



**FOR INFORMATION**

**PUBLIC**

**OPEN SESSION**

**TO:** Agenda Committee

**SPONSOR:** Susan McCahan, Vice-Provost, Academic Programs  
**CONTACT** (416) 978-0490, vp.academicprograms@utoronto.ca  
**INFO:**

**PRESENTER:** See above  
**CONTACT**  
**INFO:**

**DATE:** November 12, 2019 for November 21, 2019

**AGENDA ITEM:** 2b

**ITEM IDENTIFICATION:**

Semi-Annual Report on the Reviews of Academic Units and Programs,  
April 2019 – October 2019

**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] (October 30, 2019)
2. **Agenda Committee of the Academic Board [for information] (November 12, 2019)**
3. Academic Board [for information] (November 21, 2019)
4. Executive Committee of the Governing Council [for information] (December 4, 2019)
5. Governing Council [for information] (December 12, 2019)

#### **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 2018 – March 2019) was previously submitted to the Committee on Academic Policy and Programs on April 2, 2019.

#### **HIGHLIGHTS:**

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

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

Overall, the themes raised in these reviews echoed those in previous compendia: the excellent quality of our programs, the talent and high calibre of our students, and the impressive body of scholarship produced by our faculty. In addition, this set of reviews highlights the ways in which

our academic units are successfully incorporating experiential education into their program delivery, providing innovative, hands-on learning opportunities for students.

As always, the reviews noted areas for development. The reviews identified the need for units to be forward-thinking in their faculty complement planning and to ensure that diversity is reflected in faculty complement, student body, and curriculum.

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

**FINANCIAL IMPLICATIONS:**

Not applicable.

**RECOMMENDATION:**

This item is for information and feedback.

---

**DOCUMENTATION PROVIDED:**

Compendium of Reviews of Academic Programs and Units, April 2019 - October 2019



UNIVERSITY OF  
**TORONTO**

OFFICE OF THE VICE-PROVOST,  
ACADEMIC PROGRAMS

# **Reviews of Academic Programs and Units**

**April 2019 - October 2019**

**Report to the Committee on Academic Policy and Programs**

**October 30, 2019**

# Reviews of Academic Programs and Units

April 2019 – October 2019

Report to the Committee on Academic Policy and Programs

October 30, 2019

## Provostial Reviews

### Faculty of Arts & Science

- *No programs, not a UTQAP review*

### Faculty of Law and its programs

- Undergraduate: Juris Doctor, J.D.
- Graduate: Master of Laws, LL.M.; Doctor of Juridical Science, S.J.D.; Global Professional Master of Laws, G.P.LL.M.; Master of Studies in Law, M.S.L.

### Joseph L. Rotman School of Management and its programs

- Graduate: Master of Finance, M.F.; Master of Financial Risk Management, M.F.R.M.; Master of Business Administration, M.B.A.; Executive Master of Business Administration, M.B.A.; Master of Management Analytics, M.M.A.; Doctor of Philosophy in Management, Ph.D.; Graduate Diploma in Professional Accounting

### Faculty of Medicine and its programs

- Undergraduate: Doctor of Medicine, M.D.

### Leslie Dan Faculty of Pharmacy and its programs

- Graduate: Doctor of Pharmacy, Pharm.D.; Pharmaceutical Sciences, M.Sc., Ph.D.

## Decanal Reviews

### Faculty of Arts & Science:

- Department of English
  - Undergraduate: English, B.A. (Hons.) Specialist, Major, Minor; Asian Literatures and Cultures, Minor
  - Graduate: English in the Field of Creative Writing, M.A. C.R.W.; English, M.A., Ph.D.
- Health Studies program
  - Undergraduate: Health Studies, B.A. (Hons.): Specialist, Major
- Centre for Medieval Studies and Mediaeval Studies undergraduate program
  - Undergraduate: Mediaeval Studies, B.A. (Hons.): Specialist, Major, Minor
  - Graduate: Medieval Studies, M.A., Ph.D.
- Renaissance Studies program
  - Undergraduate: Renaissance Studies, B.A. (Hons.): Specialist, Major, Minor

**Faculty of Medicine:**

- Department of Speech Language Pathology
  - Graduate: Speech Language Pathology, M.H.Sc.

**University of Toronto Mississauga:**

- Department of Biology
  - Undergraduate: Biology, B.Sc. (Hons.): Specialist, Major, Minor; Biology for Health Sciences, B.Sc. (Hons.): Major; Biomedical Communications, B.Sc. (Hons.): Minor; Biotechnology, B.Sc. (Hons.): Specialist; Comparative Physiology, B.Sc. (Hons.): Specialist; Ecology & Evolution, B.Sc. (Hons.): Specialist; Molecular Biology, B.Sc. (Hons.): Specialist; Paleontology, B.Sc. (Hons.): Major
- Department of Psychology
  - Undergraduate: Behaviour, Genetics and Neurobiology, B.Sc. (Hons.): Specialist; Exceptionality in Human Learning, B.Sc. (Hons.): Specialist, Major; Psychology, B.Sc. (Hons.): Specialist, Major, Minor

**Appendix I: Externally-commissioned reviews of academic programs, April 2019 – October 2019**

# Provostial Non-UTQAP Cyclical Review: Final Assessment Report and Implementation Plan - **DRAFT**

## 1 Review Summary

<b>Program(s) Reviewed:</b>	Not applicable
<b>Division/Unit Reviewed OR Division/Unit Offering Program(s):</b>	Faculty of Arts and Science
<b>Commissioning Officer:</b>	Vice-President and Provost
<b>Reviewers (Name, Affiliation):</b>	<ol style="list-style-type: none"> <li>1. Carla Hesse, Professor and Executive Dean of Letters and Sciences, University of California, Berkeley</li> <li>2. Bruce Lennox, Professor and Dean of the Faculty of Science, McGill University</li> <li>3. Carol Padden, Professor and Dean of Social Sciences, University of California, San Diego</li> </ol>
<b>Date of Review Visit:</b>	October 29-31, 2018

## Previous Review

**Date: 2013-2014 (Provostial, non-UTQAP review)**

### Summary of Findings and Recommendations

#### Teaching and Research

The reviewers observed the following strengths:

- Effectiveness in fostering a culture of excellence; deep appreciation of importance and commitment to upholding the highest standards of excellence in research and teaching. Teaching and research powerhouse.
- Engagement as global citizens/extent of technology transfer
- Very high quality of students
- Very positive reaction to faculty wide curricular renewal, encouraging breadth and exploration of new subjects
- Effectiveness of vice decanal structure in supporting a culture of excellence and achievement in research/research funding; strength in part due to ability

to work across departments and campus structure to develop innovative interdisciplinary proposals across three campuses

The reviewers made the following recommendations:

- Analyze how best to respond to the challenges of increasing numbers and class sizes, including the best way to manage access to courses, use and training of TAs, and role of co-op and placements.
- Consider approaches to monitor time to completion, attract increased numbers of graduate students, enhance use and training of TAs.
- Continue to consider how to best use given structures to promote large scale interdisciplinary research projects crossing areas, and find creative ways to maintain and improve research space.

### **Organizational Structure & Resources**

The reviewers observed the following strengths:

- Financial and admin stability of Faculty in particular supported by hiring of CAO and admin team

The reviewers identified the following areas of concern:

- Extreme budgetary constraints
- Decentralized admin model

The reviewers made the following recommendations:

- Continue to focus attention on communications in support of sustained integrative planning across autonomous departments ensuring penetration to unit level supporting nimbleness/speed/coordination including relative to oversight of tenure process.
- Ensure that the number of EDUs does not draw energy away from work between/across depts.

### **Internal & External Relationships**

The reviewers observed the following strengths:

- Dedication, ingenuity, entrepreneurial spirit of staff, faculty, students
- Camaraderie and commitment of faculty

The reviewers identified the following areas of concern:

- Challenges inherent in tri-campus model and scope of U of T

The reviewers made the following recommendations:

- Maintain focus on how best to leverage tri-campus structure and cross-divisional strengths in support of complement planning and innovation in support of cross-divisional academic teaching and program developments, including at the graduate level to build programming in professionally relevant program areas where there are employment opportunities.



## Current Review: Documentation and Consultation

---

### Documentation Provided to Reviewers

The following documents were provided:

- Site Visit Schedule
- Terms of Reference
- Self-Study and Appendices, October 2018
- 2018 A&S Priorities Discussion Paper
- 2013 External Review Report
- *Towards 2030: The View from 2012 - An Assessment of the University of Toronto's Progress Since Towards 2030*

### Consultation Process

The reviewers met directly with the following, in order of meeting schedule:

- Vice-President and Provost
- Vice-Provost, Academic Programs
- Dean, Faculty of Arts & Science
- Vice-Dean, Academic Planning & Strategic Initiatives
- Chief Administrative Officer
- Director, Financial Services
- Graduate Students (from Humanities, Social Sciences, and Sciences programs)
- Vice-Dean, Graduate Education
- Vice-Dean, Faculty & Academic Life; Director, Teaching Support & Faculty Development; and Director, Critical Incidents, Safety, & Health Awareness
- Faculty Registrar & Director of Undergraduate Academic Services
- Undergraduate Students (from Humanities, Social Sciences, and Sciences programs), including ASSU Executive members
- Chairs and Academic Directors – Humanities
- Reception with Arts & Science faculty members
- Deans of Cognate Divisions (or delegates):
  - Rotman School of Management
  - Faculty of Applied Science and Engineering
  - Faculty of Kinesiology and Physical Education
  - John H. Daniels Faculty of Architecture, Landscape and Design
  - Faculty of Music
  - Faculty of Medicine
- Vice-Dean, Interdivisional Partnerships

- Chairs and Academic Directors – Sciences
- Senior administrative staff (Information & Instructional Technology; Communications; Advancement; Academic HR; Administrative HR)
- Acting Vice-Principal Academic and Dean, University of Toronto Mississauga
- Vice-Principal Academic and Dean, University of Toronto Scarborough
- College Principals
- Vice-Dean, Undergraduate & International and Associate Dean, Teaching & Learning
- Director, Centre for Indigenous Studies
- Chairs and Academic Directors – Social Sciences
- Acting Dean, School of Graduate Studies
- Vice-Dean, Research & Infrastructure; Director, Infrastructure Planning
- Arts & Science Decanal Search Committee

## Current Review: Findings and Recommendations

---

### 1. Teaching and Research (Items 1, 2, 3, 4 and 8 from Terms of Reference)

The reviewers observed the following strengths:

- World class faculty and students
- Top destination for university applicants both regionally and internationally.
- Academic programs delivered at the highest level
- Research enterprise that continues to make remarkable contributions to both fundamental and applied knowledge
- Excellent balance of the teacher-scholar model for a large public research university
- Strategic efforts to increase the diversity of the faculty, with respect to gender and racialized groups (in particular, indigenous faculty) have borne measurable fruits
- Notwithstanding the complexity of the Indigenous Studies portfolio, reviewers were encouraged by the resolve expressed by the Faculty's Decanal Working Group on Indigenous Teaching & Learning's 20 Calls to Action in response to the 2016 Truth and Reconciliation Commission of Canada.
- The Humanities are a signature strength of FAS, recognized nationally and internationally for the quality and innovative character of its research faculty and instructional programs; its core departments--classics, philosophy, history, literature and languages--are among the best faculties in the world and a source of great strength for the Faculty.
- The Social Sciences faculty at U Toronto have been active in promoting interdisciplinary effort on campus and offer a great deal of innovative research and teaching.
- **Undergraduate:**
- Rightly earned international reputation for both the excellence and diversity of undergraduate students; remarkable ethno-racial and social diversity of the student body creates a vibrant global educational village and makes FAS a living laboratory for Canada's best future.
- Scale and diversity of programs offers a wealth of opportunities to students

- Remarkably balanced program offerings across the three sectors
- Multiple programs allow students to create blended pathways, that sometimes cross the STEM/non-STEM divide
- Impressive number of students pursuing cross-sector programs
- The College system serves the FAS in a number of valuable ways, providing each Arts & Science undergraduate with ‘membership’ in a non-discipline-specific community, serving academic as well as social needs; leading pedagogical innovations, such as the “Ones” programs, which offer a section of students a ‘small school experience’ in the midst of a very large school reality; and providing FAS with an ‘incubator’ lab environment for the development of interdisciplinary programs.
- **Graduate:**
- Graduate admissions data are strong and the proportion of domestic students (80%) is remarkably strong in the Canadian context.
- 2016 Canadian Graduate and Professional Student Survey scores are good-to-very good in nearly all categories.
- FAS has responded to recent developments in doctoral education by supporting two programs – “Milestones” and “Pathways” – that offer professional training and career development opportunities as well as research experience outside the university.
- Significant increases in graduate student support (in research degrees) since the last review.
- FAS commitment to guaranteed funding levels, presented in a transparent fashion, gives applicants confidence in knowing what their financial situation will be, and gives departments and supervisors a structure on which to base their TA allocations and plan research costs.

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

- Additional advising and mentorship services would be welcome, especially from commuter and graduate students.
- It will be challenging for the Centre for Indigenous Studies (CIS) to reach a vibrant and flourishing state even in several years, given the current and projected staffing levels as well as the space that the CIS currently occupies.
- There has been a decline in student enrolment in humanistic study at many universities.
- **Undergraduate:**
- Challenge of creating curricular and co-curricular experiences that are shared by all undergraduate students such that they come to feel a stronger sense of belonging to a shared academic community; challenge increases as number of international students increases.
- Fragmentation and unevenness of student academic experience between residential and commuter students.
- Self-segregation of students by ethnicity and gender into particular programs, especially the notable underrepresentation of women and students of color in some of the STEM fields

- Admissions process cannot control the intellectual and cultural diversity of the incoming cohorts on a category-to-category basis, and is prone to imbalances in international recruitment, most recently in the Computer Science category.
- Colleges have different admissions standards, resulting in the promotion of a contra-inclusive ranking among students from the outset.
- **Graduate:**
- Concerning time-to-completion (TTC) data: an increase (on a large baseline value) of 0.6 years across all sectors since 2011, and an increase of 1 year in Social Sciences alone. Prolonged TTCs are demotivating for students and artificially clog the graduate studies/research enterprise of the university.
- Only rarely are internal factors affecting long TTCs discussed, including the expectations of graduate course work, the time associated with the professional development programming, the panel of milestones including cumulative/comprehensive exams. Most importantly the quantity of research accomplished that is necessary to submit in a dissertation is ill-defined in many disciplines and is prone to be ever-increasing.
- 2016 Canadian Graduate and Professional Student Survey scores in the Research Training and Career Orientation category were only “fair.”
- Despite recent increases, graduate stipends are quite low given the cost of living in the GTA, though notably, some departments provide minimum stipends greater than the FAS values.

