is growing
  - Students are highly motivated and committed to the programs

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

- Curriculum and program delivery
  - Limited disciplinary breadth in smaller programs; course gaps in Art History and Visual Culture
  - 60% of the courses in the department are taught by sessional lecturers
- Student Engagement, Experience & Program Support Services
  - No post-graduation outcome data
  - Students have difficulty meeting with other students from across different programs and campus/campuses (including Centennial College)
  - Inadequate student advising
  - Issues with peer mentoring
  - Lack of faculty engagement with students; faculty “have too much on their plates”
- Quality Indicators – Students
  - Uneven enrolment across programs
  - Relatively low interest in Art History and Visual Culture programs

The reviewers made the following **recommendations**:

- Curriculum and program delivery
  - Focus on “flexible” learning outcomes, allowing student-led program combinations with “playable spaces” for students to explore their interests
  - Clarify/streamline curriculum within and across programs to allow students to select cross-program combinations more efficiently
  - Develop curricular intersections between research, pedagogy, and learning, in a variety of teaching settings
  - Infuse curriculum with experiences to teach students skills in leadership, creativity, entrepreneurship, and innovative technologies
  - Increase online courses and course substitutions to improve time to completion
- Accessibility and Diversity
  - Cater to student demographics and student population; diversify course offerings and include topics related to suburban contexts, such as a Visual Culture
- Student Engagement, Experience & Program Support Services
  - Consider developing additional co-curricular activities
  - Track post-graduation outcomes—central to building departmental vision
  - Work with centralized campus advisors to effectively communicate the Department’s curriculum and requirements
  - Review and improve peer mentoring
  - Provide funds from Dean’s Office to host events and research opportunities that bring students and faculty together

## 2. Faculty/Research

The reviewers observed the following **strengths**:

- Faculty
  - Have engaged in a lot of hard work to bring all the programs together under the new Department structure
  - Students note that faculty are very supportive and accommodating

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

- Research
  - Heavy service workload detracting from research time, especially for junior faculty
  - Limited start-up funds for some new faculty in certain research areas
- Faculty

- Need for more intellectual leadership
- Associate professors are not seeking promotion to full professor; lack of awareness of tenure and promotions processes
- Faculty are connected with different graduate programs, making it difficult to create a sense of faculty coherence in the Department
- Few faculty in Art History and Visual Culture

The reviewers made the following **recommendations**:

- Research
  - Increase start-up funds for new faculty
  - Ensure junior faculty have ample time for research and creative work
- Faculty
  - Hire more faculty, including external senior hire
  - Create opportunities for career mentorship, and ways to prepare faculty for tenure and promotion

### 3. Administration

The reviewers observed the following **strengths**:

- Relationships
  - Positive enthusiasm among faculty, staff and students
  - Students say the staff are the “heart of the department,” especially during departmental changes
  - Department committed to respect, inclusion, creativity, innovation and collaboration
  - Chair holds regular faculty meetings, which has cultivated strong faculty involvement
- Organizational and Financial Structure
  - Excellent library liaison supporting department and research culture
  - Department leadership is committed to community engagement
  - Chair’s administrative capabilities are praised, especially when handling transition challenges
  - Some functional spaces due to staff persistence, vision and ingenuity
- International Comparators
  - Department has built impressive reputation in short time since establishment

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

- Relationships
  - Students note lack of communication on campus about the arts
  - Limited knowledge of research and creative work of Department among administrators



- Challenges to building a research culture in the Department
- Organizational and Financial Structure
  - Inadequate teaching, research, performance and administrative spaces are distributed across campus and dysfunctional
    - Some music spaces are not soundproof; music hall lacks separated foyer, and seating is too far forward for proper instructor placement
    - Lack of space for sessional faculty and teaching assistants
  - Lack of student “hub” space
  - Large number of programs are spread out and have little overlap, posing challenges for staff responsible for their administration
  - Website has no definition for each program area, and lack of news items highlighting faculty and student successes
- Long-range Planning & Overall Assessment
  - Lack of clarity around a cohesive Department vision or mission statement
  - No strong theoretical argument for placing programs together
  - Creating a research culture has been challenging, and teaching steam faculty feel “shut out of research opportunities”
  - Lack of associate professors ready to be appointed as Chair

The reviewers made the following **recommendations**:

- Relationships
  - Establish more connections between research areas
  - Improve faculty/staff communication regarding some administrative processes; could use part of a faculty meeting to go over this
- Organizational and Financial Structure
  - Urgently prioritize improvements to Departmental spaces
  - Student hub space should be paramount
  - Provide clear and coherent online information to internal community and alumni
  - Consider creating “tracks” which group certain programs together to establish more coherence and efficiency in offerings
  - Consider ways to show staff appreciation
- Long-range Planning & Overall Assessment
  - Articulate a vision which provides a rationale for placing the Department programs together and overarching department goals
  - Resolve administrative issues and clarify a vision before pursuing new programs, including the PhD

Administrative response – appended



October 9, 2018

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

Dear Susan,

**Administrative Response:**  
**External Review of the Department of Arts, Culture and Media**

Thank you for your letter of July 6, 2018 requesting my administrative response to the external review of the Department of Arts, Culture and Media (ACM). I appreciate the effort the reviewers put into the external review process, and their recommendations to the Department regarding its undergraduate programs. As the reviewers acknowledge, ACM is a young Department that is developing its reputation nationally and internationally. It is committed to quality research, teaching and learning, and community engagement.

The external review report was sent to the Chair of the Department and shared widely among faculty, staff and students. The decanal group, including myself, the Vice-Dean Undergraduate, the Vice-Dean Graduate, and Academic Programs Officer met with the Interim Chair, and Associate Chairs on August 30, 2018 to discuss the external review, and the recommendations from the review report; I am pleased with the depth of the discussion that took place. We are considering the recommendations of the reviewers carefully and already have begun to act upon them.

Let me address the specific points raised in the letter:

***Strategic Planning:***

- The reviewers recommended establishing a departmental mission statement, which can provide a coherent vision for the future of the Department and its diverse program offerings, including an articulation of why each program is important within the Department's suite of offerings. The reviewers recommended specific area clusters or groups of programs as a starting point.
- Once a coherent vision has been articulated, the reviewers recommended collecting data on post graduation outcomes to assess its impact.

The reviewers acknowledge that ACM has worked very hard over the past five years to develop a departmental vision, and articulate how its nine programs fit into that vision; however, they believe more work should be done to develop ACM's strategic identity, and to collaborate across programs. As part of its visioning exercise, the reviewers suggest that ACM collect information on graduate activities post-UTSC.

As noted, ACM has been engaged in a multifaceted visioning exercise for the past several years, both in support of the development of the most recent Academic Plan (2015-20), and to consolidate its four research themes: (1) contemporary culture in flux; (2) cultural history, theory and ethics; (3) (re)making art and culture; and (4) media, institutions and the politics of participation. The Department agrees, however, that a single, concise statement will enable it to better communicate its vision to multiple publics, and it will be developing this statement over the 2018-19 academic year.

The Department also recognizes that greater collaboration among programs will strengthen its offerings and contribute to overall coherence. It is already building curricular connections between programs; for example, the new Major program in Media, Journalism and Digital Cultures (which brings together Journalism and Media Studies), the new Minor in Curatorial Studies (which brings together Studio and Art History & Visual Culture), and the proposed new Major in Arts, Culture and Media Management (which brings together Arts Management and Media Studies). Improving governance and the curriculum review process, consolidating the Department physically on campus, and hiring new faculty attracted by the interdisciplinarity of the Department, will collectively deepen and expand connections among programs.

With regard to the reviewers' concerns related to reaching out to alumni, the Department notes that individual programs have been making meaningful connections to their alumni. Nevertheless, it will reach out to the Development and Alumni Relations Office (DARO) to develop more coordinated outreach efforts. At the campus level we recognize the need to develop stronger ties with our alumni. UTSC is working on improving mechanisms for tracking our graduates, monitoring their success, and building long-lasting relationships.

- The reviewers urge the resolution of issues such as Department vision and program definition and faculty promotions before introducing the idea of a new PhD program into unit and campus strategic plans.

The reviewers endorse ACM's ambition to mount its own graduate programs; in fact, regarding the proposed doctoral program they state "we admire the ideas laid out in the early proposal and hope the administration will see this as a worthy program to support in the future" (p. 12). However, they note it is important that ACM establishes its departmental vision before moving forward with these plans.

The Department maintains its ambitions for a graduate program, but agrees with the reviewers that any such program needs a firm foundation. Efforts are underway to further encourage and promote research by faculty in the Department, and to ensure new faculty are mentored and supported. The Department will work closely with the Vice-Dean

Graduate as it continues to develop its plans, and prepares to introduce graduate programs in the future.

*Undergraduate programs:*

- The reviewers suggested offering flexible, student-led, program combinations, and creating “playable” spaces within the curriculum, with opportunities to cross program boundaries. They added that clarifying and streamlining curriculum within and across programs could allow students to choose program combinations more efficiently, and that greater possibilities for course substitutions and online courses would help degree completion.
- The reviewers recommend developing programs that “combine academic rigor in the classroom/studio with a range of experiential learning opportunities suitable for artistic students in the twenty-first century” by creating “intentional intersections between research, pedagogy and learning and teaching scholarship,” within a revised curriculum that provides a balance between theory and practice.

The reviewers note that, as new technologies emerge, different ways of interacting and collaborating arise with them, and they suggest that ACM should play a larger role in developing learning environments that include flexible and collaborative spaces. They further suggest that ACM be more inclusive and responsive to student needs and interests – particularly across perceived program boundaries.

ACM is addressing these concerns in multiple ways. It is building new curriculum with a mind to greater flexibility and openness – as demonstrated in the most recent round of major modifications to the program in Music & Culture. It already operates a significant playable space through ACM Connects, which is a hub of activity overseeing curricular, co-curricular, and professional programming across the department. ACM’s pillar student organizations in the Department—ACMSA (the ACM Student Association), Gallery 1265 and the ArtSideOut festival—are strongly supported by the Department and provide curricular and co-curricular opportunities for students to work across program boundaries. The “ACM Engage” initiative, which has been a great success in encouraging student leadership development and participation beyond their classroom obligations, is being expanded further across the Department in 2018-19. Other significant projects, such as the Theatre & Performance Studies’ annual major faculty production, involve collaboration with faculty from multiple programs. Such synergies have emerged organically in spite of the distributed physical nature of parts of the Department across campus.

The Department values experiential education and it has been working for some time to take inventory of its practices, including an ACM-wide survey in 2017. Many forms of experiential learning were in evidence in this survey, including exhibition-making, community-engaged collaborations, service learning, applied research, work placements, and regular outings into the community for workshops or visits to performances, artist studios, and exhibits. ACM has been host to numerous Artists and Scholars in Residence, funded through the department’s Equity and Diversity in the Arts initiative, in which

students have been mentored as studio assistants and collaborators in artists' projects. The Department plans to build on this existing strength by proposing a new staff position supporting experiential education this year.

From a campus-wide perspective, UTSC actively promotes experiential education along three lines: first, program-based including co-op, internships and field placements; second, course-based including service-learning and lab/research intensive courses; and third, co-curricular activities including speaker series. With funding from the Provost's Office, the Dean's Office recently appointed a Special Advisor to the Dean on Experiential Education who has been conducting a systematic measurement of experiential education opportunities within each of our academic units. UTSC has also established an Experiential Education fund (funded in part by the Career Ready fund) to support departmental initiatives to integrate experiential education into curricula in new ways, and we have hired two Coordinators for Integrated Learning Experiences who will play a lead role in developing and managing relations with external partners who are able to provide high-quality integrated learning experiences for our students.

- The reviewers highlighted issues with student advising, including lack of communication between program areas and with campus advising, and problems with the design of peer mentoring.

The reviewers stress that students should be able to complete their programs in a timely manner, and point to the important role student advising plays in supporting this goal. They note that students express some concern regarding advisors' understanding of ACM programs, as well as the level of communication between programs. They recommend that UTSC central advising be kept apprised of ACM curriculum and requirements. They further recommend that an existing peer mentoring program be utilized to advise students regarding opportunities and course options.

ACM recently hired a full-time Program Advisor (administrative staff position), who has added significant capacity and expertise in the areas of student program advising and curriculum development. Also, the Department is returning to an earlier practice of regularly convening meetings of the Program Directors to improve inter-program understanding. It hopes this effort will lead to clearer division of responsibilities and improved communication with regard to student advising and professional mentorship.

In addition, the Dean's Office recognizes the important role of advising to support student success, and is finding ways to better integrate academic programs with supports that are available on campus, including the Centre for Teaching and Learning, Library, Registrar's Office, and Academic Advising & Career Centre. The Academic Advising Round Table (AART) and the Student Success Caucus (SSC), whose membership is drawn from these units, are important mechanisms for coordination of support activities and initiatives undertaken by them and by academic units, and they also provide a forum for sharing best practices for student support.

- The reviewers suggested that finding opportunities to “theorize Scarborough” within the curriculum could help students gain perspective that is vital to artists and cultural workers.

The reviewers perceive a lack of language that directly addresses, in a theoretical way, the region of Scarborough. They suggest that a Visual Culture course examining Scarborough or suburban contexts might be of interest to students, and could be used as a way to help students better understand their individual and group positioning in the context of the world. As the reviewers state: “[h]elping students to see the wider world and the world in which they came from is vital to any would-be artist or cultural worker” (p. 7).

ACM already is leveraging its Scarborough location in exciting ways, for example: the Music & Culture program, in which students participate in community-engaged music projects with local organizations; the Theatre & Performance Studies program, in which an annually recurring collaboration with a theatre company downtown and Scarborough-area high schools gives students an opportunity to apply their skills in an off-campus setting; and two partner courses (“Our Town, Our Art”) in Art History & Visual Culture and Curatorial Studies, allow students to engage in deep explorations of local galleries and museums. In addition, the Studio program, in collaboration with the Doris McCarthy Gallery, works with Scarborough arts organizations such as Scarborough Arts, the Cedar Ridge Arts Centre, and Y+ Contemporary on annual exhibitions and special projects. Finally, ACM and UTSC had strong participation in the enormously successful extension of Nuit Blanche into Scarborough in September 2018, and is currently in discussions about involvement in this event for 2019. Further funding has also been secured for students to conduct further ‘community mapping’ research that could reveal opportunities for collaborations in the community. Nevertheless, the Department appreciates the reviewers’ recommendation that they create a new ACM course focused on Scarborough, and the Curriculum & Teaching Committee will be considering this idea as part of its curriculum discussions.

#### ***Faculty and Research:***

- The reviewers suggested ways to fill the need for more intellectual leadership and mentorship in the department, including the need for advising on requirements for tenure and promotion, and reducing the service workload for junior and mid-career faculty to allow for more time for research and creative work.

The reviewers applaud the efforts of the Chair who has worked “carefully and thoughtfully with ACM faculty” (p. 9) to oversee the integration of distinct humanities programs, and they acknowledge the sense of ownership in ACM, as well as the faculty’s good will and genuine effort to build and define the Department. They suggest that one way to build intellectual leadership is to increase the number of faculty at the full professor rank, and recommend ways to do this.

Regarding tenure and promotion, the reviewers note that some faculty expressed confusion around the processes for tenure and promotion. To resolve this issue the reviewers recommend that the Vice-Dean Faculty Affairs and Equity offer a mentorship workshop in the Department. They also suggest that administrative leadership develop greater familiarity with tenure and promotion standards in ACM fields of study.

ACM acknowledges the imbalance between junior, mid-rank and senior faculty in the Department. In part this imbalance is due to the youth of the Department and, with the Dean's support and encouragement, ACM has already begun to address this issue. Last year the Department successfully concluded a search for a new tenured Associate Professor, and this year the Department will conduct another search for an Associate Professor.

ACM academic leadership is aware of the many mentorship opportunities being made available to faculty through the efforts of the Vice-Dean Faculty Affairs and Equity and recognize that they will need to encourage faculty to take better advantage of these opportunities. Towards this end, the Department will work with the Vice-Dean to organize informal information sessions on tenure and promotion. More generally, the Office of the Dean has, in the past year, provided new mentorship opportunities and other supports for career development and progress towards promotion for teaching and tenure stream faculty across the campus, and this is likely to have positive effects on morale.

- The reviewers suggested ways to improve the research culture in the Department and build a culture of presenting and sharing research and creative work.

The reviewers note that the formation of a strong research culture in ACM has enormous potential, but there are specific challenges, including: the diversity of ACM fields of study; a lack of knowledge among academic leaders regarding research standards and assessment; and inequalities created by different working conditions for tenure stream and teaching stream faculty. The reviewers acknowledge the efforts made by the Office of the Vice-Principal Research to improve communication about research opportunities through weekly digests, emails and meetings with departments and chairs, but they report that teaching stream faculty feel shut out of research opportunities, and junior faculty in the tenure stream indicate their start-up funds are inadequate for their needs. The reviewers suggest the Department would benefit greatly from funding to support research activities, such as a lecture series, art exhibitions, and performances that bring students and faculty together. would be of great benefit to the Department. They further recommend that ACM establish an Associate Chair who would be responsible for supporting research activity in the Department.

The Department agrees with the recommendations made by the reviewers, and are working on ways to do better. One step it hopes to take in the coming year is to appoint an Associate Chair, Research, but the timing will be dependent on the realities associated with the faculty complement. In the meantime, an Associate Chair, Research, Curricular and Co-curricular Programming will be working to advance the ACM research profile – both in terms of imagining new collaborations and events as well as improving communication about them. The Associate Chair will continue to work with the Vice-

Principal Research to find ways to foster greater research activity, collaboration and student involvement. Finally, the Dean's Office notes that it has allocated a discretionary fund to the Department, and this fund can be used to support research activities.

- The reviewers also observed that “60% of courses in the department are taught by sessional lecturers.” Please comment on this observation and the balance between continuing faculty and sessional instructors.

In the Self Study, the Department notes an imbalance between the number of courses taught by appointed and sessional faculty in some areas, specifically: Arts Management, Journalism, Media Studies, and New Media Studies. This reliance on stipendiary instructors can arise from insufficient appointed faculty to cover the courses offered each year, from the need to cover teaching releases (for example, for research and study leave or pre-tenure workload adjustment), or for other reasons. A recent review of the Department's stipendiary teaching found that an average of 32% of its courses offered in the past three years exceeded its teaching capacity. With the support of the Dean, the Department continues to focus on addressing its reliance on stipendiary teaching in a number of ways: 1) reallocating available faculty positions (as recommended in the complement plan); 2) growing the number of faculty in areas of greatest need, including Journalism, Media Studies and New Media Studies; 3) the use of CLTAs/part-time Lecturers; and rotating courses wherever possible. Last year, ACM successfully completed 3 tenure-stream searches (one at the rank of Associate Professor) and one CLTA. This year, in addition to three replacement position searches, there will be one new growth position in Media Studies that will reduce departmental reliance on sessionals.

### *Space:*

- The reviewers indicated an urgent need to integrate and improve equipment in teaching, research, and performance spaces. They suggested that creating a hub to bring faculty and students together would enhance students' educational experience, which is currently negatively affected by programs' disparate locations on the UTSC campus and beyond, and lack of departmental coherence.

The reviewers suggest that the wide distribution of ACM spaces across UTSC makes it more difficult for the Department to function in a coherent way, or to establish a symbolic presence on campus. They believe that scattered physical space may be impeding students' ability to meet with their peers in other ACM programs, and they recommend that ACM secure a “hub” space where students will have the opportunity to interact. In addition, while the reviewers applaud the efforts made by ACM staff to make spaces functional, they believe some spaces are simply inadequate or inappropriate for the purposes for which they are being utilized.

The Department agrees with the reviewers, and looks forward to the resolution of many of its space issues as the campus continue to grow. Space is an historic problem for ACM, and many of the concerns cited by the reviewers – including a lack of clarity



regarding the Departmental vision, lack of communication, and the need for collaboration on curriculum and research – are all exacerbated by its diffuse arrangement on campus. Campus leadership is acutely aware of the severity of ACM's space needs. The completion of Highland Hall has provided ~6,516m<sup>2</sup> of additional assignable space. The secondary effects of this new building include an opportunity to increase the co-location of ACM offices. ACM will work closely with the Dean's Office, the Office of the Vice-Principal Research, the CAO, and the Principal's Office to address current space needs. For the longer term, this Fall the campus is forming a committee to develop a proposal to construct a new dedicated Arts building at UTSC. Internally, ACM's Policy and Planning Committee will spend the current academic year discussing various program needs for such a building.

***Resources:***

- The reviewers made suggestions regarding improvements to internal and external communications.

The reviewers note that, given the wide distribution of ACM spaces across the UTSC campus, communication is an ongoing challenge. They acknowledge the Chair's efforts to improve communication, including holding regular faculty meetings, and cultivating strong faculty involvement in decision-making. However they also make several recommendations to improve communication, including: overhauling the departmental website and using it to communicate the departmental vision; exploring the possibility of creating a departmental newsletter describing ACM's accomplishments that could be distributed once or twice a year; improving communication with the Academic Advising & Career Centre regarding changes to curriculum; improving communication between faculty and staff in the Department; and inviting the Vice-Principal Academic and Dean to attend a faculty meeting.

Improving communication is a high priority in the Department and it appreciates the reviewers' recommendations. Responsibility for developing an ACM communications strategy has been assigned to the Associate Chair, Communications, Experiential Education & Recruitment. A new staff position being hired in Fall 2018 will allow a greater share of staff time to be allocated to communications, and the Department has started to work with Information and Instructional Technology Services and Communications and Public Affairs Office to revise the departmental website. In addition, the Department has already introduced a new newsletter targeting faculty, staff, and students.

Regards,



Professor William Gough  
Vice-Principal Academic and Dean

<b>Action</b>	<b>Implementation Timeline</b>	<b>Lead</b>
ACM will reach out to DARO and develop a more coordinated outreach effort to its alumni.	Immediate (6 months)	ACM Chair and/or designate(s)
ACM will return to an earlier practice of holding regular meetings of its Program Directors	Immediate (6 months)	ACM Chair
ACM will review the option of creating a new Scarborough-themed course.	Immediate (6 months)	ACM Chair and Curriculum and Teaching Committee
ACM will work with the Vice-Dean Faculty Affairs and Equity to organize casual mentorship sessions for junior faculty to share experience, and to encourage them to take advantage of the information sessions offered by the Vice-Dean Faculty.	Immediate (6 months)	ACM Chair and Vice-Dean Faculty Affairs and Equity
ACM will work with Office of the Vice-Principal Research to advance the research profile both in terms of imagining new collaborations and events as well as improving communication about them.	Immediate (6 months)	Associate Chair, Research, Curricular and Co-curricular Programming
ACM will design, generate and distribute new staff/faculty and student newsletters	Complete and ongoing	Associate Chair, Communications, Experiential Education & Recruitment
ACM will work with IITS to update its website.	Immediate and ongoing (6 months and ongoing)	Associate Chair, Communications, Experiential Education & Recruitment and Director, IITS or designate(s)
ACM will invite senior administrators to ACM Departmental Council	Immediate and ongoing (6 months and ongoing)	ACM Chair

Meetings to ensure reciprocal communication of plans, priorities and aspirations.		
ACM will develop and communicate a concise departmental mission statement.	Immediate to Medium (6 months to 1 year)	ACM Chair and Policy and Planning Committee
ACM will consider creating a new staff position to support experiential education opportunities in the Department.	Immediate to Medium (6 months to 1 year)	ACM Chair
ACM will conduct 4 faculty searches in 2018-19. One of these will be at the rank of Associate Professor.	Immediate to Medium (6 months to 1 year)	ACM Chair/ Office of the Dean
ACM will reach out to the Vice-Dean Graduate to review its plans to develop graduate offerings.	Immediate to Medium (6 months to 2 years)	ACM Chair and/or designate(s)
With the support of the Dean's Office, ACM will continue to review and address its reliance on stipendiary teaching.	Immediate to Medium (6 months to 2 years)	ACM Chair and/or designates and the Vice-Dean Faculty Affairs and Equity
ACM will continue to work with the Dean's Office, VPR, CAO and Principal's Office to resolve urgent and medium term space concerns.	Immediate to Medium (6 months to 2 years)	ACM Chair and Policy and Planning Committee
ACM will consider appointing an Associate Chair, Research.	Medium (1 to 2 years)	ACM Chair
ACM will participate in discussions related to possible future construction of a dedicated Arts building at UTSC.	Long (3 to 5 years)	ACM Chair and/or designate(s)

## UTQAP Review Summary

<b>Programs Reviewed:</b>	African Studies: Minor (Arts) Classical Studies: Minor (Arts) Food Studies: Minor (Arts) Global Asia Studies, B.A. Hons., (Specialist, Major, Minor) History, B.A. Hons., (Specialist, Specialist Co-op, Major, Major Co-op, Minor) Women’s and Gender Studies, B.A. Hons., (Major, Major Co-op, Minor)
<b>Unit Reviewed:</b>	Department of Historical and Cultural Studies (HCS), University of Toronto Scarborough (UTSC)
<b>Commissioning Officer:</b>	Vice-Principal Academic and Dean, UTSC
<b>Reviewers:</b>	<ol style="list-style-type: none"> <li>1. Professor Gail Hershatter, Distinguished Professor of History, Department of History, University of California, Santa Cruz</li> <li>2. Professor Shirley J. Yee, Chair, Department of Gender, Women, &amp; Sexuality Studies, University of Washington</li> <li>3. Professor Francine McKenzie, Chair, Department of History, University of Western Ontario</li> </ol>
<b>Date of Review Visit:</b>	April 4 – 5, 2018

## Previous Review

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### Undergraduate Program

Women's and Gender Studies (Major, Minor)

**Date:** April 28, 2011

### Summary of Findings and Recommendations:

#### Programs

The reviewers observed the following **strengths**:

- Students appear to be highly satisfied
- Enrolment has doubled in the past five years
- Impressive clusters used to organize thematic focuses, matching faculty research interests
- Remarkable breadth, with courses spanning the Humanities and Social Sciences, in diverse fields, many of which are taught from a global or transnational perspective

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

- Not clear how the program will sustain four clusters, given the small pool of full-time faculty
- Little mention of the significant queer and trans scholarship of the past two decades
- Unclear how program is distinguished from other WGS programs at U of T

The reviewers made the following **recommendations**:

- Consider reducing the number of clusters
- Engage in a curriculum review to develop a manageable number of courses
- Track student outcomes

#### Faculty/Research

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

- Limited participation of associate and full professors
- Program appears to be under resourced

The reviewers made the following **recommendations**:

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

## Undergraduate Program

History (Specialist, Major, Minor)

Date: June 1, 2011

### Summary of Findings and Recommendations:

#### Programs

The reviewers observed the following **strengths**:

- Clearly contributes to the growth and estimable reputation of both the Department of Humanities and UTSC
- Imaginative and well-designed curriculum that provides students with a range of course options and frameworks
- Provides good training for specialists

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

- Ambitious and highly structured causing challenges in advising, offering sufficient courses for graduation, providing students with appropriate high-level assignments and adequate feedback on assignments
- Class size may limit students ability to engage in discussions; not clear if one tutorial every other week is adequate

The reviewers made the following **recommendations**:

- Regularize and simplify prerequisites so that students' progress is not hampered by unavailability of required courses
- Provide reduced teaching load a faculty member if that one faculty member is providing all of the advising
- Ensure adequate teaching staff (both faculty and TAs) to provide quality feedback on written work and in class discussion time

#### Faculty/Research

The reviewers observed the following **strengths**:

- Ongoing contributions to and stature in the discipline are commendable and inspiring

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

- Complexity of curriculum could be constraining faculty choice
- Course reductions and leaves could affect students' ability to progress through the program

The reviewers made the following **recommendations**:

- Consider committing to new, full-time tenure track appointments in circulation and migration through Islamic and/or Indian Ocean worlds; and circulation and migration in the Atlantic world with a focus on the Iberian peninsula and interactions between its polities and those in north and west African and the Caribbean/Latin America

## Current Review: Documentation and Consultation

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### Documentation Provided to Reviewers

1. About the University and UTSC: UTSC Strategic Plan (2014/15 – 2018/19); UTSC Academic Plan (2015-20); UTSC By the Numbers; UTSC Admissions Viewbook (2018-19).
2. About the Review: Terms of Reference; Site Visit Schedule.
3. About the Department: Unit Academic Plan; Unit Self Study, plus Appendices.
4. About Programs and Courses: Description of HCS programs; and description of HCS courses; Course Syllabi; Course Enrolments from 2009 to 2018.
5. Faculty CVs.

### Consultation Process

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The reviewers met with the following: the decanal group, including the Vice-Dean Undergraduate, Vice-Dean Graduate, Vice-Dean Faculty Affairs and Equity, Assistant Dean Academic, and Academic Programs Officer; the Vice-Principal Research (Acting); the Chair of the Department of Historical and Cultural Studies; junior and senior members of the faculty from all areas of study; undergraduate students; administrative staff from the Office of Arts and Science Co-op; departmental administrative staff; and library staff.

## Current Review: Findings and Recommendations

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### 1. Undergraduate Program

The reviewers observed the following **strengths**:

- Overall quality
  - Department leverages the unique location of Scarborough to explore relationships between the local and global within the various program and course offerings
- Curriculum and Program Delivery
  - History students praised the emphasis on social history in the curriculum
- Quality Indicators – Students
  - Students are vibrant and enthusiastic
  - GPA of entering students has been rising over the past decade
  - Students report they are satisfied with the quality of instruction
  - Robust enrolment in Classics programs

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

- Curriculum and Program Delivery
  - Varying expectations for learning objectives in courses at the same level of study
  - Students report dissatisfaction with range and availability of course offerings; gap between calendar listings and actual offerings
    - Language courses that are needed to support the Global Asia Studies program are not taught regularly
  - Students are concerned with the quality of teaching in some introductory courses
  - While there is appeal and interest for the co-op, faculty expressed dissatisfaction with the program delivery, and students raised several concerns:
    - List of placements is “meager” and “not particularly appropriate”
    - Job skill development is not tailored to students from the humanities
    - The fees charged do not seem worth the level of support provided
- Student Engagement, Experience & Program Support Services
  - Low faculty-student interactions and engagement due to commuter status of many faculty and students
- Quality Indicators – Students
  - Variation in level of preparedness of incoming students and some students are struggling with writing skills:
    - the campus Writing Centre cannot serve all UTSC students
    - variation in advice given by Writing Centre staff and HCS faculty
  - Participation rate in course evaluation surveys is low

The reviewers made the following **recommendations**:

- Curriculum and Program Delivery
  - Develop a more coherent curriculum that addresses learning objectives:
    - consider options to develop an introductory course (or courses) that can be taught across programs to develop synergies and eliminate cross-program competition for enrolments
    - seek consensus on what skills should be taught in introductory courses such that upper level courses can be developing knowing that students have obtained these skills
  - Organize a departmental retreat to address curriculum renewal
  - Students suggested assigning the strongest and most experienced teachers to the introductory level courses
  - Provide more resources for tutorials
  - Make the following improvements to the co-op:



- create clear guidelines for the types of placements and supports needed to improve the co-op
  - have the curriculum committee work with the co-op office to improve programming
  - consider other means to improve experiential learning
- Ensure that an Asian language (in addition to Mandarin) be taught regularly for the Global Asia Studies programs
- Student Engagement, Experience & Program Support Services
  - Seek ways to increase faculty-student interactions
    - Have student involvement in Departmental committees
    - Initiate faculty engagement earlier in the programs
    - Have faculty participate in the departmental student association(s)
- Quality Indicators – Students
  - Hire students in History and other relevant disciplines to provide more writing support resources
  - Consider other means of tracking student satisfaction and success including graduation rates

## 2. Faculty/Research

The reviewers observed the following **strengths**:

- Faculty
  - Committed to undergraduate teaching
  - Impressive tenure granting rate, and system supporting this process has been very useful
  - New hires in Women's and Gender Studies is a positive outcome of the Department's academic plan
  - Passionate about the food studies projects and future plans
  - Women's and Gender Studies faculty are committed and passionate about research and teaching
- Research
  - Faculty have active and productive research agendas
  - Impressive international reputation and scholarly achievements

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

- Faculty
  - Inconsistent advice for pre-tenure faculty regarding research productivity; concerns around time spent on applications for funding
  - UTSC structures may cause some associate professors to be stuck at that rank indefinitely

- Perceived lack of access to internal funding to support pedagogically supported research may disadvantage teaching-stream faculty seeking promotion
- Advice regarding pre-tenure maternity leave may be problematic
- Research
  - Recent retirement of two History faculty will leave gaps in disciplinary knowledge

The reviewers made the following **recommendations**:

- Faculty
  - Regularize teaching reduction and provide faculty time to conduct research/write
  - Clarify the policy for, and conditions of, maternity leave
  - Provide mentorship to encourage faculty to apply for tenure at the optimal time
  - Consider changes to the institutional level policy regarding teaching stream promotion
  - Support further appointments in HCS and adhere to the priorities set by the department

### 3. Administration

The reviewers observed the following **strengths**:

- Relationships
  - Faculty, staff, and students were enthusiastic and collegial
  - Teaching-stream faculty are highly valued by the whole Department
  - Global Asia Studies faculty are very collegial and enjoy good relationships with the Scarborough community
- Organizational and Financial Structure
  - Although teaching resources are stretched, there isn't an overreliance on sessional instructors
- Long-Range Planning & Overall Assessment
  - The Chair is commended for efforts to create a stable/unified work environment coming out of the reorganization

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

- Relationships
  - Staff morale is mixed
  - Faculty members still identify with specific programs, rather than with the Department as a whole, and this is manifest in concerns about resource allocation and appointments; some faculty feel that History

- members dominate the decision making given they have the largest number of faculty
- Leadership turn over and administrative staff changes seem to impact ability to fully synthesize the Department
- Organizational and Financial Structure
  - Limited student study space, which compounds issues associated with the commuter campus
  - Challenging to deliver diverse and interdisciplinary program curriculum requirements with available faculty resources
  - Faculty would like to institute a set of practices to improve communication and transparency
  - Structural barriers prevent faculty from teaching core courses across the programs
  - Budget models encourage competition rather than interdisciplinary cooperation across units
  - Staff is not configured in an optimal way to support the Chair

The reviewers made the following **recommendations**:

- Relationships
  - Consider how to further foster collaborations around African Studies and Food Studies offerings
- Organizational and Financial Structure
  - Make future hiring and administrative decisions with broad consultation across the Department
- Long-Range Planning & Overall Assessment
  - Engage in more recruitment and outreach activities; curriculum committee could be responsible for this
  - Provide University-level mentoring guidelines for new Chairs
  - Develop a constitution or bylaws that will focus on core areas of the Department and that defines committee membership and mandate, and merges/establishes committees as appropriate
  - Remove interdepartmental barriers in order to allow faculty from across the campus(es) to teach courses in the programs
  - Consider staff reorganization to optimize support



October 9, 2018

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

Dear Susan,

**Administrative Response:**  
**External Review of the Department of Historical and Cultural Studies**

Thank you for your letter of August 16, 2018 requesting my administrative response to the external review of the Department of Historical and Cultural Studies (HCS). I appreciate the seriousness with which the reviewers approached the external review process, as well as the thoughtful consideration given to the Department and its undergraduate programs. As the reviewers acknowledge, although HCS is a young Department, its faculty are active researchers with international reputations and considerable scholarly accomplishments, who are also committed to their undergraduate teaching.

The external review report was sent to the Chair of the Department and shared widely among faculty, staff and students. The decanal group, including the Vice-Dean Undergraduate, the Vice-Dean Faculty Affairs and Equity, and Academic Programs Officer met with the Chair and five Program Coordinators on September 4, 2018 to discuss the external review, and the recommendations from the review report; I am pleased with the depth of the discussion that took place. We are considering the recommendations of the reviewers carefully and already have begun to act upon them.

Let me address the specific points raised in the letter:

***Faculty:***

- The reviewers noted inconsistencies with information and practices surrounding faculty tenure, promotion and leaves, and recommended providing clear guidance and mentoring for faculty members and support for new Chairs.

The reviewers have the perception that junior faculty are developing different understandings regarding expectations for promotion and tenure. They believe the recent

stabilization of leadership in the Department will resolve this issue, however, they suggest that some minor improvements in the mentoring and advising of pre-tenure and junior faculty will be beneficial. The reviewers also note that faculty expressed an interest in instituting a set of practices to improve communication and transparency in the Department. Towards that end they recommend that the Dean's Office develop mentoring guidelines and a program for new chairs.

Ensuring that faculty receive consistent, accurate and current date information on policies and procedures that affect them is primarily the responsibility of the Office of the Vice-Provost Faculty and Academic Life (VPFAL) and the Office of the Vice-Dean Faculty Affairs and Equity (VDFAE) at UTSC. These offices collaborate to present workshops for faculty and academic administrators at UTSC that cover the major milestones in their careers, including interim/probationary reviews, tenure/continuing status reviews and promotion. Attendance at these workshops is often low. A new strategy of targeted communication has been established this year, through which the office of the VDFAE will work with Chairs to deliver timely, personalized encouragements to faculty regarding workshops they should attend in a given year. Building an expectation of the value of workshops from the time of hire is one focus of the newly-revamped UTSC New Faculty Orientation (now in its second year, organized by the VDFAE).

New Chairs are invited to attend a yearly Retreat for new Academic Administrators (VPFAL, St. George) and over the past two years, all Chairs are invited to a yearly Retreat for Chairs & Directors (VDFAE, UTSC). Both retreats review policies, procedures and advice for the role. HCS recognizes the importance of effective communication and is pleased to report that there has been very significant improvement in the degree of consultation, communications and transparency regarding the Department's significant decisions and policy making over the past few years. This has resulted in a higher level of participation and engagement of faculty and staff members in departmental meetings, consultations, and activities.

Since faculty often consult with their colleagues on tenure, continuing status, and promotion, we also are finding ways to ensure that faculty mentors are well informed. The UTSC New Faculty Orientation includes a session on effective mentorship relationships in terms of both mentor and mentee responsibilities, and mentors are invited to attend with their new mentees. As another example of a recent initiative, a fund has been established to support departments to hold meetings to review expectations around promotion and tenure. HCS has been encouraged to apply for these funds. Another example is a suite of initiatives related to UTSC's mentorship steering group (*Mentoring Excellence & Diversity at UTSC*, or MEAD). This includes a 'mentorship initiatives' fund to support innovative, grassroots mentorship efforts, a faculty career development fellows program, and the development of mentorship toolkits for both mentors and mentees. The VDFAE is working with Chairs, the Vice-Principal Research, and the Associate Dean Teaching and Learning to strengthen the mentoring provided to faculty for teaching, research and career advancement.