The reviewers made the following **recommendations**:

- FAS should continue to be vigilant in its efforts to diversify the faculty.
- Increased investment in academic advising, wayfinding and wellness would greatly improve both graduate and undergraduate student experience
- Reviewers note the call to create an Indigenous College and observe that, given the key role played by the Colleges in supporting students academically and socially, an Indigenous College would have significant symbolic and practical value.
- CIS’s space situation should be solved promptly. There would be significant practical and symbolic value if the CIS and First People’s House were located in a prominent, central location on the St. George Campus, and not on the campus periphery.
- The Dean will need to work closely with the faculty to artfully balance the ever-increasing student demand for programs that ensure the acquisition of strong quantitative training while sustaining signature institutional concentrations of excellence and more fully leveraging the comprehensive excellence for which FAS is rightly renowned.
- Design and implement a cross-faculty hiring plan that is aligned with the strategic academic priorities of the university in the areas of data/computational sciences, cognitive and neurosciences, urban and environmental studies, human diversity and indigenous studies.
- Some growth in both the computer science and statistics faculties is warranted, but computational approaches to research should not be concentrated exclusively in these departments or in a single "data sciences" program or in mathematics, but rather distributed across the entire knowledge landscape to encourage domain specific inquiry

and training, and to bring in a diversity of ideas and people (i.e., the under-representation of women) into the problems it faces.

- A deeper collaboration of the language and literature programs with the School of Global Affairs, especially at the master's level could greatly strengthen and expand language and literature instruction and address the renewed demand for training and expertise in international and area studies, and especially regional expertise that has arisen with globalization.
- FAS is uniquely positioned to launch a major initiative, centered in the humanities, in understanding science as a humanistic endeavour (e.g., the issues of how humans will adapt to accelerating innovation in digital technology and bioscience; building a human-centered approach to data and bio-sciences, in areas such as ethics, notions of mind, body and self, or human navigation of time and space).
- The Social Sciences should reposition themselves as residing at the intersection and crossroads of matters that are new and emerging on campus, and should be given a leadership role in the School of Cities initiative. It may make sense to reinvent and retool by adding new strengths – in, for example, criminal justice and the social cost of incarceration, urban sociology or globalization and its impact on human cultures.
- **Undergraduate:**
- Consider redefining the nature of one or more of the Admissions categories, e.g., expand the Computer Science category to include a nascent Data Science/Quantitative Social Sciences emphasis to support the intellectual and cultural diversity of incoming cohorts.
- Initiative to review first-year curriculum with an aim to create a more structured common liberal arts launch pad for all students (residential and commuter) is worthy of further pursuit
- Possible creation of a Bachelors of Arts AND Sciences could help to diversify further the STEM disciplines, encourage a more human-centered approach to STEM fields and topics, and might serve as a signature of the undergraduate academic experience at FAS, giving the Faculty even greater visibility and competitiveness
- b2B (backpack-to-briefcase) program is an especially good example of what could be offered across disciplines, fields and areas.
- Cooperative (co-ops) professional programs for engineering, commerce and computer science could be broadened to include biology, art history (curating and event planning), computational social science (working for governmental and non-profit organizations on data science), and more. This will require developing new partnerships in the greater Toronto area which will bring benefits to the university.
- An alternative College admissions process, such as a lottery system, would be worth considering as it or an equivalent would better align with the FAS's commitment to equity and diversity.
- Colleges could be more closely aligned with the FAS strategic plan, e.g., improving the overall student experience by continuing to step forward with innovations, space, and resources; creating and sustaining inclusive and respectful learning, social, and working environments.

- Newer fields of inquiry (e.g. diversity studies, cognitive sciences, and data sciences) should be migrated from Colleges and fully integrated into FAS
- **Graduate:**
- A significant doctoral TTC reduction plan should be developed for FAS. FAS is uniquely positioned, because of the strength of its research enterprise and the strength of its graduate students, to undertake a bold 're-set' as to what the program, degree, dissertation, and extra-dissertation requirements for a world class student should be, including a re-statement of what the mission of the graduate program is in each unit.
- Programs such as "Milestones" and "Pathways" have to be enthusiastically endorsed by research supervisors to be impactful; FAS and host departments have a key role to play, since a supervisor's acceptance of the time spent on these activities (rather than research) has to be managed by FAS and/or the department, not by the individual student.
- Given the ongoing need for graduate funding in all sectors, the ongoing and new philanthropy drives should prioritize graduate fellowships.

## 2. Organizational Structure & Resources (Item 5 from Terms of Reference)

The reviewers observed the following **strengths**:

- Reviewers heard repeated praise of the Dean's and his Vice-Dean team's leadership in the handling of the many challenges identified in the 2013 review
- FAS has been able to undertake both new initiatives as well as maintain the quality of its undergraduate and graduate programs while emerging from considerable budgetary uncertainties
- Successful implementation of the new financial model has permitted FAS not only to recover from losses in faculty strength that followed the financial crisis of 2008, but also to grow significantly since the last review in 2013
- Decentralization of organizational structure has taken on positive, value-added status, in part due to improved intra-Faculty communications plus formal consultation between the Faculty and divisions, units, and common-interest entities
- FAS is well-supported in terms of staffing
- Senior academic leadership is very well supported by professional and efficient senior staff who play a crucial role in insuring smooth coordination of effort between the distinct functional portfolios of the Vice-Deans.
- Faculty are well supported with respect to the administrative aspects of curriculum planning and instructional support in departments
- Recent construction of new student Learning Commons in Sidney Smith provides space for quiet communication between students working together on a project, or for students who need to study alone.

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

- Sense among the faculty that the Dean's Office is "overly bureaucratic" and that there could be improvement in role clarity among the responsibilities of the Vice Deans and

possibly streamlining of processes; some faculty communicated that they found the administrative system of the university complex.

- FAS is a very horizontal organization, with decision rights distributed broadly, perhaps too broadly, across multiple constituencies.
- There is a sense that there are no clear governance mechanisms for determining which new initiatives should be scaled up or prioritized.
- Relying on administrative or programmatic approaches alone to handle climate issues may lead to problems that are not communicated urgently enough from the faculty and students upward to the administration.
- The comparatively lighter (in terms of number of standing committees) faculty governance model at U of T (vs some other large public universities) may be a potential barrier to resolving climate issues.
- Given how many IDT relationships FAS has across the campus, the physical infrastructural plans seem to not reflect the same degree of interdisciplinarity observed in the curriculum, which can close off opportunities for innovation and regeneration.
- U of T needs to build a more responsive IT infrastructure in short order, which is not at all unusual among universities of its rank and size.

The reviewers made the following **recommendations**:

- A review and clarification of the roles and responsibilities of the Vice-Deans and their senior administrative staff could streamline decision-making; consider whether some responsibilities currently assigned to academic leaders might not be more efficiently executed if they were delegated to professional administrative staff with expertise in organizational operations
- Put into place appropriate mechanisms of regular academic consultation and planning that encourage the Faculty to sustain its excellence through continuous innovation and investment, and help the new Dean to establish and benchmark priorities in research, instruction and student support.
  - Dean advised to provide support for a medium to long range (5 year) academic planning exercise by sector (Sciences, Humanities and Social Sciences) with an aim to identify strengths and opportunities for growth.
  - Every new initiative should have an end date and there should, ideally, be a comprehensive review of all existing FAS interdisciplinary programs.
  - Consider deploying high-level professional support; selective use of outside consultants could be helpful to resolve intractable organizational disputes in a timely manner.
- Allowing faculty and students to consult more frequently and more broadly on policies and procedures helps to keep climate issues from rising to unexpected levels.
  - Involving student representatives in more administration working groups and some faculty governance committees can be a way to promptly bring in student concerns at earlier levels of planning and consultation.
  - Establishment of a standing committee on equity, inclusion and diversity could help monitor and review progress on diversity metrics.

- A committee on matters of faculty welfare could contribute faculty review of administrative initiatives to address work-life balance policies for child-bearing leave, or eldercare, which are reported elsewhere as barriers to timely progression toward tenure and beyond for female faculty.
- Undergraduate and graduate curriculum committees could broaden their scope to include monitoring well-being of undergraduate and graduate students, drawing from surveys, or reports from student organizations.
- A faculty governance committee could contribute consultative input on the requirements for a status change for any unit or institute.
- A consultative committee, possibly an existing one, could monitor co-curricular opportunities for newly arrived international students to evaluate how helpful they are in acclimating them to the university setting.
- FAS needs to develop more nimble structures and modes of operating for incubating and scaling new initiatives, whether through a Dean's opportunity fund (\$5K-\$100K) or some other sectional, cross-sectional, or interdivisional mechanism to lower the opportunity costs for innovation, and find ways to encourage and reward playing well with others across basic and translational spaces to leverage the scale and diversity of a single Arts and Science Faculty.
- Were resources available, additional staffing could have the greatest impact at the very highest level of administration and in the area of student services
- Perhaps in planning for its School of Cities, U of T can find ways for faculty of engineering, science, design, urban sociology and digital arts to be closer together physically as they develop a new form of interdisciplinary scholarship in this area.
- Multiply spaces such as the new Learning Commons for different kinds of study and joint work among students. Make these spaces adjacent to faculty offices and within buildings where faculty and their classes are nearby.
- Responsive IT infrastructure will require rearranging what is currently local and moving some functions to more centralized or divisional management; operations must remain agile and flexible.

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

The reviewers observed the following **strengths**:

- FAS appears to have emerged from a period of prolonged budgetary restraint and associated resource uncertainty with renewed strength and optimism; FAS members expressed pride in the institution and its commitment to students and quality education; faculty morale is high.
- FAS is regarded to be the heart of U of T and is a significant contributor to U of T's international leadership position
- A strength of U of T is the variety of its undergraduate interdisciplinary programs supported by interdivisional teaching, within FAS, and between FAS and other units.



- The tri-campus organization of graduate studies seems to work surprisingly well, especially given that there is not always a 1:1 discipline-to-department mapping from one campus to another.

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

- IDT arrangements are complex (to coordinate curriculum and manage budgetary elements) but arrangements should not be so onerous as to require several administrators to manage, though it appears that the new IDT framework will simplify transactions.
- Reviewers did hear of tri-campus problems in that arise with coincident faculty searches where candidates have been interviewed and even offered positions by more than one campus/faculty. Other than the negative signals that this disorganization sends to a hiring candidate, it is also potentially disruptive to academic planning in the affected units.

The reviewers made the following **recommendations**:

- FAS has an important opportunity not only to create new signature concentrations that draw upon existing strengths, but also to deepen research and teaching collaborations with other U of T basic research units and professional schools, especially in biomedical sciences, engineering, environment and planning, business, and in public and global affairs. Cross-unit academic planning at both the inter-decanal and interdepartmental levels could be put onto a more strategic path by instituting "portfolio reviews" across broad swathes of the academic landscape (e.g. bio-sciences, international studies, foreign languages, literature and global affairs, computational social sciences and digital humanities, mind and brain sciences, physical sciences, engineering), and could result in greater optimization of research assets and faculty collaboration.
- At the most general level there is academic opportunity that has yet to be fully realized in leveraging Arts and Science curriculum for the public good through greater integration of basic research and translational enterprise. The success in coordinating the Business degree program between the Department of Economics and the Rotman School could serve as a roadmap for multiple joint degree programs, particularly at the master's level, but also for bachelor's students, between the Humanities and Global Affairs, Sociology and Social Welfare, Political Science and Public Affairs, Biology and Medicine, Anthropology and Museum Studies. Aligning incentives and creating templates for new joint degree programs can be of mutual interest to units that all too readily compete rather than collaborate in shaping programs.
- More simplification is needed and more agility built into the financial model for IDT in order to leverage the opportunities that IDT and interdisciplinary programs represent, which include the opportunity to renew and regenerate existing departments and teaching programs by bringing together faculty in synergistic ways; to respond quickly to emerging fields; to act as a 'safety valve', relieving enrolment pressures and redirecting student demand; to support a broader distribution of student interest when new faculty are hired across multiple relevant departments.

- Greater integration of student opportunities and shared student experience across the three campuses is a work in progress, and an ambition to be pursued
- Simple communications solutions to tri-campus search issues, such as restricted access postings of shortlisted candidates and interview offers, should prevent interviewing mishaps from occurring.



### UNIVERSITY OF TORONTO FACULTY OF ARTS & SCIENCE

October 8, 2019

Susan McCahan  
Vice-Provost, Academic Programs  
University of Toronto

Dear Professor McCahan,

I am pleased to provide my administrative response to the 2018-19 provostial review of the Faculty of Arts & Science. On October 29 to 31, 2018, three reviewers visited the Faculty and met with A&S stakeholders including faculty members and unit heads, undergraduate students, graduate students, cognate divisions' Deans, and staff members. They were also able to tour recently renovated A&S facilities including the Sidney Smith Commons and the Ramsay Wright wet labs.

I am grateful to the reviewers for their thoughtful report on the academic and administrative activities of the Faculty between 2013 and 2018. We were pleased to hear their evaluation that the Faculty "appear[ed] to have emerged from a period of prolonged budgetary restraint and associated resource uncertainty with renewed strength and optimism," and that one of the recurring themes in their discussions with stakeholders was "pride in the institution and its commitment to students and quality education." My colleagues and I will strive to provide the "vision and resolve" that the reviewers suggest will be required to seize remaining opportunities to further differentiate U of T from its peers around the world and to best serve our students, staff, and community.