Locally, the Department has done more to communicate discipline-specific expectations to faculty members at different stages of their career, and offers more opportunities for mentorship and advising for both assistant and associate professors.

- The reviewers highlighted administrative barriers that prevent faculty from teaching courses across programs, departments and campuses.

The reviewers applaud the Department's commitment to interdisciplinary education, but they believe that structural barriers – for example, budgetary considerations linked to enrolments and costs associated with TA support – may discourage faculty in other departments from accepting HCS overtures to share their expertise with HCS students. The reviewers recommend that the Dean's Office facilitate the development of interdisciplinary education opportunities – perhaps through memoranda of understanding that specifically address issues such as TA costs, and sharing of credit for enrolments. Such action may be of particular benefit to African Studies, Global Asia Studies, and Food Studies.

HCS has been working hard to strengthen synergies across its programs, and would welcome the introduction of incentives for faculty members to offer courses outside their home departments. HCS is able to consider ways to encourage collaboration among its programs, but interdisciplinary collaboration is more challenging across departments. The VDFAE and Vice Dean Undergraduate are undertaking a pilot in Fall 2018 to reimagine the Minor in African Studies by striking a multi-disciplinary committee of Africanists from across the humanities and social science disciplines at UTSC. If this effort is successful, the model developed can be used in other areas. Finally, the Dean's Office will also look for ways to facilitate the development of interdisciplinary teaching across departments at UTSC.

- The reviewers recommended consultation with cognate units regarding complement planning for Women's and Gender Studies, and History programs.

All tenure stream faculty at UTSC have a graduate appointment in at least one graduate department at the University of Toronto. Cognate units are already involved in hiring via tri-campus agreements for graduate appointments (primarily with the Faculty of Arts & Science); a representative of the Chair of the graduate unit is on every search committee. There are six faculty in HCS who support the Women's and Gender Studies program, four of whom hold a graduate appointment in the Department of History, one in the Department of Linguistics, and one in the Women and Gender Studies Institute administratively housed on the St. George campus. It is also possible for faculty to hold additional cross-appointments. However, the budgetary appointment is held at UTSC, and thus complement planning appropriately remains resident in HCS and the Office of Vice Principal Academic and Dean at UTSC.

### *Administration:*

- The reviewers recommended ways to increase faculty-student interactions in response to challenges posed by UTSC's being a "commuter campus".

The reviewers suggest several ways faculty-student engagement might be encouraged, for example: including students as non-voting consultative members on departmental committees; bringing faculty into contact with students majoring in HCS programs earlier in their course of study; launching lunchtime "meet the professor" gatherings to bring students – particularly first-generation students – and faculty together; and appointing a faculty member to the departmental student association (HCSSA).

The Department is actively promoting faculty-student interaction through its extensive events programming, which includes faculty research talks tailored to students, faculty participation at the awards ceremony for students who have earned the HCS Emerging Scholars certificate, and an annual symposium for students in the Women's and Gender Studies program. In addition, the representatives of the HCS Student Association meet regularly with the Chair and have participated in several departmental meetings in the past last two years. HCS also provides funding for its Student Association's initiatives and has strongly supported its new student-edited journal. The Department agrees with the reviewers' recommendations that more physical space is urgently needed to allow for more student-oriented activities and faculty-student interaction as well as student mentorship, and the Chair has brought these space needs to the attention of the Dean.

- The reviewers noted the Department is still working to build a cohesive unit and recommended developing formal procedures for departmental committees.

The reviewers indicate that faculty raised some concern about the departmental culture as it relates to communication, transparency, inclusion, and trust, and they suggest the Department may benefit from establishing a constitution or bylaws that will ensure all HCS groups are included in decision-making.

HCS is moving to a state of greater stability under the leadership of its new Chair. They have recently engaged in a retreat to discuss curricular reform, and the Department will begin a consultation process in the 2018-19 academic year to identify procedures, steps, and priorities relevant to the development of a departmental constitution and/or bylaws. As a first step the Department will review previous documents produced for this purpose and develop a preliminary understanding of, and agreement for, the process, structure, and major issues/topics that will be important for the development of a constitution.

The Department notes that representation on committees is drawn from its 22 appointed faculty across all disciplines, with the exception of those on leave. Given that most of the programs are small and, with the exception of History, have only one to four faculty members to provide teaching and service, the Department considers it unrealistic and counterproductive to have each program represented on every departmental committee every year; instead, the Department has regularized the practice of having all six program

coordinators on the Curriculum Committee to ensure they have input regarding important decisions on course planning and program requirements. Other important committees, such as the PTR committee, also have wide representations from many programs and different ranks and streams.

- The reviewers indicated that administrative staff are not set up optimally to support the Chair and recommended changes to staffing resources and structures to better support the Department's needs.

The Chair has been working with Human Resources to address departmental staffing needs. Recently, a new staff member was appointed to take on responsibility for course planning, student advising and recruitment, as well as departmental communications. The Department will continue its efforts to streamline workflow and collaboration among its staff members and to improve overall efficiency and results.

The Chair notes that some of the departmental staff, including the Business Officer and Financial Assistant, are shared with other academic units, which can at times lead to work overload and logistical challenges for staff. The Dean is aware of these challenges, particularly as departments continue to grow, both in faculty complement and in student enrolment. The Dean's Office is working with Human Resource Services at UTSC to review the staff complement.

### ***Curriculum:***

- The reviewers recommended reviewing and revising the curriculum to improve the coherence of courses and minimize competition across programs, and to scaffold the development of skills and content knowledge in first to fourth year courses.

The reviewers applaud the Department for their many innovative and interesting courses, and for using teaching resources efficiently and imaginatively; however, they suggest there is work to be done to harmonize the curriculum in relation to skills development from the lower to upper levels, and also in terms of standardizing expectations and learning outcomes for courses at the same level. The specific issues they raise include: clarifying the role of A-level courses, increasing the number of tutorials, and scaffolding the teaching of skills and content across the A- through D-levels. The reviewers recommend the Department, with the support of the Dean's Office, engage in a curriculum retreat to facilitate discussion about the benefits of curriculum mapping.

The Department has taken a multi-pronged approach to address these issues, including pedagogical consultation, resource allocation (e.g., time commitments of staff and faculty, TA/GA budgets, and implications for future complement plans), and working with their Departmental Student Association. A series of surveys were conducted among faculty and students and a number of meetings were held by the Associate Chair and the Curriculum Committee about curriculum reform. In addition, a retreat was held during the Summer 2018 term. The Curriculum Committee will begin drafting proposals in Fall 2018, and in Fall 2019 – after appropriate levels of discussion and fine-tuning – the



Department will begin implementing these proposals. As part of the process, the Department has developed a resource library for faculty that will help faculty and staff better understand the students' perspectives and feedback, and to share course syllabi and pedagogical tips to help develop a more coordinated approach to program requirements and course design. Additionally, the Dean's Office will continue to encourage and support departments' initiatives in curriculum mapping, a process that has the potential to address many of the concerns highlighted above.

- The reviewers indicated that students were dissatisfied with the gap between courses listed in the *Calendar* and courses that are regularly available.

The Department has been actively reviewing its *Calendar* information, and gradually retiring courses, where appropriate. The Department is also making a concerted effort to offer a greater diversity of courses on a regular cycle.

- While there is a lot of student interest in the Co-op programs, the reviewers indicated they may not deliver appropriate placements or related support to humanities students. The reviewers recommended strategies for improving Co-op for humanities students or developing other experiential learning opportunities.

The reviewers report that both students and faculty express concern regarding Co-op in terms of skills development, and in securing worthwhile placements. The reviewers suggest that Co-op strengthen its outreach to the humanities, and they believe Co-op will benefit from receiving clearer guidance from HCS about what kinds of jobs to seek and what training to provide its students.

Experiential education is one of the five key priorities in the campus Academic Plan (2015-20), and UTSC is actively promoting experiential education along three lines: first, program-based including co-op, co-op internships and field placements; second, course-based including service-learning and lab/research intensive courses; and third, co-curricular activities including speaker series.

HCS is currently exploring options other than Co-op to expand their experiential education opportunities. They have been working with the UTSC's Special Advisor to the Dean on Experiential Education as well as the two Coordinators for Integrated Learning Experiences to develop new types of experiential education opportunities both on and off campus. For example, the Department has been reaching out to non-profit organizations to explore opportunities for placements for HCS students and using funding provided by the UTSC Experiential Education Fund to support students interested in these placements. In addition, HCS subsidizes its faculty members' hiring of 5 to 8 work-study assistants thus creating meaningful experiential learning opportunities for its students. Both faculty and students have been very supportive of these initiatives.

**Students:**

- The reviewers noted variations in students' writing skills, and recommended hiring graduate students to provide additional writing support for undergraduate students.

The lack of proficiency in English and academic writing is a serious concern for many faculty members in HCS as this can have a major impact on pedagogical goals and students' ability to achieve program learning outcomes. The Department currently offers a successful B-level critical writing course for students in the History program, and they have formed a Working Group to discuss whether a Department-wide B level course should be offered for all program students.

Regards,



Professor William Gough  
Vice-Principal Academic and Dean

<b>Action</b>	<b>Implementation Timeline</b>	<b>Lead</b>
The Dean's Office will create and deliver personalized encouragements to faculty regarding workshops related to tenure and promotion.	Immediate (6 months)	Vice-Dean Faculty Affairs and Equity and departmental Chairs
Include a session on effective mentorship in the New Faculty Orientation.	Immediate (6 months)	Vice-Dean Faculty Affairs and Equity and department Chairs
HCS will apply for available funds to support departmental meetings related to tenure and promotion.	Immediate (6 months)	Department Chair and/or designate(s)
HCS will communicate discipline specific expectations regarding tenure and promotion to its faculty members, and offer more opportunities for mentorship and advising.	Immediate (6 months)	Department Chair and/or designate(s)
A multi-disciplinary committee of Africanists	Immediate (6 months)	Vice-Dean Faculty Affairs and Equity and Vice-Dean

from across the humanities and social science disciplines at UTSC will be struck to re-imagine the Minor in African Studies.		Undergraduate
HCS will seek advice from UTSC's Special Advisor to the Dean on Experiential Education.	Immediate (6 months)	Department Chair and/or designate(s)
HCS will look at ways to access the Experiential Education fund.	Immediate (6 months)	Department Chair and/or designate(s)
HCS will continue to bring its space concerns to the attention of campus leadership.	Immediate and ongoing (6 months and ongoing)	Department Chair and/or designate(s)
HCS will continue efforts to streamline workflow and collaboration among its staff members.	Immediate and ongoing (6 months and ongoing)	Department Chair and/or designate(s)
The Dean's Office will provide encouragement and support to HCS to participate in a curriculum mapping exercise.	Immediate and ongoing (6 months and ongoing)	Vice-Dean Undergraduate
HCS will begin a consultation process to identify procedures, steps, and priorities relevant to the development of a departmental constitution.	Immediate to Medium (6 months to 1 year)	Department Chair and/or designate(s)
The Dean's Office will look for additional ways to facilitate the development of interdisciplinary teaching.	Immediate to Medium (6 months to 1 year)	Vice-Dean Undergraduate
HCS will form a working group to review the option of creating a Department-wide B-level critical writing course for all program students.	Immediate to Medium (6 months to 1 year)	Department Chair and/or designate(s)

## UTQAP Review Summary

<b>Programs Reviewed:</b>	<p>Astronomy &amp; Astrophysics: Minor (Sciences)                  Biochemistry, B.Sc., Hons.: Major, Co-op                  Biological Chemistry, B.Sc., Hons.: Specialist, Co-op                  Chemistry, B.Sc., Hons.: Specialist, Co-op, Major, Co-op                  Environmental Biology, B.Sc., Hons.: Specialist, Co-op                  Environmental Chemistry, B.Sc., Hons.: Specialist, Co-op                  Environmental Geoscience, B.Sc., Hons.: Specialist, Co-op                  Environmental Physics, B.Sc., Hons.: Specialist, Co-op                  Environmental Science, B.Sc. (Hons.): Major, Co-op, Minor                  Environmental Studies, B.A., Hons.: Major                  Natural Sciences &amp; Environmental Management: Minor (Sciences) (effective April 1, 2017)                  Physical Sciences, B.Sc., Hons.: Major                  Physical &amp; Mathematical Sciences, B.Sc., Hons.: Specialist                  Physics &amp; Astrophysics, B.Sc., Hons.: Specialist, Major</p>
<b>Unit Reviewed:</b>	Department of Physical and Environmental Sciences (DPES), University of Toronto Scarborough (UTSC)
<b>Commissioning Officer:</b>	Vice-Principal Academic and Dean, UTSC
<b>Reviewers:</b>	<ol style="list-style-type: none"> <li>1. Professor John Clague, Department of Earth Sciences, Simon Fraser University</li> <li>2. Professor David Cramb, Department of Chemistry, University of Calgary</li> <li>3. Professor John Tarduno, Department of Earth and Environmental Sciences, University of Rochester</li> </ol>
<b>Date of Review Visit:</b>	October 17-18, 2017

## Previous Review

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**Review Date:** March 29-30, 2010

### Summary of Findings and Recommendations:

#### Undergraduate Programs

The reviewers observed the following **strengths**:

Environmental Sciences programs:

- Well-defined learning objectives for environmental science programs

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

All programs:

- Inadequate lab, teaching equipment, and technical support for chemistry and environmental science
- Students had concerns regarding the co-op, the use of stipend teachers, student advising, and the accuracy of calendar listings
- No post-graduation tracking of alumni

Environmental Sciences programs:

- Limited field and lab-based opportunities and career-related course content
- Level of math, physics and chemistry in major programs could be improved

Chemistry programs:

- Limited lab courses in physical chemistry and inorganic chemistry

Physics programs:

- Small selection of physics courses

The reviewers made the following **recommendations**:

Chemistry programs:

- Create additional lab courses in the area of biological chemistry
- Consider distribution of faculty in core courses

#### Faculty/Research

The reviewers observed the following **strengths**:

- Chemistry faculty are active researchers, and faculty in environmental areas are leaders in their field
- Physics faculty are involved in laboratory teaching
- Environmental science faculty have built relationships with industry and government

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

- Apparent lack of formal mentorship of junior faculty
- Six of the eleven physics faculty members are emeriti, and several other faculty members do not conduct research
- Physics faculty searches have been unsuccessful for various reasons
- Faculty complement does not meet all disciplinary teaching needs, and has led to an imbalance in research expertise

The reviewers made the following **recommendations**:

- Need for organic and biological chemistry faculty members

## **Administration**

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

- Department seems overcommitted, especially given resources constraints
- Communication and administration challenges throughout the Department
- Academic plan does not put forward an underlying vision for the Department
- Tensions regarding physics education
- Recent efforts to expand areas of chemistry covered have met many challenges and progress has been slow
- Technical staff do not have proper office space
- Absence of operating budget for laboratories, and no base budget for the Department administrative operations
- Relationship between environmental science and Centennial College needs attention

The reviewers made the following **recommendations**:

- Consider how the existing research and teaching division of physics, environmental science, and physics could be administratively distributed to alleviate some of the administrative challenges
- Engage in comprehensive strategic planning and/or expand academic plan to address areas such as: technical and administrative support; space development; and infrastructure for teaching and research
- Consider adding subject area Associate Chairs and discipline representatives; ensure these groups meet regularly and are committed to long-term planning
- Determine the role of the physics group within the Department
- Engage with alumni, which may assist with generating new revenue sources

## **Current Review: Documentation and Consultation**

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## Documentation Provided to Reviewers

1. About the University and UTSC: UTSC Strategic Plan (2014/15 – 2018/19); UTSC Academic Plan (2015-20); UTSC By the Numbers; UTSC Admissions Viewbook (2017-18).
2. About the Review: Terms of Reference; Site Visit Schedule.
3. About the Department: Unit Academic Plan; External Review Report and Administrative Response for Graduate DPES (2015-16); Unit Self Study, plus Appendices.
4. About Programs and Courses: Description of DPES programs; and description of DPES courses; Course Syllabi; Course Enrolments from 2007 to 2017.
5. Faculty CVs.

## Consultation Process

The reviewers met with the following: the decanal group, including the Vice-Dean Undergraduate, Vice-Dean Graduate, Vice-Dean Faculty Affairs and Equity, Assistant Dean Academic, and Academic Programs Officer; the Vice-Principal Research (Acting); the Chair of the Department of Physical and Environmental Sciences; junior and senior members of the faculty from all areas of study; undergraduate students; graduate students; administrative staff from the Office of Arts and Science Co-op; departmental technical staff; departmental administrative staff; and library staff.

## Current Review: Findings and Recommendations

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### 1. Undergraduate Program

The reviewers observed the following **strengths**:

- Overall quality
  - Faculty and staff deliver a first-class undergraduate educational program
  - Diversity and quantity of degree offerings that meet the UTSC demographic base well
- Admissions Requirements
  - Appropriate admission requirements
- Innovation
  - Students are provided the opportunity to obtain industry experience
  - Co-op available to students in most programs
- Quality Indicators – Students
  - Student morale is high
  - Program graduates are successful
- Student Funding
  - Range of funding opportunities available to students

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

- Curriculum and Program Delivery
  - Chemistry Specialist numbers dropping (students are migrating to major programs)
  - Poor calculus preparation for first-year physics students, and faculty led tutorials may not be best approach for improving student outcomes
  - Lack of writing component in major programs
  - Overcrowding, scheduling and availability issues with some courses
  - Future growth in physics programs is compromised by limited physical resources
- Innovation
  - Students learn about research opportunities through word-of-mouth
  - Limited experiential learning opportunities for Physics and Environmental Science students due to lack of staff in Environmental Geophysics
  - Disconnect in communication between department and co-op office
- Assessment of Learning
  - Lack of coherent guide for grading to be used across courses and labs
  - Small number of Physics and Astronomy graduate students leads to smaller pool of qualified teaching assistants (TAs)
- Student Engagement, Experience & Program Support Services
  - Challenges to accessing student advisors
- Quality Indicators – Students
  - Low graduation percentages across the Department and the campus in general
  - Low completion rate for co-op students
  - Lack of rationale for enrolment growth efforts
- Student Funding
  - Total number of research scholarships is small and does not meet total need
  - There is interest from students and available advisors to support additional summer research opportunities, but there are insufficient funds to support expansion

The reviewers made the following **recommendations**:

- Curriculum and Program Delivery
  - Consider developing an introductory calculus for physics “mini-course” as a prerequisite, or explore course options that might be offered through the Department of Computer and Mathematical Sciences
  - Include writing training in all major programs



- Explore if interest in growing physics programs can be satisfied through offering additional courses in computational physics, geophysics, and astrophysics
- Innovation
  - Improve communication between Department and Co-op Office
  - Increase number of field trips for students in Environmental Science and Environmental Geoscience
  - Explore adding high performance computing opportunities
- Assessment of Learning
  - Monitor number of qualified TAs for Physics and Astrophysics and explore solutions for this issue
- Quality Indicators – Students
  - Establish an internal task force to collect data on graduation rates and begin tracking employment outcomes
  - Consider instituting an exit survey shortly after graduation
  - Monitor co-op completion
  - Ensure plans for enrolment growth are strategic and linked to the overall UTSC academic plan
- Student Funding
  - Explore opportunities to secure additional student funding
  - Consider cost/benefits of providing additional funds to support expanding summer research opportunities

## 2. Faculty/Research

The reviewers observed the following **strengths**:

- Overall
  - Dedicated faculty with expertise that is well deployed
- Research
  - Chemistry faculty conduct high-impact research
  - Strong research faculty in Physics and Astronomy
  - Good collaborations within Environmental Sciences faculty at the Department and with other researchers nationally and internationally

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

- Research
  - Faculty expressed dissatisfaction with level of support provided for major grant proposals
- Workload & Faculty Complement
  - Unrealistic student advising workloads
  - Teaching-stream faculty may feel “overworked and underappreciated”
  - Limited Environmental Geophysics expertise among complement

The reviewers made the following **recommendations**:

- Workload & Faculty Complement
  - Determine solutions/redistribution of student advising workload
  - Find opportunities to bringing faculty groups together to discuss issues
  - Consider adding faculty in area of Environmental Geophysics, ensuring equipment support is available for an expansions

### 3. Administration

The reviewers observed the following **strengths**:

- Relationships
  - Morale is high among all members of the Department
  - Ample opportunities for collaborative work among disciplines at UTSC
- Long-Range Planning & Overall Assessment
  - Chair provides good leadership and has sought consultation on development plans for the Department
- International Comparators
  - Impressive level of research activity compared to international peers

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

- Relationships
  - Unclear whether high morale can be sustained given the workloads
  - Some friction between Physics and Astronomy and some other UTSC departments
- Organizational and Financial Structure
  - Insufficient undergraduate classroom space
  - Low administrative staff numbers; stress on Department staff, many of whom work outside normal work hours
  - Staff, who are already overcommitted, are also taking on student advising work
  - Aging physics equipment and lack of storage space in laboratory work
  - It may be challenging to prioritize all three teaching areas in the Department
  - Physics and Astronomy located in a separate building which is at capacity for teaching and lab space
- Long-Range Planning & Overall Assessment
  - Limited alumni engagement and interaction between the Department and the UTSC Advancement Office

The reviewers made the following **recommendations**:

- Relationships
  - Remove any learning and innovation barriers that exist or develop due to issues between departments
- Organizational and Financial Structure
  - Address classroom shortage
  - Track staff hours to determine need for additional support; consider an overall boost to administrative support in all areas
  - Evaluate whether staff should continue providing advising support
  - Invest in physics lab and instruction equipment
  - Provide Environmental Sciences with an equipment budget
  - Consider solutions for co-locating all Department programs and addressing space limitations

Administrative response – appended



October 9, 2018

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

Dear Susan,

**Administrative Response:**  
**External Review of the Department of Physical and Environmental Sciences**

Thank you for the letter of April 20, 2018 requesting my administrative response to the external review of the Department of Physical and Environmental Sciences. I appreciate the seriousness with which the reviewers approached the external review process, and I am grateful for the careful consideration they have given to the Department and its undergraduate programs. I note with pride the tremendous strides forward the Department has made since its 2009-10 external review, and want to affirm my great pleasure at the very positive report submitted by the review team. I believe their recommendations will be helpful in taking the DPES to the next level.

The external review report was sent to the Chair of the Department and shared widely among faculty, staff and students. The decanal group, including myself, the Vice-Dean Undergraduate, the Vice-Dean Faculty Affairs and Equity, Assistant Dean, Academic, and Academic Programs Officer met with the Chair and Undergraduate Associate Chair on June 27, 2018 to discuss the external review, and the recommendations from the review report; I am pleased with the depth of the discussion that took place. We are taking the recommendations of the reviewers seriously and already have begun to act upon them.

Let me address the specific points raised in the letter:

***Planning:***

- The reviewers recommended developing a task force to review graduation rates, barriers to completion, as well as increasing outreach and tracking of employment outcomes of graduates.

The reviewers state the view that DPES graduation rates, while comparable to overall UTSC numbers, are low. They recommend that time-to-completion numbers be monitored with the goal of improvement, and an internal task force be established to track graduation rates, collect data, and consider best practices. The reviewers also note that DPES's efforts in connecting with its alumni appear limited, and recommend the Department begin collecting data on student employment by initiating exit surveys upon graduation.

At the departmental level, the DPES believes that challenges associated with A- and B-level courses may be impeding students' progress through their programs. To improve matters, DPES is investing significant resources to support its Physics and Chemistry Aid Centers. The main goal of these Centres is to provide students with extra support in their studies as well as to create a positive and inclusive space for discussion and interaction among students, teaching assistants (TAs) and faculty. Another on-going effort aims to create e-lab components for all the A-level courses in Environmental Sciences. The preliminary deliverables are very encouraging. Effective in the 2018-2019 academic year, DPES will be hiring additional TAs with a strong grounding in first and second year courses to ensure students are fully supported. These learning opportunities will provide leadership, nurture organizational and teamwork skills, and facilitate peer-led learning in DPES programs.

At the campus level, UTSC has been paying closer attention to the intake, progression and graduation rates of students. With regard to progression rates, we acknowledge that UTSC students typically progress towards degree completion at a relatively slow rate, which is, perhaps, to be expected on a campus where a large proportion of students are also working. Using a data-driven approach, the Dean's Office has been working towards gaining a deeper understanding of the reasons influencing time to degree completion. While this analysis applies to the campus as a whole, the data can be filtered by program and may prove useful to the DPES in approaching the question for its own students.

With regard to the reviewers' concerns about connecting with alumni, at the departmental level the DPES has created their own Alumni Database primarily consisting of alumni of the highly successful Professional Master's Program in Environmental Sciences, as well as recent graduates from the Specialist and Major programs in Chemistry, Environmental Science, and Physics. The Department will continue to make this list more comprehensive. Since January 2018, DPES has also created a monthly newsletter, which has been distributed to all recent graduates, and highlights a number of interesting activities, faculty/student/alumni recognitions, and other departmental events. At the campus level we recognize the need to develop stronger ties with our alumni. UTSC is working on improving mechanisms for tracking our graduates, monitoring their success, and building long-lasting relationships.

***Undergraduate programs:***

- The reviewers recommended addressing the writing requirements across all programs.

The reviewers express some concern regarding a perceived lack of a comprehensive writing requirement in all DPES programs, and recommend the Department consider incorporating formal writing assignments into key courses formally identified as “writing” courses.