After receiving the reviewers' report in January 2019, we circulated it to A&S stakeholders in a memo to Chairs, Principals, and Academic Directors (CPAD) and followed up over the subsequent months with consultation and discussion of the report at regular A&S meetings including CPAD, the Graduate Curriculum Committee, the Arts & Science Student Union (ASSU) Executive Committee, Faculty Council, CPAD Sectorals, and Principals' Sectorals. We circulated the report to the Deans of cognate divisions including the Faculty of Applied Science and Engineering, the Daniels Faculty of Architecture, the Faculty of Kinesiology and Physical Education, the Faculty of Medicine, and the Rotman School of Management; we also provided the report for discussion at the regular meeting of the Tri-Campus Deans (UTSG, UTM, and UTSC).

In addition, the report was circulated to eight working groups commissioned by the Dean of A&S in the Fall of 2018, following the reviewers' site visit, as part of the Faculty's ongoing academic planning process. The working groups, composed of faculty, staff, College Principals, and students, focused on developing recommendations in specific areas identified as academic and operational priorities through a process of consultation and discussion within the Faculty. Specifically, the working groups addressed A&S priorities regarding: Student Experience (Undergraduate); Student Experience (Graduate); Leveraging our Strengths as a Faculty of Arts *and* Science; Academic Planning and Change; Equity, Diversity, and Inclusion; Space and Infrastructure; Partnerships, Outreach, and Alumni; and Research.



The working group reports, submitted to the Dean in June 2019, are now being used to guide the Faculty's response to the external review, and will form the basis of the A&S 2020-25 Academic Plan.

After receiving the request for administrative response on August 29, 2019, my office collaboratively drafted this response, in consultation with A&S stakeholders. We shared and discussed the draft administrative response with CPAD at three Sectoral meetings (Humanities, Sciences, and Social Sciences), a Faculty Administrators & Business Group (FABG) meeting, and an Arts & Science Student Union (ASSU) Executive meeting. We circulated the draft by email to the Graduate Student Union (GSU) Executive and graduate student members of A&S Council, and the College Principals, and received their feedback. In addition, we provided a draft to the Dean's Academic Plan Advisory Group, which includes Chairs from the social sciences, sciences, and humanities, as well as a College Principal.

The reviewers highlight salient areas for improvement throughout their report, and we address these areas, as requested, below.

***The reviewers observed that “the complexity and extreme decentralization of the organizational structure” described in the previous review remains. They noted that the decentralization has “taken on positive, value-added status” but also made general recommendations regarding enhancing internal relationships to help accelerate FAS strategic ambitions. For example, they urged more nimble structures and modes of operating for prioritizing, incubating and scaling new initiatives and “dismantling” others. They also noted that Faculty governance “could play a larger role in diversity issues on campus,” (e.g. by establishing a standing committee on equity, inclusion, and diversity). The reviewers observed that “FAS is a very horizontal organization, with decision rights distributed broadly, perhaps too broadly, across multiple constituencies.” They suggested that “review and clarification of the Vice Dean roles and responsibilities could streamline decision-making and that regularization of mechanisms of consultation among constituencies within FAS could help the new Dean to establish and benchmark priorities in research, instruction and student support.”***

More nimble structures for prioritizing, incubating, and scaling new initiatives and “dismantling” others. As the reviewers noted, the size and complexity of the Faculty can make it challenging to respond quickly to opportunities for new initiatives. We agree that it is also important for administrators to develop a more regularized and transparent process for dismantling programs and initiatives that no longer serve the needs of faculty and students. The 2018-19 Working Group report on Academic Planning & Change has identified a set of recommendations aimed at developing guidelines for both the development of new programs and initiatives, and for the discontinuation of programs or initiatives that are no longer achieving their original goals or the goals of the Faculty. From these recommendations, the Dean will develop internal guidelines for academic change, consistent with institutional policies and guidelines, to provide transparency around process and decision-making, and enable the Faculty to implement change more quickly and effectively.

*Timeframe:* Immediate to Medium Term

*Lead:* Vice-Dean, Academic Planning



Faculty role in diversity matters. The Dean agrees that the Faculty can play a larger role in diversity matters on campus. In response to the review, the portfolio of the Vice-Dean, Faculty and Academic Life, has been expanded to include Equity, ensuring that appropriate attention is focused on this area. In addition, the Dean is implementing the reviewers' recommendation to set up a standing committee on Equity, Diversity and Inclusion, to be chaired by the new Vice-Dean, Faculty, Academic Life and Equity.

*Timeframe:* Immediate

*Lead:* Vice-Dean, Faculty, Academic Life and Equity

The 2018-19 Working Group report on Equity, Diversity and Inclusion also made a number of recommendations that will be considered by the Dean's Academic Plan Advisory Committee, and implemented as appropriate.

*Timeframe:* Medium to longer-term

*Lead:* Vice-Dean, Faculty, Academic Life and Equity

Review and clarification of Vice-Dean roles. The Dean has carried out the reviewers' recommendation to review the Vice-Decanal Portfolios; she announced revisions to the portfolios in October 2019.

*Timeframe:* Immediate

*Lead:* Dean

Regularization of consultation to establish and benchmark priorities in research, teaching, and student support. Given the tremendous breadth and depth of research in A&S, our internationally excellent units often identify new priorities. The role of the Dean's office is to guide and facilitate specific unit-level priorities that match well with major University, provincial, federal, or multi-national research priorities. For example, to further promote interdisciplinary research within Arts & Science – a current federal government priority – the Research Working Group has recommended the creation of an A&S seed funding program for researchers across A&S units. In terms of benchmarks, the first step to developing these is having the necessary empirical information, delivered in formats that make it easily interpretable, to academic leadership across the Faculty. To this end, FAS will develop a Tableau dashboard for research funding that can be used not only by the Dean's office but also by Chairs and Directors across A&S to facilitate discussions of research activity within and between units.

*Timeframe:* Immediate to Medium term

*Lead:* Vice-Dean, Research and Infrastructure

Undergraduate teaching and student support is already the focus of several consultative and priority-setting bodies in A&S, including standing committees that report to Faculty Council, Advisory Committees that report directly to the Dean, and less formal meetings, such as the Communication & Consultation group. All of these bodies will play an important role in discussing and realizing the academic plan:



## UNIVERSITY OF TORONTO

### FACULTY OF ARTS & SCIENCE

- Over the past three years, the Undergraduate Curriculum Committees (reporting to Faculty Council) have been revitalized as both governance and consultative sites, with the Vice-Dean Undergraduate working closely with the newly formed Curriculum and Governance unit of the Office of the Faculty Registrar. The curriculum committees now meet three times a year, with the third meeting focusing on discussion of policy issues. Student representatives play a critical role in all committee meetings.
- The First-Year Foundations Council was established in 2018 as a result of the recommendations of the First-Year Offerings Working Group commissioned by the Dean. This consultative body, co-chaired by the Vice-Dean, Undergraduate and the Principal of Innis College, focuses on improvements to teaching and student support for first-year undergraduates, and includes wide representation from departmental faculty and Chairs, College representatives, librarians, registrarial staff, and students.
- Similarly, the Dean's Advisory Committee on Indigenous Teaching and Learning was established in 2018 in response to Calls to Action from the A&S Indigenous Teaching and Learning (ITL) Working Group. The ITL Committee, co-chaired by a Vice-Dean and the Director of the Centre for Indigenous Studies, also has broad representation of faculty, staff, and students, and has been systematically working, in consultation with the Dean, Elders, and others, to appropriately implement the recommendations of the ITL Report.
- The Committee on Teaching and Learning, co-chaired by a Vice-Dean and Associate Dean, is another consultative committee of faculty, staff, and students focused on supporting teaching and student experience at the undergraduate level.
- Associate Chairs and Undergraduate Program Directors now meet six times a year for Associate Chairs Lunches, co-chaired by a Vice-Dean and Associate Chair, to discuss ongoing policy and program initiatives and to share best practices.

*Timeframe:* Immediate

*Lead:* Vice-Dean, Undergraduate

The Graduate Curriculum Committee (GCC) currently serves a primarily governance function, reviewing modifications to graduate programs, the creation of new programs, and the closure of existing programs. The GCC will be invigorated to act as a more consultative body, with the twofold goal of regularizing consultation as the foundation of academic change and facilitating the sharing of information and best practices across units. In addition to improving nimbleness in governance, it is hoped that an emphasis on consultative knowledge sharing will also promote a greater sense of community among graduate units, faculty and students.

*Timeframe:* Medium term

*Lead:* Vice-Dean, Graduate Education

The Vice-Dean, Graduate Education meets frequently with various graduate student constituencies including the Graduate Student Union, Arts & Science Council representatives, and course union representatives, although these meetings sometimes happen on a more ad-hoc basis. The occurrence of



these meetings will be formalized through the creation of an annual schedule, distributed to each constituency at the beginning of the academic year, to ensure regular and consistent consultation.

*Timeframe:* Immediate

*Lead:* Vice-Dean, Graduate Education

***Though the reviewers cited improved intra-Faculty communication and formal consultation between the Faculty and its units, they encouraged reviewing the mechanisms of consultation among constituencies within FAS to help the new Dean to establish and benchmark priorities in research, instruction and student support.***

The Faculty will improve formal consultation with its units through a new unit-level academic planning process. Following each UTQAP review, units will develop a multi-year plan that will take them through the UTQAP cycle and provide a means of following up on final assessment reports and the associated implementation plan for the unit. The Dean's office will provide feedback, and support where appropriate, and will engage in regular follow-up consultation regarding benchmarks and progress. This process will more effectively leverage the UTQAP cyclical review process to strengthen lines of communication between the Dean's Office and A&S units.

The Dean meets monthly with the executive of the Arts & Science Student Union, and student representatives participate actively on Curriculum Committees and Faculty Council. The Faculty will consult with these bodies to improve mechanisms for student consultation. In addition, the Faculty will explore ways to consult with broad samples of the student body (e.g. at the unit level) in addition to those who participate in Faculty-level student unions or governance bodies.

*Timeframe:* Medium to Longer-term

*Lead:* Dean and Vice-Dean, Academic Planning

***The reviewers encouraged FAS to think expansively about interdisciplinary academic offerings as the Faculty plans for the future, including in its plans for new spaces. The reviewers remarked on the current complexity of managing the layers of interdisciplinary programs and interdivisional teaching arrangements. They identified the need for an option to dismantle previous innovations and encouraged developing more nimble structures for incubating and scaling new initiatives.***

Interdisciplinary academic offerings. Interdisciplinary research and teaching have been a long-standing strength and emphasis within Arts & Science, and the Faculty is considering a number of undergraduate academic offerings that will further leverage the potential for interdisciplinarity in A&S. Plans include a proposal for a program focused on organizational studies and management in the Center for Industrial Relations and Human Resources; this new major will bring together students from the humanities, social sciences, and sciences in a program that will allow them to learn about business, organizations, and management while drawing upon the curriculum of their other major (e.g. English students could study literary depictions of labour relations). The Faculty is also working on a proposal for a major in Quantitative Biology, which will provide computational and statistical training for students who are



drawn to the biological sciences. Both of these programs will draw on the diverse talents and expertise of our faculty to provide opportunities for students to study content that crosses disciplinary boundaries.

*Timeframe:* Immediate (proposal) to Medium term (time to first enrollments)

*Lead:* Vice-Deans, Academic Planning, and Undergraduate

At the graduate level, Arts & Science is home to over 30 collaborative specializations and 11 combined programs, providing dozens of opportunities for meaningful multidisciplinary experiences for graduate students. Nonetheless, we acknowledge that the existing stable of collaborative specializations is due for collective review; some existing specializations have outlived their usefulness, with lack of interest among faculty and students and consequent dwindling, or non-existent, rates of participation. Inactive collaborative specializations should be reinvigorated or eliminated, as appropriate, and new collaborative specializations that exploit complementarities between disciplines should be encouraged, to further expand the selection of vibrant multidisciplinary graduate offerings. Identifying new opportunities for multidisciplinary collaboration may be an especially productive endeavour across Humanities units, which were highlighted by the reviewers as a “signature strength” of Arts & Science.

*Timeframe:* Medium term

*Lead:* Vice-Dean, Graduate Education

Interdisciplinarity in plans for new spaces. In the Space & Infrastructure Working Group report, it is specifically noted that new building and major renovations should, whenever possible, be configured to strengthen interdisciplinary academic activities for research, teaching, and informal interactions. Indeed, all of our planned buildings will include numerous shared spaces.

*Timeframe:* Longer-term

*Lead:* Vice-Dean, Research and Infrastructure

Managing interdisciplinary programs and interdivisional teaching arrangements. As part of our current academic planning exercise, the Faculty is developing a mechanism for unit-level planning, tied to the UTQAP cyclical review process. This process will allow us to better support interdisciplinary activity and provide more information about programs where existing interdisciplinary activities or relationships may need attention, and will also highlight those that work especially well. Where appropriate, the Dean’s office will work with units to identify ways to revitalize interdisciplinary relationships. In rare cases when revitalization is not possible or desirable, the Dean may initiate discussions around program closure.

The advent of the Institutional Interdivisional Teaching (IDT) Framework in Fall 2018 has brought clarity to how IDT relationships are funded. This Framework, coupled with proposed enrolment corridors being developed in partnership with the Vice-Provost Academic Programs, will allow greater focus on academic priorities reducing complexity in managing these relationships. Arts & Science has been working towards creating formal structures with academic objectives in mind. This includes the creation of a vice-decanal position, Academic Operations, devoted in large part to IDT. Our





efforts have been guided by the overarching principles given in the final report of the Interdivisional Teaching Task Force.