The Department notes that formal writing is central to all three disciplines. Specifically, there are substantive writing components in B-level and upper-level courses in chemistry and environmental science, as well as in upper-level courses in physics. In these courses students develop technical reading skills spanning the range from scientific divulgation pieces, through introductory textbooks, and ending in peer-reviewed scientific papers. They learn to appreciate the differences in these written forms and to critically evaluate the reliability of the content presented. Required reports teach students how to properly communicate in written form. This written communication is embedded in many courses that allow students to complete reports in topics beyond the course content – a practice strongly encouraged throughout the DPES programs. Intermediate and advanced labs allow students to explore question-framing using experimental methods and subsequently to write their reports. Students are also taught search and assessment techniques typically in the courses requiring reports, often with support from the Library and the Writing Centre. Lastly, the one-on-one mentoring provided in the directed reading/research courses offers an excellent opportunity to develop question-framing and learn about the tools useful in answering these fundamental research questions. DPES has established awards to recognize students who produce publishable research papers arising from their directed reading or research courses.

However, bearing in mind the reviewers’ concerns, the DPES is currently engaged in a curriculum mapping exercise that will be completed by the end of October 2018. Upon the completion of this endeavor, the Department will be able to identify, with certainty, all the courses that include comprehensive writing components, and will be in a position to make better informed decisions regarding additional requirements.

- The reviewers noted that many students entering physics and astronomy programs are challenged by the level of calculus in introductory courses.

Within the context of their review of the physics and astrophysics program, the reviewers state that, similarly to other universities, UTSC has a problem with unsatisfactory calculus preparation for students taking first-year physics courses. The reviewers acknowledge the calculus tutorials mounted by teaching stream faculty in the Department as one mechanism to improve the students’ competencies, and recommend the physics and astrophysics faculty consider establishing a mini course focused on the key skills students will need.

The DPES has developed its own online tutorial modules to support the development of basic physics (see: <https://www.utsc.utoronto.ca/physsci/online-modules>), and their Teaching & Curriculum Committee is currently developing an on-line course focused on the key mathematical techniques and computational skills students need for the first-year physics courses. The working plan is for this introductory course to be in place for the academic year 2019-2020. At the campus level, the Centre for Teaching and Learning

and the Department of Computer and Mathematical Sciences have created a set of online videos and activities to help students backfill gaps in the key skills required for success in calculus (see: <https://utsc.utoronto.ca/mslc/online-resources>).

- The reviewers encouraged expanding experiential learning opportunities for students in environmental science and environmental geoscience programs.

The reviewers acknowledge that Co-op programs offer students many opportunities for experiential learning; however, they recommend more field trips be made available to students in environmental science and environmental geoscience.

In addition to its Co-op programs, the main mode for delivering experiential learning in the DPES is through field-based laboratories and courses. In environmental science and environmental geoscience, this takes a number of forms including multiple one- and two-day field trips that illustrate points taught in the classroom, for example: (1) site visits to local geological sites; (2) visiting contaminated sites; (3) site visits to ravine systems; (4) stream flow measurement and stream load characterization in local waterways along with flume experiments; (5) site visits to the coast of Lake; (6) field courses such as the limnological field course in the Algonquin Park; and (7) substantial 10-day field camps in locations as diverse as Costa Rica, the Rockies, the American southwest, and Iceland. The DPES has also invested significant resources to establish a new Field Techniques course, which focuses on fundamental field concepts and methodologies. The course allows students to explore and experiment with a variety of quantitative and qualitative methods for collecting environmental data. The DPES Teaching and Curriculum committee will be looking at new ways to include experiential learning components into departmental courses and activities throughout the 2018-19 academic year.

More generally, UTSC actively promotes experiential education along three lines: first, program-based including co-op, co-op internships and field placements; second, course-based including service-learning and lab/research intensive courses; and third, co-curricular activities including speaker series. With funding from the Provost's Office, the Dean's Office recently appointed a Special Advisor to the Dean on Experiential Education who has been conducting a systematic measurement of experiential education opportunities within each of our academic units (the DPES participated at an Experiential Learning workshop organized by the Special Advisor in June 2018). UTSC has also established an Experiential Education fund to support departmental initiatives to integrate experiential education into curricula in new ways, and we have hired two Coordinators for Integrated Learning Experiences who will play a lead role in developing and managing relations with external partners who are able to provide high-quality integrated learning experiences for our students.

- The reviewers suggested a number of ways to support additional opportunities for undergraduate research.

The reviewers acknowledge the comprehensive range of opportunities available to undergraduate students to become involved in research, including formal research

courses in chemistry and physics. However, they express some concern that these opportunities are typically communicated by word-of-mouth and recommend a more formal process be developed to inform students. They also express concern regarding the total number of scholarships for research, suggesting they are below the needs of the student population in the Department. They recommend the DPES explore options for additional resources and funding which could be used to support scholarships and a summer Research Experience for Undergraduates program.

The DPES has a strong record of engaging students in research and cultivating a productive research culture within its undergraduate student population. The Department offers undergraduate research opportunities in all three disciplines, and it has established several awards to recognize outstanding research from upper-year undergraduate students. It should be acknowledged that several publications in refereed scientific journals have resulted from student efforts, and many students have gone on to do graduate studies.

To address the concern regarding a reliance on word-of-mouth communication for apprising students about research opportunities, we note that the Office of the Vice-Principal Research (OVPR) has developed the UTSC Research Catalogue which serves as a one-stop-shop for providing information about research opportunities to all undergraduate students, and some academic units – for example, Biological Sciences and Psychology – have made good use of the Research Catalogue to reach out to students. The DPES will connect with these academic units and the OVPR to determine whether the Research Catalogue can be used to more effectively communicate available research opportunities to students.

To address the reviewers' recommendations regarding more funding to support scholarships, the Department has implemented a new database that compiles all the available funding opportunities and research internships associated with municipalities and conservation authorities in Ontario. This information has regularly been distributed to the graduate students, and it will now be provided to senior undergraduate students effective with the 2018-2019 academic year.

***Resources:***

- The reviewers observed a number of challenges in student advising and recommended exploring opportunities for improvements in this area.

The reviewers express concern regarding the volume of student advising responsibilities of some faculty, and recommend the DPES undertake a comprehensive review of student advising to determine alternatives.

The Department acknowledges they have favoured a model in which student advising is primarily the responsibility of faculty serving as program supervisors, but they are now reviewing other models. In particular, the Department will explore the option of creating a new administrative staff student advising position as soon as possible.



In addition, the Dean's Office recognizes the important role of advising to support student success, and has been engaging in finding ways to better integrate academic programs with supports that are available on campus, including the Centre for Teaching and Learning, Library, Registrar's Office, and Academic Advising & Career Centre. The Academic Advising Round Table (AART) and the Student Success Caucus (SSC), whose membership is drawn from these units, are important mechanisms for coordination of support activities and initiatives undertaken by them and by academic units, and they also provide a forum for sharing best practices for student support.

- The reviewers noted a number of challenges around staff workloads, equipment and space that could be addressed to provide better support to students and programs.

The Department notes that new administrative staff have been brought on board in the last six months, including a new financial assistant that will significantly alleviate the pressure on the current DPES financial team. Two further positions have recently been approved: a full-time technician for the TRACES facility and a new co-op internship coordinator. With the on-going growth in the Department's faculty complement, increased research operations and program offerings, these two positions will address the deficit of administrative and technical support. In addition, several staff and technician job descriptions recently were revised to more accurately reflect current duties; the Department anticipates these changes will boost morale among administrative staff in the DPES, and they will continue to monitor the situation.

With regard to both space and equipment, the Department acknowledges that, overall, it is in a privileged position relative to other academic units at UTSC. Nevertheless, it has been working with the physics and astrophysics group to identify their space and equipment needs, and it has allocated approximately \$70K to purchase new instruments that will allow for the redesign of the lab components of all major courses in Physics and Astrophysics.

***Faculty:***

- The reviewers recommended the Department explore ways to enhance engagement between faculty from different disciplines (e.g., chemistry and physics) as well as between different categories of appointment.

The review team was told that greater effort is needed in the Department to bring together the chemists and physicists more often than is currently the case. The review team's stated goal in highlighting this comment is to emphasize the importance of collaboration among the three overarching disciplines in the DPES: chemistry, environmental science/environmental studies, and physics and astrophysics.

In addition, the review team note an apparent disconnection between the teaching and tenure stream faculty in the DPES; specifically, the reviewers say that some teaching stream faculty indicate they feel overworked and underappreciated, yet tenure stream faculty express only respect and appreciation for their colleagues. The reviewers

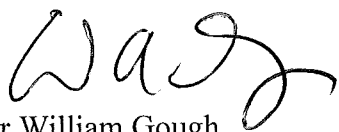
recommend that DPES create more opportunities for teaching and tenure stream faculty to talk to one another.

With regard to the issue of collaboration between the chemists and physicists, the Department points to the unifying role environmental science plays within the DPES, and notes there is already strong collaboration between the chemists and environmental scientists, as well as between the physicists and environmental scientists. The impressive growth of the Specialist programs in Environmental Chemistry and Environmental Physics, which draw upon the expertise of faculty members from the corresponding disciplines, provides compelling evidence that this strategy has been successful. Nevertheless, departmental leadership acknowledges the importance of fostering more direct collaboration between the chemistry and physics and astrophysics groups. Towards that end, teaching assignments recently were shuffled to accommodate a request from a faculty member in the Chemistry group, with expertise in quantum mechanics, to be responsible for a course offered through the Physics and Astrophysics program. As part of the Curriculum mapping exercise, the Department is also exploring opportunities for joint teaching enhancement grants that will consolidate the integration of elements from chemistry and physics into course offerings.

The reviewers note that some teaching stream faculty feel under-appreciated. However, the Department shows strong support for the success of teaching stream faculty in several ways. For example, the majority of the DPES teaching stream faculty have been nominated by the Department for (and received) campus- or university-wide teaching awards. As another example, the Department actively involves teaching stream faculty in decision making, with several teaching-stream faculty members having assumed significant academic leadership roles (Associate Chair Undergraduate, Discipline Representatives). Following receipt of this review, during conversations between teaching stream faculty leaders in the DPES and the Office of the Dean, these faculty asserted that they generally feel supported and respected by their colleagues (which echoes comments from the tenure stream faculty interviewed by the external reviewers). Since the basis for the comments noted in the review is currently unclear, we will pursue this issue in two ways: round table discussions with teaching stream faculty; and, facilitated discussions among Chairs regarding evaluation of, and communication with, teaching stream faculty (the latter to occur during the annual Chairs & Director's retreat at UTSC this September).

More generally, the Office of the Dean has, in the past year, provided new supports for career development and progress towards promotion for teaching stream faculty across the campus, and this is likely to have positive effects on morale. This includes a new Professional/Pedagogical Development Support Fund (commenced April 2018), a Professional Development Grant (roll out by September 2018), and an Indigenous Course Development grant (commenced February 2018).

Regards,



Professor William Gough  
Vice-Principal Academic and Dean

<b>Action</b>	<b>Implementation Timeline</b>	<b>Lead</b>
The DPES will invest resources to support its Physics and Chemistry Aid Centres.	Immediate (6 months)	DPES Chair and/or designates
The DPES will hire additional TAs to provide additional support to students in A- and B-level courses.	Immediate (6 months)	DPES Chair and/or designates
Upon request from the DPES, the Dean's Office will share data related to completion rates – filtered specifically for the Department.	Immediate (6 months)	DPES Chair and/or designates
The DPES Curriculum Mapping working groups will complete their work, and identify all courses that include a comprehensive writing requirement.	Immediate (6 months)	DPES Chair and/or designate(s)
The DPES will reach out to the OVPR and the Departments of Biological Sciences and Psychology regarding the Research Catalogue. They will determine the most effective way to make better use of this tool.	Immediate (6 months)	DPES Chair and/or designate(s)
The DPES will distribute its database of information about available research funding and research internships to senior undergraduate students,	Immediate (6 months)	DPES Chair and/or designate(s)

effective with the 2018-19 academic year.		
The DPES will review and address the space and equipment needs of the physics and astrophysics group.	Immediate (6 months)	DPES Chair and/or designate(s)
The V-D Faculty will conduct round-table discussions with teaching stream faculty.	Immediate (6 months)	Vice-Dean Faculty Affairs and Equity
The V-D Faculty will support facilitated discussions among Chairs regarding evaluation of and communication with teaching stream faculty.	Immediate (6 months)	Vice Dean Faculty Affairs & Equity
The DPES will create an online course focused on the mathematical skills they need for first-year physics courses.	Immediate to Medium (6 months to 2 years)	DPES Chair and/or designate(s)
The DPES Teaching and Curriculum committee will look at new ways to add experiential learning components into departmental courses and activities.	Immediate to Medium (6 months to 2 years)	DPES Chair and/or designate(s)
The Dean's Office will continue to engage with the various advising groups on the UTSC campus to better coordinate advising activities and share best practices.	Immediate/Medium/Long (6 months to five years)	VP Academic and Dean and/or designate(s)
The DPES will make their recently created Alumni Database more comprehensive.	Medium (1 to 2 years)	DPES Chair and/or designates
The DPES will review its current approach to student advising, as well other available models. The student advising model will be adjusted based on the	Medium (1 to 2 years)	DPES Chair and/or designate(s)

results of the review.		
The DPES will explore opportunities for joint teaching enhancement grants that will consolidate elements from chemistry and physics into course offerings.	Medium (1 to 2 years)	DPES Chair and/or designate(s)
The Dean's Office will facilitate consultation with UTSC leadership regarding improving mechanisms for tracking graduates.	Long (3 to 5 years)	VP Academic and Dean and/or designate(s)

## UTQAP Review Summary

<b>Programs Reviewed:</b>	Mental Health Studies, B.Sc. Hons.: Specialist, Specialist Co-op, Major, Minor Neuroscience, B.Sc. Hons.: Specialist, Specialist Co-op, Major Psychology, B.Sc. Hons.: Specialist, Specialist Co-op, Major, Minor
<b>Unit Reviewed:</b>	Department of Psychology, University of Toronto Scarborough (UTSC)
<b>Commissioning Officer:</b>	Vice-Principal Academic and Dean, UTSC
<b>Reviewers (Name, Affiliation):</b>	1. Professor Michael Dixon, Department of Psychology, University of Waterloo 2. Professor Albert Katz, Department of Psychology, Western University 3. Professor Frank Keil, Department of Psychology, Yale University
<b>Date of Review Visit:</b>	May 3-4, 2018

## Previous UTQAP Review

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**Review Date: December 6-7, 2011**

### Summary of Findings and Recommendations

#### Undergraduate Programs

The reviewers observed the following strengths:

- Excellent and innovative co-op program
- Alignment of the curriculum with the current state of knowledge in the fields of psychology and mental health
- Opportunities for students to learn about cutting edge research
- Impressive laboratory facilities for teaching
- New and innovative courses and course delivery models
- Unique and attractive mental health studies program

The reviewers made the following recommendations:

- Review admission criteria to the major and specialist to shape the number, quality and preparation of enrolled students
- Add some basic topics in cognition to fill gaps in the curriculum
- Increase opportunities for students to develop written and oral communication skills, engage with peers and faculty, and develop a sense of belonging within the program and university
- Increase the percentage of courses taught by full-time faculty
- Ensure that the scope of the program covers all core areas of psychological science

#### Faculty/Research

The reviewers observed the following strengths:

- High quality of many faculty members; outstanding quality of new hires

#### Administration

The reviewers observed the following strengths:

- Exceptionally high staff, faculty and student morale

The reviewers made the following recommendations:

- Assess whether graduate expansion in the areas of brain imaging and clinical psychology can be accommodated
- Increase the level of consultation within the Department with respect to decision-making

# Current Review: Documentation and Consultation

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## Documentation Provided to Reviewers

1. About the University and UTSC: UTSC Strategic Plan (2014/15 – 2018/19); UTSC Academic Plan (2015-20); UTSC By the Numbers; UTSC Admissions Viewbook (2018-19).
2. About the Review: Terms of Reference; Site Visit Schedule.
3. About the Department: External Review Report, Admin Response and Final Assessment Report (2012); Unit Academic Plan; Unit Self Study, plus Appendices.
4. About Programs and Courses: Description of Psychology programs; and description of Psychology courses; Course Syllabi; Course Enrolments from 2009 to 2018.
5. Faculty CVs.

## Consultation Process

The reviewers met with the following: the decanal group, including the Vice-Principal Academic and Dean, Vice-Dean Undergraduate, Vice-Dean Graduate, Vice-Dean Faculty Affairs and Equity, Assistant Dean Academic, and Academic Programs Officer; the Vice-Principal Research (Acting); the Chair of the Department of Psychology; junior and senior members of the faculty from all areas of study; undergraduate students; administrative staff from the Office of Arts and Science Co-op; departmental administrative staff; and library staff.

# Current Review: Findings and Recommendations

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## 1. Undergraduate Program

The reviewers observed the following **strengths**:

- Curriculum and program delivery
  - Reflects current state of the discipline and has appropriate breadth
  - Well-balanced sequence of curriculum
  - Many of the curricular gaps previously identified have been filled
- Innovation
  - Despite challenges faced by large and growing enrolment, the Department is meeting student need in innovative ways:
    - “Peer Scholar” tool used to build in writing and analytical skills is “creative means of recognizing the basic pedagogical skills necessary for education in the discipline and an appropriate response to dealing with large sized classes”
    - “Budding Scholars Initiative” engages top undergraduate students
- Quality indicators – undergraduate students



- Students reported they were happy with their decision to attend UTSC and would make the same decision again
- Student funding
  - Impressive scholarships for students in mental health studies
  - Department is making good use of available federal scholarships

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

- Admissions requirements
  - Twice as many students are admitted to the UTSC psychology programs as compared to the UTM programs, despite having similar faculty complement
- Curriculum and program delivery
  - Developmental area needs additional curricular content
  - Large program and course enrolment has led to pedagogical compromises (less writing and analysis training, less exposure to breadth of methodologies)
    - Students said if they selected courses carefully, they could complete their program without taking a writing intensive course
  - Large number of “WebOption” online course offerings
  - Students expressed frustration with large “C” level courses which puts pressure/restrictions on their ability to select preferred “D” level courses
- Assessment of learning
  - Assessment methods/design are limited by TA and faculty resources
- Student engagement, experience and program support services
  - High student-to-faculty ratio can make it difficult for all undergraduate students to do research in their chosen area and limits face-to-face interactions with faculty
    - When the graduate program receives accreditation, faculty may be pulled from undergraduate teaching responsibilities to be available for the graduate program, negatively affecting faculty to undergraduate student ratio
    - Student-faculty engagement issues have persisted since last review
  - Variance in TA/student ratios: UTSC is 0.74 TA hours/psychology student, UTM is 1.49 hours/psychology student, and St. George is 1.14 hours/psychology student
- Quality indicators – undergraduate students
  - High attrition rate of students in the specialist co-op, returning back to regular specialist program; reviewers noted issues with finding appropriate placements, and course scheduling issues for co-op students

The reviewers made the following **recommendations**:

- Admissions requirements

- Revise admission requirements to psychology programs making them more rigorous to reduce number of admitted students, creating smaller class sizes
  - Changes to admission requirements and subsequent enrolment reductions should not decrease faculty size
  - Ensure any changes to admissions and enrolment are considered along with government funding agreements
- Curriculum and program delivery
  - Offer additional course meeting sections to reduce class size
  - Introduce writing requirements earlier in the program once additional TA support has been secured
  - Offer more “D” level courses
  - Consider adding math and programming courses, with longer term goal of developing an imaging program
- Innovation
  - Continue to support “Peer Scholar” initiative; and add technical support staff to assist with trouble-shooting
- Assessment of learning
  - Have fewer multiple choice assignments in favour of more written assignments that are of a greater length
  - Consider if a guide on the minimum number of written assignments for each course could be implemented
- Student engagement, experience and program support services
  - Make targeted faculty hires and additional TAs to improve levels of engagement with students
    - Central administration should increase TA support
- Quality indicators – undergraduate students
  - Seek ways to improve scheduling and coordination for co-op

## 2. Faculty/Research

The reviewers observed the following **strengths**:

- Research
  - Prominent senior faculty scholars and strong early career faculty researchers
  - Collaborations between faculty in different research areas is encouraged
- Faculty
  - Faculty are leaders in the field
  - Teaching-stream faculty are very well respected in the Department
  - Recent faculty hires are excellent
  - Several faculty play an important role in external organizations
  - The younger cohort of faculty are the “Jewel in the Crown” of the Department

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

- Faculty
  - Shortage of faculty in development and behavioural neuroscience
  - There was a sense that in the past teaching-stream faculty were misinformed about conducting their own research

The reviewers made the following **recommendations**:

- Faculty
  - Consider new hires in developmental area, behavioural neuroscience area, and a senior-level hire in cognitive neuroscience
  - Ensure accurate messaging to teaching-stream faculty regarding engagement in research
  - Encourage social events on UTSC campus to orient all faculty and consider developing a colloquium series spearheaded by junior faculty
  - Encourage senior faculty members to hold administrative roles

### 3. Administration

The reviewers observed the following **strengths**:

- Relationships
  - Department is collegial, cooperative and friendly
  - Department has grown into a major research and teaching force on the UTSC campus
  - Good relationships with Faculty of Social Work, Biology and Neuroscience groups
  - Department plays important role in engaging and recruiting students from the local community
- Organizational and financial structure
  - Recently implementation of administrative organization has been excellent; the addition of a third associate chair was a positive move, and clear administrative definitions have helped resolve some Department growing pains
- Long-range planning and overall assessment
  - Management is excellent, especially given the limitations of space and staff, and the large student body
  - Chair has made progress on some recommendations from 2011-12 review
  - Chair is well regarded by colleagues, and has created collegial environment

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

- Relationships
  - Communication between co-op staff and faculty could be improved
- Organizational and financial structure
  - Space for faculty is adequate, but if additional space is not secured then it will be difficult to accommodate new hires and possibly challenging to recruit top candidates
    - While faculty are collegial with one another, lending office space to a new hire until space is available is an unsustainable practice
    - New space promised is slow to become available, and this affects new faculty productivity and progress towards tenure
  - Access to MRI equipment (only on St. George campus) is not ideal, and the purchase of an MRI magnet for UTSC is not feasible or recommended at this time, though UTSC should look into the long-range possibility of obtaining one
  - Limited staff resources for a large student population

The reviewers made the following **recommendations**:

- Relationships
  - Work on improving communication between co-op staff and faculty
- Organizational and financial structure
  - Department and central administration to ensure that adequate space is provided to these new hires in a timely fashion
  - Optimize access to MRI equipment and secure additional research space on St. George campus for UTSC faculty and students who are on-site using the MRI
    - Reviewers supported the plans to increase the use of EEG technology and encouraged central administration to continue to secure adequate EEG research space
  - Make two staff hires, one to support intro level courses and to assist with student guidance, and one to support the “Peer Scholar” tool
  - Provide dedicated Psychology space in the vivarium, including a dedicated undergraduate teaching lab for students interested in behavioural psychology

Administrative response—appended



October 9, 2018

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

Dear Susan,

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

Thank you for your letter of August 16, 2018 requesting my administrative response to the external review of the Department of Psychology. I appreciate the seriousness with which the reviewers approached the external review process, as well as the thoughtful consideration given to the Department and its undergraduate programs. I am particularly pleased to note the reviewers' acknowledgement of the Department's success in addressing the issues raised in their previous external review, the high morale in the Department, and the high quality of the faculty.

The external review report was sent to the Chair of the Department and has been shared widely among faculty, staff and students. The decanal group, including myself, the Vice-Dean Undergraduate, the Vice-Dean Graduate, and Academic Programs Officer met with the Department Chair and faculty on September 10, 2018 to discuss the external review, and the recommendations from the review report; I am pleased with the depth of the discussion that took place. We are considering the recommendations of the reviewers carefully and already have begun to act upon them.

Let me address the specific points raised in the letter:

***Programs & Curriculum:***

- The reviewers noted large student enrolment and class size limited student-faculty engagement and recommended considering ways to reduce enrolment pressures including the option of amending the admission requirements.

The reviewers agree with the Department that the quality of undergraduate programs suffer when enrolments are too high. As they note, large classes – when they are not supplemented by smaller tutorial sessions – can limit both the types of teaching and

testing that can be employed, and the skills students can achieve in writing, logical analysis, and experimental design. The reviewers are therefore supportive of the Department's plans to reduce class sizes through mechanisms such as increasing enrolment requirements so as to reduce student intake numbers, but they offer the caution that the Department remain mindful of the potential impacts of a reduced enrolment on research support and the size of the faculty complement.

The Department will be initiating a two-stage process to address large student enrolment and class size. First, it will gradually raise the GPA averages associated with enrolment requirements in Psychology (PSY) and Mental Health Studies (MHS) programs, but in a manner that recognizes potential impacts (e.g., on faculty complement and research) of reduced enrolments. In the 2018-19 academic year the Department increased the GPA entrance averages associated with introductory Psychology courses in PSY and MHS programs from 60% to 64% for the Major and from 70% to 72% for the Specialist. In the 2019-20 academic year the GPA entrance averages will be further increased to 66% for Major programs and 74% for Specialist programs. Second, by 2021-22, entrance requirements into the OUAC admissions category for Department of Psychology programs will be revised to include a high school math and biology course.

In addition, although it will not impact student enrolment, the Department will strengthen the research methods component of the program requirements, and locate it earlier in the program. A proposal for changes in the organization and sequencing of research methods courses in the PSY and MHS programs was approved at a Department faculty meeting in September 2018. The resulting curricular changes are being submitted in the current governance cycle, with an anticipated effective date of the 2019-20 academic year. Consideration of the research methods component for the Neuroscience program will be undertaken in the coming year.

- The reviewers noted challenges with integrating critical analysis and writing skills into the curriculum, and with providing writing support services to students. The reviewers recommended introducing writing and critical analysis into the curriculum earlier in programs, and suggested ways to increase writing support for students.

The reviewers believe there is more work to be done to ensure all students have exposure to writing opportunities both early in, and also throughout, their program. Towards this end, the committee recommends that the Department make greater use of written assignments – as opposed to multiple choice tests – as an assessment tool, and revise the curriculum to ensure students complete a minimum number of writing-intensive courses.