*Timeframe:* Immediate and ongoing

*Lead:* Vice-Deans, Academic Operations, and Academic Planning

***The reviewers encouraged consideration of how the relationships with the Colleges could be leveraged for even greater impact and benefit on the student experience and academic life of FAS, including improving the experiences of commuter students. The reviewers noted that the Colleges can be very effective promoters of inclusion and respect amongst students (e.g. in providing students with communities that cut across disciplines) but encouraged consideration of an alternative College admissions process that aligned better with FAS’s commitment to equity and diversity. Given the Colleges’ key role, the reviewers noted that an Indigenous College would have significant symbolic and practical value.***

Leveraging the relationship with the Colleges to benefit student experience. College Registrars and their staff are a primary point of contact for A&S students seeking registrarial services and advising. Colleges also provide some academic support including writing centres, math and science tutoring, and learning strategists; in addition, Colleges contribute to student experience by offering extensive student life and mentoring programs, residence and commuter support. Several initiatives over the past few years have focused on building stronger relationships between the Faculty and Colleges in order to improve clarity of navigation for students. For example, the First-Year Foundations Council brings together departmental, College, and Dean’s Office representatives to ensure that first-year students are well-supported in their transition to university. The 2018-19 Working Group on Student Experience (Undergraduate), co-chaired by the Vice-Dean, Undergraduate, and the Principal of Victoria College, developed a series of recommendations focusing on how best to improve student experience. Many of the recommendations focus on how the Faculty can work with the Colleges and departments to ensure that students have the strongest sense of “belonging” to their College, their chosen discipline, and the University. There is much that we can do to improve student academic advising and wayfinding in particular, and it will require the participation of faculty and staff across A&S and the Colleges. The Working Group report has been provided to the Dean’s Advisory Committee on Academic Planning and will be used as the basis for prioritizing and implementing initiatives aimed at improving student experience.

*Timeframe:* Immediate to Longer-term

*Lead:* Vice-Dean, Undergraduate and the College Principals

Consideration of an alternative College admissions process. The Admissions Business Process Re-engineering (BPR) project sponsored by the Faculty of Arts & Science and completed in 2017 identified many of the same issues related to College enrolments and membership as those raised by the External Reviewers. As a result of the BPR, a College Community Working Group was formed in Winter 2018. Co-chaired by the Dean and the Principal of Principals, the working group met nine times over the past 18 months and made significant progress on a number of issues. It worked toward confirming the



proportion of first year enrolment allocated to each College, identifying the appropriate mix of international and domestic students in each College, as well as the proportion of students in different streams for each College. This has simplified how students identify their College preferences, ensuring that students are provided with sufficient information to make informed decisions about College choice at the point of application.

*Timeframe:* Immediate to Medium term

*Lead:* Dean, Faculty Registrar & Director of Undergraduate Academic Services, and College Principals

College membership adds additional layers of complexity to the A&S admissions process, in that the Colleges have their own admissions criteria (e.g., some Colleges only accept students who list the college as their first choice, and some require supplementary application materials). The reviewers expressed concern about a lack of equity in the process, given that the Colleges have different admissions standards. Although College membership is outside the jurisdiction of A&S, the College Community Working Group has already recommended improvements to the admissions process, and there is further room for the Faculty and Colleges to work together to ensure equity in this process.

*Timeframe:* Medium to Longer-term, pending the timing and recommendations of the Provostial Review of Colleges

*Lead:* Dean

More generally, the Provost is undertaking a review of the Colleges, slated to commence in Fall 2019, which will include the A&S relationship with the Colleges. Some issues around College admissions and student services are being referred to this review. The review outcome will inform the Faculty's plans to further enhance student experience and consider changes to the admissions process as it relates to the Colleges.

*Timeframe:* Medium term

*Lead:* Dean

Indigenous College. One of the boldest Calls to Action coming out of the Indigenous Teaching & Learning (ITL) Working Group was the recommendation to establish an Indigenous College. To realize such a vision will require the coordinated efforts of the Provost's Office and Arts & Science, and goes beyond the scope of the current administrative response. For the present, the Dean's Advisory Committee on Indigenous Teaching and Learning, as a primarily A&S body, will work on the response to this recommendation with the Indigenous Space Steering Committee, which includes representatives from the Centre for Indigenous Studies (A&S), the Dean's Office, First Nations House, Campus & Facilities Planning, and Student Life. The ongoing work of this committee marks an important first step toward the eventual establishment of a dedicated Indigenous space that could end up transforming what an A&S College is and can be. The Dean is committed to ongoing conversations with the Provost to realize this vision. The establishment of a new A&S Special Advisor to the Dean on Indigenous Issues role will



also be key to the Faculty's wider commitment to supporting Indigenous faculty, staff, and students and to expanding resources in Indigenous research, teaching, and learning across the Faculty.

*Timeframe:* Immediate to Longer-term

*Lead:* Dean and Vice-Dean, Undergraduate

***The reviewers proposed taking a bold approach to tackling lengthy graduate time to completion (TTC), including creating an overall doctoral TTC reduction plan based on recent reports, articulating the mission of the graduate programs in each unit, and considering requirements in relation to that mission.***

As the reviewers note, lengthening time to completion invariably reflects a multitude of factors, which may include structural problems within graduate programs, or external forces such as rising disciplinary expectations for PhD graduates. The Working Group on Student Experience (Graduate) considered various aspects of the student experience at the individual, cohort, unit, and Faculty level, including graduate student funding and support, the structure of academic programs, supervision, time to completion, and the distribution of resources across programs. Their consideration of time to completion was informed by the reports referenced by the reviewers, as well as Faculty data.

Over the course of their discussions, the Working Group pointed to three specific priority areas for the Faculty: 1) Establishing clearer expectations regarding academic program structure and objectives; 2) Improving relationships between faculty supervisors and students; 3) Improved financial support for graduate students. We believe that improvements in these three areas will improve time to degree as well as graduate student mental health and graduate student outcomes.

In response to the recommendations of the reviewers and the Working Group, the Faculty has developed the following implementation plan to address time to completion:

- a) Using available data, document and analyze the magnitude, source and composition of changes to time to completion over the past 10-15 years. This includes an analysis of the role of teaching assistantships in supporting graduate students, or possibly slowing down time to completion.
- b) Review existing research on best practices in addressing time to completion.

*Timeframe:* Immediate to Medium term

*Lead:* Vice-Dean, Graduate Education

- c) Work with each unit to identify reasonable expectations for program length, outputs and milestones. This process, akin to curricular mapping at the undergraduate level, will require buy-in from faculty and students within each unit.
- d) Evaluate whether cohort size of a graduate program is appropriate given the size of the applicant pool, supervisory capacity, and job market prospects.
- e) Explore options to increase graduate fellowship funding.



## UNIVERSITY OF TORONTO FACULTY OF ARTS & SCIENCE

- f) In conjunction with the School of Graduate Studies (SGS), work directly with graduate units and faculty to foster an improved culture and practice of graduate supervision.
- g) Building on the Milestones and Pathways programs, continue professional development so that students can pursue non-academic careers where appropriate.
- h) The Faculty should work with each unit to identify programmatic impediments to time to completion, especially in aligning Masters, PhD, and direct-entry options. This exercise also entails a discussion with SGS about entry/exit and degree qualifications/eligibility for students in direct entry programs.

*Timeframe:* Medium term

*Lead:* Vice-Dean, Graduate Education

We anticipate that the above immediate and medium term implementation steps will, in combination, contribute to a shift in unit culture around time to completion, whereby costs of prolonged time to completion, including student demotivation and delayed attrition, will be mitigated.

***To combat the self-segregation of students by ethnicity and gender into certain programs, the reviewers encouraged creating a Bachelors of Arts and Sciences to diversify STEM fields and “encourage a more human-centered approach to STEM fields and topics.”***

A&S is in the process of developing a proposal for a new Bachelor of Arts and Science degree. In Winter 2019 we engaged in an initial stage of consultation through the working group on Leveraging our Strengths as a Faculty of Arts and Science. Several hundred of our students graduate each year with programs that span the arts and sciences, and this new degree would better reflect the breadth of their studies. Possible requirements for this degree pathway include concurrent registration in both a program of study in the sciences and a program in the arts (humanities or social sciences); required foundational and/or capstone integrative courses; and an experiential, international, or research component. In developing this new degree, we aim to enhance and promote opportunities for students to combine programs across sectoral boundaries, which in turn may diversify the populations of students pursuing the arts and the sciences. The exact nature of the degree’s requirements will be the subject of ongoing discussion over the 2019-20 academic year.

*Timeframe:* Immediate (development of proposal) to Longer-term (implementation of proposal)

*Leads:* Vice-Deans, Academic Planning, and Undergraduate

***In terms of areas of academic development, the reviewers encouraged broadly distributing new and ongoing data sciences efforts; the expansion of international and area studies; undertaking a major humanities initiative in understanding science as a humanistic endeavour; considering opportunities to “reinvent and retool” the social sciences by adding strengths in areas such as criminal justice and globalization and its impact on human cultures; and the integration of basic research and translational enterprise to benefit the public good.***



Broadly distributing new and ongoing data sciences efforts. There is a significant need for computational teaching expertise across the Faculty, in the sciences, social sciences, and humanities, including in the new Digital Humanities minor. The Dean has commissioned a working group on Computational and Data Studies, which will meet in Fall and Winter 2019-20. The group, co-chaired by the Vice-Dean, Academic Planning and the Vice-Dean, Academic Operations, includes Chairs and Directors in cognate departments along with faculty with relevant expertise from across the sciences, social sciences, and humanities. This group will identify the expertise in computation and data studies that exists in a wide variety of units across A&S and examine how we can best leverage that expertise to provide a research and teaching hub for students and faculty across all sectors. Specific objectives of this group include consulting on, and developing a proposal for, a new centre for computational and data studies (CCDS), which would provide the structure for such a collaborative hub.

*Timeframe:* Immediate (initial consultations); Medium term (development of proposal); Longer-term (implementation of CCDS as hub for teaching and research)

*Leads:* Vice-Deans, Academic Operations, and Academic Planning

International and Area Studies. In keeping with the President's priority of greater internationalization, A&S will continue to expand opportunities for faculty and student mobility through supporting both curricular and non-curricular initiatives. Our International Course Modules (ICMs), for instance, have proven very popular with our students; exploring ways to further support the development of these modules by our faculty could serve priorities of both internationalization and improving the student experience. In terms of programs of study, A&S has engaged with the University's Global U initiative, and is actively developing Global Scholars certificates. Many units in the humanities and social sciences have curricular offerings on global issues and ones that support students with interests in area studies. Language departments also play an important role offering programs in support of area studies.

*Timeframe:* Medium to longer-term

*Lead:* Vice-Dean, Undergraduate

Understanding science as a humanistic endeavour. As the reviewers noted, the Faculty has a unique opportunity to bring together faculty from the humanities and social sciences with those in the sciences. In recent years, the Faculty has approved an increasing number of cross-appointed faculty lines, including a current search in Philosophy and Statistics, with a focus on the ethics of big data. Cross-appointments can play an important role in bringing a humanistic perspective to the sciences. The proposed CCDS, described above, will not only bring computational and data studies education to the humanities and social sciences, but will also promote opportunities to enhance the humanistic study of data.

Arts & Science also provides students with unique opportunities to combine their studies across sectors. The proposed Bachelor of Arts and Science, discussed above, will create new opportunities for students to combine studies in science and in the humanities or social sciences, in part through establishing courses specifically designed to highlight the benefits of understanding the world with both scientific and humanistic and/or social scientific perspectives. The Working Group on *Leveraging Our Strengths as*



a Faculty of Arts and Science has made a series of recommendations that would provide additional ways to support and promote interdisciplinarity, including improved advising to help students understand the benefits and possibilities of combining diverse curricular pathways, and creating a new public lecture series to highlight interdisciplinary research. These recommendations are currently under review by the Dean's Advisory Committee on Academic Planning, and will be implemented, as appropriate, in the new Academic Plan.

*Timeframe:* Medium to longer-term  
*Lead:* Vice-Dean, Academic Planning

Opportunities to reinvent and retool the social sciences. The Dean's office will consider, as appropriate, proposals for innovation from other social science units. We note that it is important to consider and develop existing synergies without proliferating too many new programs at the expense of existing units.

Integration of basic research and translational enterprise to benefit the public good. Arts & Science has taken a number of steps that will be important in public outreach and knowledge translation:

As a result of the external review and related activity, on July 1, 2019 the Faculty created a new administrative portfolio within the Office of the Dean to focus on Strategic Partnerships. This administrative unit will work closely with the Dean and academic leadership to build greater capacity within the Faculty to promote outreach, connections with the community, and articulated partnership agreements (e.g. private sector, social enterprise, cultural organizations). The guiding principles for supporting these new programs will be inclusiveness, interdisciplinary research, and international impact. Through strategic communications, partnerships/alliances, and events, the Faculty will build community to demonstrate the contribution of Arts & Science in research, teaching, and building a stronger civil society.

In addition, A&S has created a new role, the Director, Office of Research Services. The new Director is working to provide dedicated support to faculty members interested in partnership-based research projects with an emphasis on projects that have translational benefits for the public good. The Director is also working to increase local awareness about programs, practices, and funding initiatives that support this type of research. Activities include: providing dedicated application development support to faculty members working on collaborative research grants; consulting with Department Chairs on upcoming large-scale collaborative research opportunities, and coordinating Divisional responses to institutional initiatives; holding annual meetings with Department Councils advertising the research services that are available, educating the community about available funding opportunities, etc.; and providing funding annually for collaborative research initiatives that require matching funds.

The Faculty recently hired a second Funded Research Officer who will work with faculty members on new collaborative funding opportunities.

*Timeframe:* Immediate to longer-term



*Lead:* Vice-Dean, Research and Infrastructure

***The reviewers encouraged consideration of university priorities when complement planning in several areas, and highlighted the opportunity for FAS "to deepen research and teaching collaborations with other UT basic research units and professional schools, especially in biomedical sciences, engineering, environment and planning, business, and in public and global affairs."***

Consideration of university priorities when complement planning. Throughout the academic planning process, including complement planning, the Dean's Academic Plan Advisory Committee will consider institutional priorities set out in: *The Statement of Institutional Purpose; Towards 2030: Planning for a Third Century of Excellence at the University of Toronto* (David Naylor, June 2007); *Towards 2030: The View from 2012 – An Assessment of the University of Toronto's Progress Since Towards 2030*; *Three Presidential Priorities* (Meric Gertler, 2013), along with additional priorities as they are identified.