The Department currently is engaged in a curriculum mapping exercise that has a primary objective of identifying areas for strengthening skill development, including writing, public speaking, group work, constructive responding to feedback, etc., – from the B-level and upward. MHS will be mapped in the next six months, and PSY within the next year. Neuroscience will be mapped during the next academic year. In addition, the Department is currently reviewing a number of instructional tools that may provide richer writing opportunities to students, including continued development of peerScholar and other pedagogical tools.

- The reviewers observed student frustration with access to upper level courses and recommended increasing offerings.

The reviewers note that, in line with other Psychology departments, the UTSC Department of Psychology's strategy for dealing with their very large enrolments is to allow bigger classes in lower-level courses, while classes in upper-level courses are smaller. To support this effort, they recommend the Department provide more courses at the D-level.

The Department notes that, in the past 3-4 years, on average 3 new C- and D-level courses have been introduced each year, providing students with a much greater variety of courses in many areas of study from which to select; however, it recognizes there is more work to be done – particularly in areas like developmental studies. Therefore, it will continue to work to offer more C-level courses by core faculty members (these courses will be capped at 100 students), as well as to increase the number and diversity of D-level seminar courses.

- The reviewers noted a high attrition rate of students from the Co-op program option and recommended finding ways to improve communications, coordination and the breadth of available placements.

As the reviewers acknowledge, interest in Co-op is growing and students who are successfully placed in work terms are very pleased with their Co-op experience; however they express some concern about the attrition rate in the Co-op program, suggesting it may be due to difficulty finding suitable placements. They also note that scheduling issues associated with the timing of the work terms may be impeding some students in Co-op programs from accessing D-level courses. They believe better communication between the Department and the Arts & Science Co-op Office regarding placements, and better coordination of the undergraduate teaching schedule and the work term placement schedule will resolve these issues.

The Department will be striking a working committee to address the high attrition rates of students from the Co-op programs. The Department has already reached out to the Director of Arts & Science Co-op to arrange a meeting to discuss strategies for facilitating student retention and success in the Co-op programs. Based on a recent analysis, carried out by the Co-op office, of attrition rates across units and programs, low grades (i.e., not meeting the minimum GPA requirement of 2.5) have been identified as the primary reason that students leave Co-op after the first year. That said, first year exit rates in Psychological and Health Sciences is the lowest of all Co-op program areas (25% as compared to 32% in the other Life Sciences and 45% in the Social Sciences/Humanities). Thus, although attrition rates are of continued concern for the Department, these should be considered in the broader context of Arts & Science Co-op.

- The reviewers encouraged creating additional math and programming courses to support any potential plans to develop a new undergraduate program in imaging.

The Department is planning to introduce a new undergraduate program in Cognitive Neuroscience. As part of the program development process, the Department will begin reviewing its math and programming offerings and will develop new math and programming courses as needed.

***Faculty & Research:***

- The reviewers recommended working with the University to ensure that new faculty receive adequate space in a timely manner and that dedicated space for Psychology be available in the vivarium.

The reviewers highlight the importance of appropriate space in attracting excellent faculty, and they express some concern regarding the availability of existing space to accommodate growth. They encourage the Department and central administration to ensure adequate and appropriate space is provided for new faculty, and that dedicated space be provided in the vivarium for faculty and students engaged in research in behavioural neuroscience.

The Vice-Principal Academic and Dean notes that there is a new process at UTSC for identifying space and equipment needs for new faculty that involves the offices of the Dean, the Vice-Principal Research (VPR), and the CAO that enables the Campus to prepare in a pro-active way for new faculty needs. This new process also encourages departments to consider the research facility needs of new faculty at the time that they develop their faculty complement plans. The availability of suitable space will be taken into consideration at the time that the campus develops its next 5-year complement plan. In addition to this process, the Department Chair recognizes there is also a need to help manage faculty expectations.

With regard to the vivarium, the VPR has reviewed the use of the vivarium, and spaces were created with shared used based on the type of research needs. The Department will continue to advocate for some dedicated space for Psychology, given that a shared model is not always appropriate for the type of work undertaken by some of its faculty members.

- The reviewers encouraged ensuring that faculty in the teaching stream are aware of the full scope of activity covered under pedagogical and professional development including “discipline-based scholarship in relation to, or relevant to, the field in which the faculty member teaches”.

As the reviewers note, the Department of Psychology is notably “collegial, cooperative and friendly” (p. 7). They stress that teaching stream faculty are treated with respect, play an important role in the education and life of the Department, and have their input seriously considered: “Indeed,” they say, “we see the Psychology UTSC model as one that should be adopted elsewhere” (p.7). As a minor point, they suggest the Department



and central administration actively promote the message that teaching stream faculty are encouraged to conduct research in their fields of expertise.

The Department will work to improve messaging to faculty on UTSC's newly revised *Guidelines for the Assessment of Effectiveness of Teaching* which outlines the criteria required for promotion to associate and full-rank professor, in both the teaching and tenure streams. Part of the requirement for continuing status or promotion in the teaching stream is ongoing professional/pedagogical development, as is outlined in the guidelines. The Department Chair (who is new this year) attended a UTSC Chair's and Director's retreat, held in September 2018, in which the revised *Guidelines* were a key point of discussion. In addition, faculty will be directed to the workshops and information sessions that are regularly offered by the Office of the Vice-Provost Faculty and Academic Life in co-operation with the Vice-Dean Faculty Affairs and Equity. Finally, the Vice-Dean Faculty Affairs and Equity has, in the past year, introduced new mentorship opportunities and other supports for career development and progress towards promotion for teaching and tenure stream faculty across the campus, and faculty response has been very positive. This includes a Professional/Pedagogical Development Fund for the Teaching Stream, launched in April 2018 for which eligible expenses include (among other items): *Pedagogical research supporting contributions to the pedagogical literature, workshops or other pedagogical development opportunities; and Discipline - based scholarship in relation to, or relevant to, the field in which the faculty member teaches.* While this was widely disseminated, it will take some time for new guidelines and procedures to supplant old practice.

- The reviewers suggested developing social and research events to help orient new faculty and foster a sense of community.

The reviewers urge the Department to engage in more events designed to bring faculty and students together outside of class, so as to generate and support a greater sense of departmental life and cohesion. In particular they recommend social gatherings centred around holidays, and the development of local colloquium series. The latter could be spearheaded by junior faculty.

The Department agrees there is room for improvement in this regard. As a first step, Psychology hosted a "Welcome Back" lunch, as well as an orientation and mingle for incoming graduate students and postdocs in September 2018. In addition it has struck two new committees: a "Seminar and Events Committee" to develop a colloquium series and other academic and social events; and a "Graduate Affairs Committee" aimed at strengthening graduate student and postdoctoral presence and culture at UTSC, and building community between experimental and clinical students. The new committees have begun meeting this Fall term. The Department plans to launch the new colloquium series in the new year.

- The reviewers encouraged the Department to ensure that senior faculty take on leadership roles and allow early career faculty to establish their research careers.

The Department is making efforts to ensure an equitable distribution of service across faculty ranks, in ways that allow early and mid-career faculty more time to focus on establishing their research and teaching careers. The Department acknowledges that approximately 28% of its faculty hold the rank of Professor, however, their participation on the tenure and promotion committees of junior faculty are an important, and time-consuming component of their service.

For early and mid-career faculty, the Department is working to develop local processes to facilitate career development and progress through the ranks in a timely manner. In the coming academic year, the Department will hold “brown bag lunches” for assistant and associate professors, aimed at providing guidance and support to early and mid-career faculty; these activities are meant to complement recent mentorship initiatives by the Vice-Dean Faculty Affairs and Equity. In addition, faculty are encouraged to participate in the NCFDD Faculty Success Program, the costs of which are covered by the Provost, Dean and Chair’s Offices. Feedback from faculty who have completed this program have been highly positive and enthusiastic.

- The reviewers encouraged optimizing access to the MRI and supported plans to increase the use of EEG technology.

As the reviewers note, there is a reasonable argument to be made for UTSC to obtain its own fMRI; however, they recognize this may be a longer term goal. In the shorter term, they urge the Department to optimize use of the fMRI located on the St. George campus, and proceed with plans to bolster other types of imaging technology, such as EEG. Towards this end they recommend that the Department and central administration work together to: (1) establish a dedicated research space for UTSC faculty and students at the St. George fMRI facility; and (2) resolve the inadequacies associated with existing labs being used for EEG research, as well as provide additional EEG space and equipment.

The Department is looking at cost effective ways to gain better access to the fMRI on the St George Campus, and also to expand their EEG capacity. Towards that end, Department has scheduled a meeting, to take place in the Fall 2018 term, with the Vice-Principal Research and the CAO to discuss partnerships and strategy.

#### ***Administration:***

- The reviewers recommended providing additional administrative support in the areas of technology and student advising.

The reviewers encourage the Department to engage a dedicated technician to support Peer-Scholar. They also suggest that, given current enrolment levels, an additional front-line staff member would be beneficial – particularly in providing support for the introductory Psychology courses.

In the Summer, the Department was grateful to receive funding to increase a staff position from 0.5 to 1.0 FTE and the Chair is in the process of hiring a new departmental

assistant into this position. This increase in FTE allows for a significant redistribution of duties in the administrative office, and in a manner that is expected to strengthen supports in areas of instructional technology and student advising. The Chair will continue to review the Department's needs and make further adjustments in the distribution of duties amongst administrative staff in the coming year. If it is determined that a need exists, a request will be made to the Dean for an additional position.

Regards,



Professor William Gough  
Vice-Principal Academic and Dean

<b>Action</b>	<b>Implementation Timeline</b>	<b>Lead</b>
The Department will fill a new 1.0 FTE administrative staff position by November 2018.	Immediate (6 months)	Department Chair
The Department Chair will meet with the Vice-Principal Research to discuss equipment needs in Psychology.	Immediate (6 months)	Department Chair and Associate Chair, Research
The Department will advocate for dedicated space in the vivarium for faculty that need it for their research.	Immediate and ongoing (6 months and ongoing)	Department Chair.
The Department will continue to communicate with faculty about the revised <i>Teaching Guidelines</i> and provide additional resources and supports.	Immediate and ongoing (6 months and ongoing)	Department Chair
The Department's new Seminar and Events Committee and Graduate Affairs Committee will begin meeting and developing ideas for social events and a colloquium series	Immediate and ongoing (6 months and ongoing)	Department Chair and Associate Chair Research
The Department will	Immediate to Medium (6	Department Associate Chair

increase the GPA entrance averages associated with introductory Psychology courses to 66 for the Major and 74 for the Specialist.	months to 1 year)	Undergraduate and Departmental Curriculum Committee
The Department will revise the sequencing of research methods courses in PSY and MHS programs.	Immediate to Medium (6 months to 1 year)	Department Associate Chair Undergraduate and Departmental Curriculum Committee
The Department will engage in curriculum mapping for all three areas of study with the primary objective of identifying areas where writing can be strengthened.	<ul style="list-style-type: none"> <li>• MHS: Immediate (6 months)</li> <li>• PSY: Medium (1 year to 2 years)</li> <li>• Neuroscience: Medium (1 year to 2 years)</li> </ul>	Department Associate Chair Undergraduate and Departmental Curriculum Committee
The Department will convene a working group to review attrition in the Co-op programs. In addition, the Department will meet with the Director of Arts and Science Co-op.	Immediate to Medium (6 months to 2 years)	Department Chair and Faculty Advisor to Co-op
As new faculty are brought on board, the Department will continue to develop and introduce new courses to meet program needs and student demand.	Immediate to Longer (6 months to five years)	Department Chair and Associate Chair Undergraduate
The Department will work with the Registrar's Office to add high school math and biology to the requirements for the OUAC admissions category for all Department of Psychology programs.	Medium (1 to 2 years)	Department Associate Chair Undergraduate and Departmental Curriculum Committee
The Department will convene a committee to review math and programming offerings.	Medium (1 to 2 years)	Department Associate Chair Undergraduate and faculty

## APPENDIX I

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

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

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

Unit	Program(s)	Accrediting Agency	Status
Faculty of Kinesiology and Physical Education	Bachelor of Kinesiology (B.Kin.)	Canadian Council of University Physical Education and Kinesiology Administrators (CCUPEKA)	The Bachelor of Kinesiology program has received full accreditation in both kinesiology and physical education for a period of 7 years effective 2018.
Faculty of Nursing	Bachelor of Science in Nursing (B.Sc.N.)	Canadian Association of Schools of Nursing (CASN)	The Faculty of Nursing, Educational Unit, and the Second Entry Undergraduate program, B.Sc.N., have been granted full accreditation for a period of 7 years (2018-2025).
Faculty of Medicine	Master of Science in Physical Therapy (M.Sc.P.T.)	Physiotherapy Education Accreditation Canada (PEAC)	The Master of Science in Physical Therapy has been granted "probationary" accreditation status, with a follow-up site visit to take place in June 2019. Students who are already in the program are unaffected by the change in accreditation status.