*Timeframe:* Immediate to longer-term

*Lead:* Dean and Vice-Deans

Opportunity to deepen collaborations with other basic research units and professional schools. The new provostial IDT framework and the new Vice-Decanal role focusing on interdivisional partnerships, described above, have allowed A&S to more effectively consider new partnerships as well as enhancing existing ones. Examples include curricular changes to the joint Commerce Program that allow the students greater flexibility in their studies, maximizing their educational experience, and enhancements to the mathematics curriculum offered to FASE students through the departments of Mathematics. Looking forward, we have had initial discussions with the Faculty of Medicine concerning a new cohort program to rival comparators in the province. In addition, we are aiming to align the new A&S Centre for Computational and Data Studies (discussed above) with University efforts in data science, including the new U of T Data Science Hub, which will serve researchers in the physical sciences, social sciences, humanities, and biomedicine.

*Timeframe:* Medium to Longer-term

*Lead:* Vice-Dean, Academic Operations

***The reviewers observed that, like other universities of its rank and size, U of T needs to build a more responsive IT infrastructure in short order and ensure that operations remain agile and flexible in order to meet new challenges.***

The reviewers' comment addressed the IT infrastructure of the University as a whole. We will focus our response on A&S initiatives in this area:

The Faculty is committed to the continued modernization of the Faculty's IT Infrastructure in support of the teaching and research mission of the University. A&S agrees there is a need for a more responsive, agile and flexible IT infrastructure, as well as the appropriate staff resources. We are keenly aware of the many and growing IT needs of both our academic and administrative units. This past year, the



University's recently appointed Chief Information Officer (CIO) led the development of a University IT strategic plan related to the transformation of University IT. The strategic plan is forward-thinking, aspiring towards the agile and flexible delivery of IT services.

A&S is actively positioning itself to be a strong collaborative partner in this transformation and considers IT an operational priority. In the last four years, the Faculty created a new position of Director of Informational and Instructional Technology, overseeing IT services related to both teaching and research. We have made significant human resource investments in this office and will continue to do so over the next 4-5 years. In addition, the Faculty's Chief Administrative Officer and the Divisional IT Director - Information & Instructional Technology have curated a strong collaborative partnership with the University's CIO. The benefit of this collaboration is already evident. For example, A&S and the University have partnered financially on the creation of a multi-million-dollar University research data centre. The centre will be designed to allow researchers from across the University to securely house their servers in a robustly managed entity. In addition, the A&S Divisional IT Director oversaw the successful divisional roll-out of University VOIP, a new Learning Management Engine (Quercus), and other important IT platforms. Given the Faculty's sheer size, A&S leadership of these initiatives is critical in terms of the transformation of IT within the University more widely. With sound IT infrastructure stewardship and in alignment with the CIO's ITS Strategic Plan, the Faculty's agility will continue to be driven by hybrid support models that draw from informed and responsive local IT expertise within units; central student, teaching, and research support resources; and the strength of divisional and central IT services.

A&S has been an institutional leader in the use of data to assist in important, evidence-based academic decisions. The Faculty aspires to ensure there is continued development of a broad array of data available to its decision makers in an easily accessible and timely manner. Towards this end, the Faculty is committed to building an IT infrastructure that will support the creation and use of high-quality institutional data. The Faculty's academic plan will reflect its intention to engage in the implementation of the University's Data Governance Program and align with the University's ambition to best utilize our institutional data for the betterment of our community, particularly our students.

*Timeframe:* Medium to Longer-term

*Lead:* Dean

### **Summary**

The 2018-19 provostial review process has highlighted significant accomplishments in the Faculty, as well as important areas for improvement and pathways to further success. We are pleased to note that a number of projects related to the reviewers' comments are already underway or poised for imminent launch, and we look forward to moving forward with the additional initiatives outlined in our implementation plan. As we proceed with academic planning, it will be important for A&S to adopt a more nimble approach to seizing opportunities for innovation, while maintaining a cautious and strategic approach to Faculty operational resources.





The Faculty's plans for the next five years will be articulated in the 2020-25 Arts & Science Academic Plan. This Plan will be informed by the external review process, including the points laid out in this administrative response. In addition, the process will be guided by the 2018 Arts & Science Priorities Discussion Paper, and the recommendations of the eight 2019 academic planning working groups, as well as by our ongoing consultations with key A&S stakeholders.

Sincerely,

A handwritten signature in black ink that reads "M Woodin". The signature is written in a cursive, flowing style.

Melanie Woodin  
Dean, Faculty of Arts & Science

## 3 Committee on Academic Policy & Programs (AP&P) Findings

*This section will be inserted after AP&P by the VPAP office using language verbatim from the approved Report of the meeting.*

### 4 Institutional Executive Summary

The reviewers regarded FAS as the heart of University of Toronto, noting that the Faculty is a significant contributor to the University's international leadership position; they praised FAS's "world class faculty and students, academic programs delivered at the highest level, and a research enterprise that continues to make remarkable contributions to both fundamental and applied knowledge." Due to the remarkable diversity of the student body, they found FAS to be "a living laboratory for Canada's best future." The reviewers noted three recurrent themes in their discussions with stakeholders: pride in the institution and commitment to students and education, praise for how the Dean and his Vice-Deans had handled challenges noted in the 2013 FAS review, and the ability of FAS to engage in new initiatives while maintaining existing areas of strength. The reviewers recommended that the following issues be addressed: addressing the complexity and extreme decentralization of the organizational structure; enhancing internal relationships to help accelerate strategic ambitions; encouraging Faculty governance to play a larger role in diversity issues on campus; reviewing and clarifying of the Vice Dean roles and responsibilities to streamline decision-making; reviewing and regularizing mechanisms of consultation among constituencies within FAS; thinking expansively about interdisciplinary academic offerings as the Faculty plans for the future; considering options to dismantle previous innovations and developing more nimble structures for incubating and scaling new initiatives; considering how the relationships with the Colleges could be leveraged for even greater impact and benefit; considering an alternative College admissions process that aligns better with FAS's commitment to equity and diversity; exploring the potential symbolic and practical value of an Indigenous College; tackling lengthy graduate time to completion; articulating the mission of the graduate programs in each unit, and considering requirements in relation to that mission; creating a Bachelors of Arts and Sciences to diversify STEM fields; broadly distributing new and ongoing data sciences efforts; expanding international and area studies; undertaking a major humanities initiative in understanding science as a humanistic endeavour; considering opportunities to "reinvent and retool" the social sciences; considering university priorities when complement planning; deepening research and teaching collaborations with other UT basic research units and professional schools; along with the U of T as a whole, building a more responsive IT infrastructure and ensuring that operations remain agile and flexible in order to meet new challenges.. The Dean's Administrative Response describes the Faculty's responses to the reviewers' recommendations, including an implementation plan for any changes necessary as a result.

### 5 Monitoring and Date of Next Review

*A formal monitoring report is not required for non-UTQAP reviews.*

The Faculty's plans for the next five years will be articulated in the 2020-25 Arts & Science Academic Plan. This Plan will be informed by the external review process, including the points laid out in the administrative response. In addition, the process will be guided by the 2018 Arts & Science Priorities

Discussion Paper, and the recommendations of the eight 2019 academic planning working groups, as well as by ongoing consultations with key A&S stakeholders.

The date of the next review will be determined in consultation with the Provost's Office.

## **6 Distribution**

On December 10, 2019, the Final Assessment Report and Implementation Plan was provided by email to the Dean of the Faculty of Arts & Science and the Secretaries to AP&P, Academic Board and Governing Council.

# UTQAP Cyclical Review: Final Assessment Report and Implementation Plan - DRAFT

## 1 Review Summary

<b>Programs Reviewed:</b>	Juris Doctor, J.D. Master of Laws, LL.M. Doctor of Juridical Science, S.J.D. Global Professional Master of Laws, G.P.LL.M. Master of Studies in Law, M.S.L.
<b>Division Reviewed</b>	Faculty of Law
<b>Commissioning Officer:</b>	Vice-President and Provost
<b>Reviewers (Name, Affiliation):</b>	<ol style="list-style-type: none"> <li>1. Camille Cameron, Dean of Law; Weldon Professor of Law, Schulich School of Law, Dalhousie University</li> <li>2. Brian Cheffins, S J Berwin Professor of Corporate Law; Chair of the Faculty Board, University of Cambridge</li> <li>3. Andrew Guzman, Dean and Carl Mason Franklin Chair in Law, and Professor of Law and Political Science, Gould School of Law, University of Southern California</li> <li>4. Daniel Jutras, Wainwright Chair in Civil Law and former dean, Faculty of Law, McGill University</li> </ol>
<b>Date of Review Visit:</b>	March 18 – 20, 2019

## Previous Review

---

**Date:** September 30 – October 1, 2010

### Summary of Findings and Recommendations

#### Undergraduate Programs

The reviewers observed the following strengths:

- New 1st-year JD curriculum gives sound, demanding core educational experience for new law students

The reviewers made the following recommendations:

- Reviewers recommended a survey of teaching in LPPE (Legal Process, Professionalism and Ethics) to ensure that all JD students are receiving a consistent introduction to these topics

#### Graduate Programs

The reviewers made the following recommendations:

- Reviewers endorsed the law school's plan to sustain the LLM program at a lower number of students –both to keep the academic standard high, and to keep the JD at the centre of the academic programs
- Reviewers noted some potential for the Faculty to build its doctorate program, so that it might play an increasing role as an academic career-entry qualification
- GPLLM (intended launch in 2011) as planned would not result in the same educational gain as the regular one-year LLM - Faculty should consider adding a dissertation component, which might increase time to completion

#### Faculty/Research

The reviewers observed the following strengths:

- Strength of interdisciplinary work is deeper in U of T than in many leading research universities.

The reviewers identified the following areas of concern:

- Faculty salaries at U of T are lower than those offered by peer American schools and are no longer significantly higher than those at other Canadian schools – issue of recruitment and retention

#### Administration

The reviewers observed the following strengths:

- Preeminent among Canadian law schools, and one of the best law schools in the world.

- Reviewers were encouraged that the Faculty is considering novel ways to create new revenue streams, notably the Internationally Trained Lawyers Program and the Global Professional Master of Laws (GPLLM)

The reviewers made the following recommendations:

- Organization, financial structure, and physical resources must be augmented substantially to ensure the continued vitality and future success of the Faculty
- Faculty must retain the ability to implement moderate tuition increases moving forward
- Huge, largely untapped potential resource in Faculty's thousands of highly successful alumni
- Completion of the planned Faculty of Law building project is 'vital to the Faculty's future' – longstanding critical need for facility augmentation

## Current Review: Documentation and Consultation

---

### Documentation Provided to Reviewers

The following documents were provided:

- Site Visit Schedule
- Terms of Reference
- Self-Study and Appendices (including faculty CVs and access to all course descriptions), March 2019
- *Towards 2030: The View from 2012 - An Assessment of the University of Toronto's Progress Since Towards 2030*
- 2010-11 Law External Review Report
- 2010-11 Administrative Response to the Law External Review Report
- Graduate Law Student Association Report

### Consultation Process

The reviewers met directly with the following:

- Vice-President and Provost
- Vice-Provost, Academic Programs
- Executive Director of the Dean's Office
- Chief Law Librarian
- Dean, Faculty of Law
- Associate/Assistant Deans for JD Program
- Tenured faculty (in four sessions)
- JD Students

- Assistant Dean Advancement
- Associate/Assistant Deans for Graduate Programs
- Non-tenured faculty
- Financial Aid & Admissions representatives
- Reception with Law faculty (all faculty invited to join)
- Cognate Deans:
  - Dean, Faculty of Arts & Science
  - Dean, Factor-Inwentash Faculty of Social Work
- Faculty programs representatives:
  - Assistant Dean, JD Program
  - Executive Director, DLS
  - Director, LAWS
  - Executive Director, Asper Centre
  - Director, IHRP
  - Interim Director, PBSC
- Mental Health & Wellness representatives
- Facilities, Services & Administration representatives
- Law Alumni Relations representatives
- Indigenous Initiatives representatives
- Career Development Office representatives and industry representative
- Graduate Students
- School of Graduate Studies representatives

## Current Review: Findings and Recommendations

---

### Abbreviations

GPLLM: Global Professional Master of Laws

JD: Juris Doctor

LLM: Master of Laws

MSL: Master of Studies in Law

SJD: Doctor of Juridical Science

### 1. Undergraduate Program

*Unless otherwise noted, all bulleted comments apply to all programs reviewed.*

The reviewers observed the following **strengths**:

- Overall quality
  - The JD program is excellent
- Objectives
  - The JD program is well-designed to provide an academic and interdisciplinary legal education that focuses on critical thinking and problem solving and that

prepares students for a career “both within and outside of the practice of law,” and to support the eight learning outcomes the Faculty has identified.

- Admissions requirements
  - The Faculty has recently taken the commendable initiative to implement a more holistic approach when assessing applications.
- Curriculum and program delivery
  - The quality of JD teaching is high.
  - The courses and other learning opportunities foster effectively the development of analytic, research and communications skills.
  - The wide array of optional JD courses in years two and three “reflect a close connection to our social context and timely responses to important legal developments”.
  - The quality of education the Faculty provides no doubt enhances employability.
- Innovation
  - Unlike many North American law schools, the first year curriculum has been successfully reorganized into semesters, which constitutes a substantial curriculum reform.
  - The upper year curriculum emphasizes classes that are taught jointly and collaboratively by tenured faculty and practicing lawyers.
  - The number and variety of curricular and co-curricular experiential learning opportunities for students is excellent (e.g., internships, externships, research assistant jobs, clinical offerings, and opportunities to volunteer with Pro Bono Students Canada and other organizations and societies).
  - There is no wait list for experiential learning opportunities.
- Accessibility and diversity
  - There has been a focus on increasing the diversity of the JD class, with some success, as indicated by an increase in the number of students of colour (now 35%).
  - The law school has embraced the need to respond effectively to the Truth and Reconciliation Commission Calls to Action.
  - The Indigenous Office does an excellent job on various initiatives.
- Student engagement, experience and program support services
  - There is overall a high degree of JD student satisfaction. Students communicated that they are happy, having a positive experience, and that the Faculty is supportive and willing to respond positively to challenges and crises that arise in their lives.
  - Students were especially enthusiastic about the way they interact with staff.
  - Each member of the first year class is paired with an upper year mentor providing a valuable foundation for successful integration into life in the law school.
  - Wellness initiatives for students merit praise; there is an open and helpful culture surrounding mental health; the in-house counselling services add a great deal of value.



- The Career Development Office is an excellent resource and service for JD students.
- Staff survey students to ensure that services are tailored to meet student needs.
- Quality indicators – undergraduate students
  - The student cohort is top-flight; this is reflected in:
    - the number of JD applications received; the high LSAT and GPA scores among accepted students
    - student placements: approximately 96% of students have employment in place at the time of graduation
  - There is a good faculty/student ratio.
- Student funding
  - The law school has a \$20 million development campaign for student financial aid.

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

- Innovation
  - There was some anecdotal evidence indicating that there are courses where changes from year-to-year are minimal.
  - Budgetary challenges may affect the range and availability of experiential learning opportunities; clinics already have serious funding challenges.
- Accessibility and diversity
  - Black and Indigenous students are still underrepresented.
  - The Indigenous Office cannot, by itself, change the curriculum. The reviewers heard some concerns that challenges to implementing the integrated approach the Faculty has adopted to responding to the TRC recommendations are not being given due attention (e.g., ensuring that faculty have the training and the capacity to make the integration effective; that “integration” does not merely become an “add-on” lecture toward the end of a full semester course; that meaningful integration is implemented consistently across all courses).
- Assessment of learning
  - The Faculty continues to employ 100% final exams though many leading North American law schools have moved away from this form of assessment.
- Quality indicators – undergraduate students
  - JD student-faculty ratios could be negatively affected by the growth of the GPLLM.
- Student funding
  - JD students know that the University of Toronto is the top law Faculty in Canada but doubts exist among them as to whether the higher tuition they pay as compared to other Canadian law schools is “worth it,” even if it is roughly half that of tuition at top American law schools.

The reviewers made the following **recommendations**:

- Curriculum and program delivery
  - Given that retrenchment may need to occur in response to the Faculty's financial challenges, the extensive offerings in 2nd and 3rd year might seem to be logical targets; however, the savings may be negligible with many of these courses being taught by adjunct professors.
- Innovation
  - The Faculty should not become complacent about the classroom experience. For example, the reviewers encourage professors to revisit and update their course materials annually to reflect current issues and to incorporate methods that allow for more interactive learning.
  - Consider giving students academic credit for summer experiential learning opportunities, which is the norm in other Canadian law schools.
- Accessibility and diversity
  - Continue current efforts to increase the representation of Black and Indigenous students in the JD program by providing support for existing initiatives, identifying new initiatives (including by looking at successful practices elsewhere) and by reaching out to and recruiting more students from outside Toronto and Ontario.
  - Build on Truth and Reconciliation Committee initiatives.
- Assessment of learning
  - Consider alternatives to 100% final exams; there are good pedagogical reasons for doing so, especially relieving student stress.
- Student funding
  - Student financial aid initiatives could be an important mechanism to deploy to achieve diversity goals.

## 2. Graduate Program

*Unless otherwise noted, all bulleted comments apply to all programs reviewed.*

The reviewers observed the following **strengths**:

- Overall quality
  - LLM and SJD: Both programs are structured in a manner that reflects best practices at peer institutions, and meet the high standards expected of a leading Faculty.
  - SJD: The program is in excellent shape.
  - GPLLM: The deliberate and thoughtful approach to program development is exemplary; the program adds strength to the Faculty.
  - GPLLM: While direct comparisons are difficult to make, comparisons to related programs at peer institutions suggests that the approach taken in this program is consistent with good practices elsewhere.
  - MSL: The program is both successful in its mission and sustainable.
- Objectives

- SJD: The program has been very successful in preparing and equipping students to conduct high quality academic research, oriented around the pursuit of an academic career.
- GPLLM: Program and concentration objectives are well-developed and articulated, and appropriate for the program.
- Admissions requirements
  - GPLLM: most students have significant work experience prior to entry, which increases the likelihood of serious engagement with the program.
- Curriculum and program delivery
  - LLM: The LLM Seminar and Alternative Approaches to Legal Scholarship courses provide an effective introduction to various theoretical perspectives and methodologies.
  - GPLLM: The program strikes an admirable balance of required and elective courses; students view the flexibility of the program as a strength, including the most recent changes introduced in 2018.
  - GPLLM: The program has adopted a sensible and workable strategy to deliver high quality education to students who are simultaneously working on a full-time basis (e.g. the use of an introductory bootcamp and Friday and weekend scheduling).
  - GPLLM: Course organizers convey effectively to students how the program seeks to attain its stated objectives; mechanisms to reach the objectives are well-tailored.
  - MSL: Students gain a useful knowledge of law that they can then apply to their own areas of study.
- Innovation
  - LLM and SJD: Both programs have been improved through initiatives undertaken since the last review.
  - LLM: The deliberately smaller size of the cohort and the introduction of the coursework only option alongside the existing options allows students to tailor their programs of study to meet their goals, and effectively considers Faculty resources.
  - GPLLM: With its focus on audiences including students who are not and who do not intend to become lawyers, the program represents an example of the North American trend toward a more expansive view of law schools and places the Faculty among the leaders in Canadian legal education in this regard.
  - GPLLM: Recent launch of Canadian Law concentration appears to be a success; there is a strong case in favour of having the GPLLM program cater to the needs to students seeking to requalify in Canada.
- Student engagement, experience and program support services
  - Students communicated that they are happy, having a positive experience, and that the Faculty is supportive and willing to respond positively to challenges and crises that arise in their lives.
  - Students were especially enthusiastic about the way they interact with staff.

- Space in Falconer Hall has been designated for the graduate programs, which fosters a positive sense of community among graduate students.
- LLM: Admissions website appears to be informative.
- SJD: Successful move to three different application dates.
- SJD: Progression through the program is subject to careful oversight.
- SJD: Students are given valuable teaching and mentoring opportunities throughout the program.
- SJD: Students report a very positive relationship with their supervisors, and are grateful for the support and advice of the Faculty in seeking external funding, and for the opportunity to participate in scholarly events within and beyond the Faculty.
- GPLLM: Students report a high degree of satisfaction with the program overall.
- GPLLM: Some career development services are provided, including workshops and access to a career coach.
- Quality indicators – graduate students
  - LLM: Time to completion rates are excellent (1.1 year).
  - LLM: The deliberately smaller size of the cohort enables the faculty to be highly selective.
  - SJD: Exceptionally selective (12% offer rate; 50% yield).
  - SJD: Time to completion (4.3 years) compares very favourably to other social sciences and humanities doctoral programs and other doctoral degrees in law elsewhere in North America.
  - SJD: Large number of graduates have secured academic positions in Canada and elsewhere in recent years.
  - GPLLM: rate of admissions (40-60%) seems reasonable and sustainable.
  - GPLLM: very low rate of attrition; reliable on-year time to completion.
  - MSL: Students are of very high quality.
- Student funding
  - LLM: Students in the LLM program are eligible for financial assistance based on merit and need and between half and two thirds hold an internal or external award averaging \$15,000; this is comparable to or better than what is offered by Canadian peers.

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

- Objectives
  - LLM: The program arguably remains in search of a distinctive identity, reflecting the “uneasy balance” struck by leading LL.M. programs around the world between supporting research and professional outcomes.
  - SJD: The dynamics of the job market (the small size of the Canadian market and the growth of doctoral cohorts across Canada) may make it difficult to sustain the program’s success.
- Curriculum and program delivery

- LLM: Students strongly desire LLM-only courses (rather than those shared with the JD).
- LLM: The small size of the LLM makes a wide array of graduate-specific courses unfeasible.
- LLM: The LLM Seminar and Alternative Approaches to Legal Scholarship courses are not perceived as signalling a research orientation for the LLM degree; the Alternative Approaches course may not provide students with an explicit critical and comparative perspective on different theoretical and methodological directions.
- SJD: Students strongly desire one or more advanced courses on methodology, particularly qualitative and quantitative empirical research; more generally students are looking for more structure and cohesiveness in the program.
- GPLLM: It may be hard to expand the program with current faculty and staff numbers; especially since the timetable is not family-friendly for faculty.
- GPLLM: timetabling is suited to students working full-time; however, students looking to requalify (i.e. those in the Canadian Law concentration) often do not have a work-restricted schedule.
- Student engagement, experience and program support services
  - LLM: Students report that the admissions process is difficult to navigate.
  - LLM: Students report that there should be better support for their pursuit of professional opportunities by the Career Development Office.
  - GPLLM: Students in the Business Law and Innovation, Law, and Technology concentrations would like to graduate with a stronger grasp of Canadian law, but may be reluctant to take courses outside their concentration, especially if they may not compare favourably to students in the Canadian Law concentration, who have more preparation in the area.
  - GPLLM: While students recognize that the level of career services support for the program has increased, career development services appear somewhat limited, and there is a strong desire for more services. These are challenging to provide due to the range of students served by the program, including students from industries for which the law school does not have employment expertise; students in the Canadian Law concentration want the program to connect more smoothly with the Canadian legal recruiting cycle.
- Student funding
  - SJD: Students express concerns related to the length and magnitude of funding; the magnitude is equivalent to, or slightly below, the funding at Canadian peers; internal funding is limited to three years, while other units at U of T have four or more years of funding.

The reviewers made the following **recommendations**:

- Objectives

- LLM: If the Faculty decides to shift the program's emphasis toward research, some program adjustments would be necessary, including reconsideration of the coursework only option.
- SJD: Consider avenues for graduates other than an academic career; consider initiatives to foster skills and knowledge in contexts other than legal education and research.
- Curriculum and program delivery
  - LLM: Shifting the emphasis toward research may allow for the bolstering of research-oriented offerings, including more thorough and rigorous legal scholarship grounding.
  - SJD: Continue to provide and expand opportunities for doctoral students to come together in scholarly activities to combat the sense of isolation that is common in doctoral studies.
  - GPLLM: Consider increasing the stipend to increase faculty participation in program delivery.
- Student engagement, experience and program support services
  - GPLLM: The growth of the program may make it appropriate to invest in more robust career support.
  - GPLLM: To ensure a steady pipeline of high-quality applicants to grow the program while maintaining quality, will likely require investment of resources in marketing and promotion.
- Quality indicators – graduate students
  - Consider increasing the number of international LLM students while maintaining quality
- Student funding
  - SJD: Consider measures such as fundraising and thesis completion funds to extend funding for doctoral students without jeopardizing excellent time to completion rates.

### 3. Faculty/Research

The reviewers observed the following **strengths**:

- Research
  - The Faculty is a leading institution in legal research in Canada, producing influential and widely disseminated scholarship of the highest order.
  - There is a robust core of world-class scholars in this Faculty, an outstanding group by any measure.
  - Faculty initiatives, including making available small research funds and facilitating the development of research labs, are having a positive impact, with an increase in the number of grant applications, and an improving success rate.
  - External funding levels are in line with funding at peer institutions.
  - The David Asper Center for Constitutional Rights and the International Human Rights Program both pursue valuable and strong research and advocacy agendas.

- The Center for Innovation Law and Policy is a pole of attraction for excellent research and dissemination of scholarship.
- Groups of outstanding scholars have coalesced in Law and Economics, Legal Theory and Jurisprudence, Private Law, and Constitutional and Criminal Law.
- Faculty
  - One quarter of the Faculty are Fellows of the Royal Society of Canada, and five professors hold the rank of University Professor at the University of Toronto, an exceptional ratio within the University.
  - The Faculty takes significant measures to provide guidance and mentoring for younger colleagues on their way to tenure.
  - Earlier career colleagues generally feel adequately supported in their research endeavours and career progression. They feel that the standards for tenure are transparent and that they appreciate the annual formal feedback they receive.
  - Tenured faculty report a high level of satisfaction and a good sense of collegiality.

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

- Research
  - The University of Toronto does not appear to dominate SSHRC competitions as much as one would expect in view of the Faculty's stature in Canadian legal scholarship.
  - It is conceivable that existing research themes have crowded out other areas within the Faculty; for example, compared to peer institutions outside the United States, there are a relatively small number of professors researching in areas such as international, transnational, comparative and global law.
- Faculty
  - Faculty members identified a number of issues around gender equity, though the reviewers observed that not all women had the same perception of the issues, or of the degree to which the Faculty was contributing to or addressing these issues:
    - Significant concerns were raised about pay equity. Some individuals perceived that male and female faculty members are treated differently at certain key moments (e.g., retention opportunities).
    - Some concerns were expressed by faculty members about gender-based discrimination in treatment (e.g., award nominations).
    - Additional concerns included that teaching evaluations may feature a gender bias; and that female faculty carry heavier committee and student advising responsibilities.
  - Some female faculty appear to have distanced themselves from the Faculty; there was some mention of disgruntled faculty alongside speculation that this may be improving.

- There is currently only one non-tenured faculty member and limited resources for pre-tenure hiring that could support faculty renewal and help to increase the diversity of the faculty cohort.
- There is the perception that some colleagues have preferential workload arrangements.
- While the average teaching load appears to be generous compared to other Canadian law schools, an increase may be required due to current financial constraints, which could hinder to some degree scholarly output and productivity.
- Faculty would prefer a greater sense of community.

The reviewers made the following **recommendations**:

- Research
  - The Faculty should be open to the development of research centres that could provide a beneficial platform for research activity in select areas.
- Faculty
  - At a minimum, the Faculty should pay close attention to the concerns around gender equity and seek out strategies to surface causes of concern and address them as effectively as possible.
  - Conduct a review of faculty salaries with an eye to gender imbalances.
  - Give attention to the suggestions that some faculty are disgruntled.
  - Increasing workload by bolstering GPLLM lecturing may be the easiest change to implement.
  - Any exploration of workload increases need to consider gender equity and existing concerns about inequitable workloads across the Faculty.
  - Counteracting forces eroding a sense of community is appropriate, but reviewers note that this is part of a broader societal reality.

## 4. Administration

The reviewers observed the following **strengths**:

- Relationships
  - Excellent state of relationships within the Faculty.
  - Admirably strong sense of mission and a positive morale; faculty expressed pride in the institution and their presence within it; students communicated an appreciation for the Faculty and the education they are receiving; staff were generally happy in their roles and felt supported.
  - Cognate deans report that the Faculty has a strong reputation and is easy to work with.
  - Alumni relations are healthy, having improved under the current Dean.
  - Overall, we believe the relationships among the various individuals and constituencies at the Faculty are excellent.



- Organizational and financial structure
  - The 2016 move into the new Jackman Law Building is a major success story.
  - Widespread and robust confidence in the Faculty's leadership.
  - Leadership team is dedicated and capable.
  - The appointment of an Associate Dean whose mandate includes research support initiatives appears to have been most beneficial, including in measurable success in bringing forward and improving grant applications and securing of external funding.
- Long-range planning and overall assessment
  - The Faculty is a top-tier institution, in a very health state, with a longstanding and well-deserved reputation of excellence, outstanding students and professoriate, impressive physical and administrative resources, and effective leadership.
- International comparators
  - The Faculty is Canada's premier law school and an impact player globally. According to the available data, the Faculty is the top law school in Canada, a leading law school in North America and among the top 20 law Faculties in the world.

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

- Organizational and financial structure
  - Graduate students report some disappointment that voting rights at Faculty Council do not reflect the current configuration of undergraduate and graduate cohorts.
  - Including JD curricular matters in the portfolio of the Associate Dean Research is not ideal, but does not appear to have impeded efforts to enhance research support.
- Long-range planning and overall assessment
  - The Faculty's financial position is the primary source of concern for the Faculty at the time of the review, especially given the recent tuition cuts by the Ontario government.
  - With the Faculty there are concerns that Toronto will struggle to keep up with top American law schools thought of as peers due to the comparatively modest financial resources on hand.
- International comparators
  - The Faculty and its JD students have different perspectives on the question of appropriate comparators that are likely to shape debate about the Law Faculty's priorities for the foreseeable future, with JD students focusing on the Canadian context and the Faculty focusing on the North American context.

The reviewers made the following **recommendations**:

- Organizational and financial structure

- Consider a small adjustment to governance rules in response to graduate student concerns about representation, if possible.
- Long-range planning and overall assessment
  - Growing the GPLLM appears to be a realistic objective, given the program's intellectual rigour and the fact that a master's degree from U of T should markedly improve the employment prospects of students seeking to requalify. It is critical that the investment of time, energy, and financial resources continues to be made to sustain and grow the program, given its potential role as a key mechanism for addressing the Faculty's fiscal stress.
  - Continued cross-subsidization from the University and some difficult Faculty choices in terms of resource allocation appear inevitable to maintain the Faculty's healthy state.
  - Consider other fundraising objectives, for faculty research and related activities, as well as for clinics and other experiential opportunities and services for students.



October 7, 2019

Office of the Vice-Provost, Academic Programs  
University of Toronto  
65 St. George Street, 3<sup>rd</sup> Floor

### **UTOAP Administrative Response**

This past winter, the Faculty of Law underwent an External Review (“Review”) conducted by the External Review Team (“Reviewers”) of Professor Camille Cameron, Dean of Law and Weldon Professor of Law, Dalhousie University; Professor Brian R. Cheffins, Chair of the Faculty Board and S J Berwin Professor of Corporate Law, Faculty of Law, University of Cambridge; Professor Daniel Jutras, Wainwright Chair in Civil Law, McGill University; and, Professor Andrew Guzman, Dean and Carl Franklin Chair in Law, USC Gould School of Law. We are grateful to them for undertaking the Review, as well as for their feedback by way of the Report of the External Reviewers.

It is gratifying to read the Reviewers’ praise for the Faculty of Law. We are delighted with their conclusion that their Review “reveals a top-tier institution, with a long-standing and well-deserved reputation of excellence, outstanding students and professoriate, impressive physical and administrative resources, and effective leadership.”

We are perhaps even more appreciative, however, of the constructive suggestions that the Reviewers provided, and that formed the basis of the Vice-Provost, Academic Programs’ Request for Administrative Response and Implementation Plan. Our Administrative Response will focus on the Reviewers’ suggestions cited in the Request for Administrative Response. It is worth re-emphasizing, however, that while our response to the suggestions for improvement will be the priority in this document, it was extremely gratifying to read the praise for a Faculty of which I and many others are very proud.

### ***Innovation in JD Teaching and Learning***

The Review encouraged innovation in JD teaching and evaluation, taking the view that similar institutions are broadening considerably their teaching and evaluative methods.

The Faculty appreciates the suggestion and will continue to work on innovation in the classroom. Within our Faculty, there is a wide variety of teaching styles. Some extremely successful teachers rely on a traditional approach to law school teaching, one that relies heavily on a professor in part lecturing, and in part asking questions of the class to encourage discussion that nurtures the students’ understanding of an area of law. Others are more innovative, relying on experiential learning in the classroom (e.g., negotiation exercises; mock arguments), technology (e.g., video; online surveys), co-teaching with adjunct practicing lawyers, and more. And some courses, such as a growing suite of externships and associated seminars, also innovate.

As the Reviewers observed, student evaluations of faculty teaching are consistently strong. Evaluations are on a 5-point scale, with 1 at the top; if an instructor receives averages of 2 or below, this is a relatively rare and disappointing outcome. Norms are closer to the 1.5 range, while top instructors are closer to 1 on average. It is also worth noting that the distribution of positive reviews is spread rather evenly across teaching styles, with some of the more traditional approaches attracting similarly strong reviews compared to more innovative ones.

Notwithstanding this favourable starting point, the Faculty always strives to improve, and we will take up the Reviewers' invitation to consider more innovative pedagogy. A specific action to be accomplished in the next six months is that the Associate Dean, Students will enlist the help of the University's Centre for Teaching Support & Innovation to help discuss teaching innovation and best practices with Faculty colleagues. The AD will also lead a discussion of best practices among colleagues, better ensuring that good ideas circulate.

The Reviewers also shared concerns about a preponderance of 100% final examinations, encouraging a diversification of means of evaluation. There is clearly experimentation across colleagues, but it is also fair to say that the 100% final remains a prominent part of the evaluation landscape at the Faculty. This is in part because there are drawbacks from moving away from 100% finals. If diversification means writing a final examination as well as a mid-term, or an essay, students sometimes express concern that additional moments of evaluation generate a greater workload than that in courses where students write only a final exam. And eliminating the final exam altogether, which is true of many courses, comes with pedagogical implications that will not appeal to every instructor in every course.

That said, the Reviewers are correct to emphasize the stress associated with 100% final examinations. Moreover, an increasing demand for accommodations may also be relevant to the appropriate approach to evaluations. The Associate Dean, Students, and the Associate Dean, Curriculum and Research will together in the next six months embark on a review of our Faculty's approach to evaluations. The conclusion may simply be to establish a working group that will make concrete recommendations at a later date, but we will start the process in the short term.

### ***Truth and Reconciliation Commission Calls to Action***

The Reviewers noted that the Faculty's TRC Committee has recommended that the Faculty not adopt a mandatory, stand-alone course in response to the TRC Calls to Action, but rather has instead recommended that the Faculty integrate Indigenous perspective and content throughout the curriculum. The goal is to ensure that Aboriginal Law and Indigenous legal traditions are part of the very fabric of the student experience throughout all three years of the JD Program, and across a wide array of content areas in the curriculum. The Reviewers rightly observed that there are in the abstract advantages and disadvantages with the mandatory course approach, as opposed to the one the Committee recommended and that the Faculty adopted. The Reviewers commented specifically on implementation, expressing some concern that the integration approach has been unevenly adopted across the curriculum. There is a danger, for example, that instructors are either not incorporating Indigenous perspectives, or are doing so superficially.

The specific administrative action that responds to the Reviewers is one that has been underway since the last academic year and will continue this year. The TRC Committee was mandated last year to undertake an audit of our approach to implementing its curricular recommendations. It has asked to continue the examination, with a view to making recommendations, this academic year. The Faculty welcomes the Committee's conclusions. If it appears that the ideal approach of meaningfully integrating Indigenous

perspectives across the curriculum is not happening at an appropriate rate, or with a certain degree of consistency across courses, then the Faculty will examine alternatives, including how better to support the integrative approach going forward, or revisiting the idea of a mandatory course. The Faculty's timeline for this review is 12-18 months.

### ***LLM Program***

The Faculty appreciates the Reviewers' praise for its graduate programs, including for the remarkable placement rate of graduates from the SJD program, and its observation that the LLM and SJD programs "are structured in a manner that reflects best practices at peer institutions, and meet the high standards expected of a leading faculty of law." The Reviewers expressed some concern about the identity of the LLM program: is it a research-based program, or something else? While such a blurry identity is, as the Reviewers noted, common in North American LLM programs, they suggested that the emergence of the Faculty's professional master's program, the GPLLM, has further complicated the LLM's identity.

As the Reviewers observed, the Faculty has considerably restructured its graduate program in recent years, with a significant reduction in the size of the LLM program and a significant expansion of the GPLLM program. The primary motivation of this restructuring was to better match students with the programs in which they enroll: while it may not necessarily be research-based (though it can be), the LLM is a general academic degree offering law graduate students the opportunity to dive deeply into legal questions across a wide span of subjects; while the GPLLM has four concentrations with narrower curricula that are focused on the particular professional aspirations of its students, who may or may not have prior law degrees. The new structure of the graduate program allows greater choice for our students than in the past.

We appreciate the point raised by the Reviewers that some LLM students have expressed an interest in more LLM-only content. As the Reviewers noted, the cohort at this point is small – only about 30 students a year (down by about half from past peaks). Despite this small size, LLM students have three significant curricular opportunities not available to JD students. They take the LLM seminar, which is exclusively for LLM students. They have the option to take *Alternative Approaches*, a course open only to graduate students. And they have the option to write a short or long LLM thesis. Moreover, within the courses shared with JD students, there is a wide array of choices, including the option to replace a final exam with a research paper as an alternative form of evaluation, and taking directed research credits that are research-only credits. Nevertheless, the Faculty will ask the Associate Dean, Graduate to examine best practices at peer institutions and to report back within three months on whether this examination uncovered practical opportunities for more LLM-only programming at the Faculty.

The Reviewers suggested that the Faculty consider increasing the number of high-quality international LLM students, in part because of the higher fees that they pay relative to domestic students. We are proud of the quality of the international students that we attract to the program. We are also proud of the selectivity of the LLM program generally, with this past year seeing about 240 applications for 30 spots. We would, however, certainly welcome even greater numbers of high quality international LLM students. To that end, we welcomed a gift that allowed us to support incoming LLM students from Tsinghua University in China, and entered into an agreement with the National University of Singapore for an LLB/LLM combined degree that brings two students from this institution every year to our LLM program. The Associate Dean, Graduate has considered how best to attract international students repeatedly in the past, and will continue to consider agreements and other means to do so over this academic year.

## ***GPLLM Program***

We appreciate the many thoughtful comments of the Reviewers about the GPLLM program. They observe accurately that the program has a mix of non-lawyers, domestic lawyers, and non-Canadian lawyers seeking to requalify in Canada. Such a mix is in general a strength of the program. The Reviewers observed that the mix could pose challenges with scheduling: while an executive-style schedule well suits students who are simultaneously working, it is not obviously as suitable for those who do not necessarily hold down full-time employment. The Reviewers suggest that requalifying lawyers who are not working, for example, might prefer a more conventional schedule. This is a fair comment, but it is worth noting that many requalifying lawyers in the GPLLM are employed during the program, some in the legal community (e.g., as clerks), some outside of it. The Faculty has considered carefully its scheduling of the program in the past, recognizing constraints that include the mix of students enrolled, but will continue to consider and reconsider our approach. On the one hand, some students without current full-time employment might prefer a smoother pattern of class time, but on the other, an even more concentrated schedule would facilitate enrollment from outside the Toronto area. The graduate program administrative team will continue to review scheduling and how it impacts students and the program's identity. This will have a two to three year timeline.

The Reviewers also commented on the challenges associated with staffing the GPLLM program with high-quality instructors. Clearly, as they suggest, one option might be to increase compensation for teaching in the program, though with the financial constraints currently facing the Faculty, this poses obvious challenges. As the program gains a reputation as an excellent one in which to teach, with engaged and enthusiastic students, the hope is that any adjustments to attract instructors will be at the margins. Another reason for optimism is that the JD program benefits from the efforts of many enthusiastic adjunct instructors, and the hope is that as the GPLLM consolidates its reputation, attracting such adjuncts will also become easier.

Finally, aside from its considerable academic merits, the Reviewers identify the GPLLM as an important program for the financial health of the Faculty and suggest accordingly that the Faculty may wish to consider deeper investment in marketing and other support staff. Our level of investment in the GPLLM, including in its marketing, has increased significantly in recent years, and to date has achieved what we hoped to achieve. (We are in fact over our target enrollment this year by about 10%, with even stronger students than in the past.) And we do not have plans to grow significantly in the next few years, but rather to consolidate the program after this period of significant growth. That said, there may well be further organic growth as the program's reputation grows, and the Reviewers were correct to say that existing growth has already put pressure on the supports for the GPLLM program. The Dean's Office will continue to work with the Associate Dean, Graduate to ensure that the program has adequate human and other resources in place to support the GPLLM. The Faculty will also explore ways in which the program can realize better support from the University's School of Graduate Studies.

## ***Gender Equity***

The Reviewers reported concerns about gender equity at the Faculty, including concerns about pay, funding and awards, and teaching evaluations that the Request for Administrative Response highlighted. These concerns are real and the Faculty will continue to seek concrete strategies to address them. On the specific matters raised around pay, awards and teaching, the following paragraphs set out our Administrative Response, but with respect to these and other gender equity issues, the Administration will continue to monitor, listen, and work to address concerns.

Gender equity in pay is a concern across the University of Toronto. Indeed, while the Reviewers were visiting, the central University was examining pay equity across the campus. In the time that elapsed since the Reviewers' report, the University reported their findings on pay equity, and in response to what they found, made an across-the-board pay increase to women professors. The University and the Faculty are continuing to examine pay equity at the Faculty in particular, considering whether additional adjustments are appropriate.

On awards and funding, there clearly is a basis for concern. For example, the Faculty has five University Professors at the moment, all men. The Faculty has been alive to these concerns and gender is an explicit consideration in the deliberations of the Awards Committee, which makes recommendations about which award nominations the Dean's Office should support. In recent years, the Faculty has nominated many more women than men for significant awards. In 2017-18 and 2018-19, the Dean's Office, on the advice of the Awards Committee, made 21 nominations of colleagues to prestigious academic and professional awards; sixteen of the nominees were women, five were men. While such a ratio may not be appropriate every year, it addresses some of the historical discrepancies that exist. And the fact that we were successful in five of the 21 nominations, and all five were female nominees, confirms that these were highly deserved nominations. We will continue to ensure that women are given strong consideration for award nominations going forward.

Finally, the Reviewers also mentioned concerns about teaching evaluation and gender. As a general response to this concern, the University conducted a thorough study into the impact of gender on course evaluations across campuses and did not find any significant differences, though the data for this study were derived from electronic evaluations that Law will only adopt in 2020. Locally, for the purpose of this Response, we went back to the assessment of teaching at the Faculty for PTR purposes (which better controls for factors like class size than the raw evaluation data, though the raw data are similar) since 2014-15 and found that women outperformed men as teachers at the Faculty every single year. We will, however, continue to monitor course evaluations for evidence of gender-based discrepancies, especially after we adopt electronic course evaluations in 2020.

### *Diversity*

The Faculty is committed to diversity. Our Faculty is an intellectual big tent that recognizes that a wide range of perspectives meaningfully contribute to our understanding of law, and similarly recognizes that culture, personal histories and backgrounds inform those perspectives. Diversity is therefore fundamental to our academic mission. We are proud of the progress that the Faculty has made in increasing diversity, but recognize that significant work remains. While offering praise for this progress, including our wide range of outreach efforts, the Reviewers identified specific diversity concerns with respect to faculty and students.

In respect of faculty, once the Faculty hires again, hopefully in the near term after having only hired three faculty in six years, diversity will be a prominent consideration. As the Reviewers suggest, greater representation of Black and Indigenous colleagues would be welcome. In the meantime, we will continue to put priority on inviting Black and Indigenous colleagues in our Distinguished Visitor program.

Regarding student diversity, on some dimensions the Faculty is doing very well, but on others, especially around Black and Indigenous students, there is clearly room for improvement. The Manager, Indigenous Initiatives will continue to explore ways to attract excellent Indigenous students, and our Admissions Office will continue to place priority on admitting Indigenous students. With funding received from the Law Foundation of Ontario, this academic year we will be launching an Indigenous Outreach &

Mentorship Program, which is intended to strengthen our current and alumni Indigenous students' relationships with the law school and to facilitate pipeline building, with the goal of increasing the representation of Indigenous students in our future classes.

We are also at the beginning of our launch of the Black Future Lawyers Program, which will be an outreach effort explicitly intended to attract excellent Black students, in part by relying on Black alumni and other Black lawyers to help create a critical sense of community for incoming Black students. The University's Faculty of Medicine has taken such an approach with great success, and we hope to do the same.

### ***Financial Position***

The Reviewers were correct to identify financial concerns as presenting the greatest challenges to the continued success of the Faculty. They identified various appropriate and sensible strategies for addressing these challenges. For example, they noted that with the success of the fundraising campaign for student financial aid, there may be room to seek to raise funds for other priorities, including supporting experiential learning and research at the Faculty. While student financial aid will continue to be a priority, there is clearly merit in broadening fundraising priorities in the coming years.

The Reviewers also observed that "continued cross-subsidization from the University and some difficult Faculty choices in allocation of resources both appear inevitable if the Faculty is to weather this financial storm undiminished." On the latter point about difficult choices, in response to the Ontario government's mandated cuts to tuition this year, the Faculty made considerable cuts to its expense budget over the summer, and moreover reduced staffing levels. These cuts, difficult though they are, have, along with University support, mitigated the harm to our financial position caused by the Ontario government's tuition policy.

On the former point about subsidization, the Faculty of Law is a net recipient of University subsidies. The budget model that the University adopted in 2006, however, followed the principle that subsidies to faculties were generally to be capped on a going forward basis. Thirteen years later, as our costs have systematically risen, but our subsidies have not systematically risen, this has created significant pressure on the Faculty, especially since the Faculty of Law, unlike other faculties on campus, has been unable to benefit from significant increases in the enrollment of relatively high-paying international students. Moreover, our per-student government grants have been effectively frozen or even slightly reduced since the early 1990's, and have in any event been set at the same level as an Arts undergraduate student despite the vastly different cost structures across the programs. Government grants have fallen to around 13% of Law's budget.

The Faculty appreciates the help that the University recently provided to mitigate, though by no means eliminate, the impact of the government's mandated 10% tuition cut. It is clear, however, that the conditions that led to a disproportionate impact on the Faculty of Law from the mandated cut (a low ratio of government grant to the cost of a student's education; minimal international enrollment) will remain challenging to the Faculty.

With these and other considerations as context, the Faculty welcomes the re-examination of the 2006 budget model that the University has undertaken. The emerging principle resulting from that process that divisions will invest more in University academic priorities, not just divisional priorities, is welcome. Much will depend on implementation: it will be up to the Faculty to make the case to the University for



the academic merits of greater support; and it will be up to the University to make the prospect of additional support for academic priorities meaningful.

I would like to take this opportunity again to thank the Reviewers for their efforts in reviewing the Faculty, for their constructive suggestions, and for their overwhelmingly positive Report.

Yours sincerely,

A handwritten signature in black ink, appearing to read "Edward Iacobucci". The signature is written in a cursive style with a distinct loop at the end.

Edward Iacobucci  
Dean, Faculty of Law

### **3 Committee on Academic Policy & Programs (AP&P) Findings**

*This section will be inserted after AP&P by the VPAP office using language verbatim from the approved Report of the meeting.*

#### **4 Institutional Executive Summary**

The reviewers affirmed the overall excellence of the Faculty of Law, its faculty, students, programs and leadership. They praised the excellent students in the JD program, noting the program's high quality teaching, recent curricular improvements, and high levels of student satisfaction. They found the SJD program to be in excellent shape, and they had praise for the Faculty's other graduate offerings, including the innovative GPLLM. They found the faculty's scholarship to be "of the highest order." They concluded that "according to the available data the University of Toronto is the top law school in Canada, is a leading law school in North America and is among the top 20 law faculties in the world." The reviewers recommended that the following issues be addressed: increasing innovation in JD teaching and assessment of learning; addressing remaining challenges in integrating recommendations of the Truth and Reconciliation Commission; enhancing and developing a distinctive identity for the LLM program; addressing inconsistencies of structure and services for students pursuing the GPLLM in order to practice law in Canada and securing teaching staff to deliver the program; addressing concerns about gender equity; increasing diversity of the faculty complement and student body; and improving the Faculty's financial situation. The Dean's Administrative Response describes the Faculty and programs' responses to the reviewers' recommendations, including an implementation plan for any changes necessary as a result.

#### **5 Monitoring and Date of Next Review**

The Dean will provide an interim report to the Vice-Provost, Academic Programs on the status of the implementation plans, due midway between the year of the last and next site visits.

The next review will be commissioned for a site visit to take place no later than eight years from March 2019.

#### **6 Distribution**

On December 10, 2019, the Final Assessment Report and Implementation Plan was posted to the Vice-Provost, Academic Programs website and the link provided by email to the Dean of the Faculty of Law, the Secretaries to AP&P, Academic Board and Governing Council, and the Ontario Universities Council on Quality Assurance. The Dean provided the link to the Chair(s)/Director(s) of the Program(s)/Unit(s).

# UTQAP Cyclical Review: Final Assessment Report and Implementation Plan - DRAFT

## 1 Review Summary

<b>Programs Reviewed:</b>	Master of Finance, MF Master of Financial Risk Management, MFRM Master of Business Administration, MBA Executive Master of Business Administration, MBA. Master of Management Analytics, MMA Doctor of Philosophy in Management, PhD Graduate Diploma in Professional Accounting
<b>Division Reviewed:</b>	Joseph L. Rotman School of Management
<b>Commissioning Officer:</b>	Vice-President & Provost
<b>Reviewers (Name, Affiliation):</b>	1. Professor Isabelle Bajoux-Besnainou, Dean, Desautels Faculty of Management, McGill University 2. Professor Alexander J. Triantis, Dean, Robert H. Smith School of Business, University of Maryland 3. Professor Francisco Veloso, Dean, Imperial College Business School
<b>Date of Review Visit:</b>	January 9 – 11, 2019

## Previous Review

**Date: October 21-22, 2010**

### Summary of Findings and Recommendations

#### 1. Undergraduate Programs

The reviewers observed the following strengths:

- Blended program between Rotman and Arts & Science is good; broadening curriculum from an accounting focus to include more finance and general management is consistent with Rotman's mission

The reviewers made the following recommendations:

- Enhance support for student services and expand physical space that integrates with Rotman to make the program more competitive

## 2. Graduate Programs

The reviewers observed the following strengths:

- MBA program has been elevated to a top position in Canada
- Programs are rigorous, well-organized and delivered efficiently
- Strong admissions standards and applicant pool
- Integrative thinking approach a distinctive, attractive element of EMBA program
- Doctoral program attracts very good students, provides excellent funding packages, and exhibits relatively good time to completion and success at placing graduates

The reviewers identified the following areas of concern:

- MBA and EMBA offer rates are high, despite GMAT scores below those of the best schools
- Students express concern regarding career options following MBA program

The reviewers made the following recommendations:

- Enhance implementation of integrative thinking approach throughout school, in particular across the MBA curriculum
- Develop strategies to strengthen applicant pool while expanding MBA program; focus on international students as a source of growth
- Develop strategy to advance MBA program to the top twenty worldwide

## Faculty/Research

The reviewers observed the following strengths:

- Very strong research culture, with good funding available and faculty expertise across key areas
- Exceptional success at recruiting and retaining outstanding faculty
- Research centres are well-integrated
- Rotman rates extremely highly in global rankings for research

## Administration

The reviewers observed the following strengths:

- Review overall a very strong endorsement of Rotman, its direction and its leadership; school performing exceptionally well on all fronts
- Aspiration to be among the world's best business schools is commendable and appropriate, given its location in a world financial centre and an internationally exceptional research university
- School has done impressive work pushing research into mainstream media and school plays extremely important, increasing role in local community
- Progress in expanding resource base and operating revenue has been good

The reviewers made the following recommendations:

- Enhance engagement and relationships with other parts of U of T; in particular improve communication and collaboration with UTSC and UTM
- Consider expanding administrative team to compete with top global programs

**Last OCGS review date: 2005**

## Current Review: Documentation and Consultation

---

### Documentation Provided to Reviewers

The following documents were provided:

- Site Visit Schedule
- Terms of Reference
- Self-Study and Appendices (including faculty CVs), November 2018
- *Towards 2030: The View from 2012 - An Assessment of the University of Toronto's Progress Since Towards 2030*
- 2010 Rotman External Review Report
- Summary of PhD Student Placements, 2014-2019

### Consultation Process

The reviewers met directly with the following:

- Vice-President and Provost
- Vice-Provost, Academic Programs
- Dean, Rotman School of Management
- Vice-Dean, Undergraduate & Specialized Programs
- Vice-Dean, MBA Programs
- Vice-Dean, Learning & Innovation
- Research Centre Directors
- MBA & Specialized Degree students
- Graduate Program Leaders – Specialized Degree Programs
- Dean, School of Graduate Studies & Vice-Provost, Graduate Research & Education
- Graduate Program Leaders – MBA Programs
- Area Coordinators
- Deans of Cognate Divisions/Campuses (or delegates):
  - Faculty of Arts & Science
  - University of Toronto Mississauga
  - University of Toronto Scarborough
  - Faculty of Law
  - Faculty of Applied Science & Engineering

- Rotman faculty and academic life representatives
- Senior administrative staff
- PhD Program leaders
- Alumni representatives
- PhD students
- Rotman research representatives
- Leaders of educational labs
- Administrative staff
- Teaching stream faculty
- Pre-tenure faculty
- Tenured faculty

## Current Review: Findings and Recommendations

---

### 1. Graduate Programs

*Unless otherwise noted, all bulleted comments apply to all programs reviewed.*

The reviewers observed the following **strengths**:

- Overall quality
  - Excellent program offerings across the board
  - Suite of MBA programs is very well structured and established, and attracts talented domestic and international students
  - Specialized programs in Finance, Accounting and Analytics are well structured and innovative, attracting a high volume of applications from their outset
  - Reviewers found the roles, objectives, admission requirements and curricula of the GDipPA, MF, MFRM and MMA to be very clear, relevant and consistent
- Objectives
  - EMBA/GEMBA programs are highly consistent with Rotman and the University's mission
  - PhD program appears to be functioning well and meeting its mission of preparing a new wave of leading management scholars
- Admissions requirements
  - EMBA/GEMBA admissions are consistent with other top business schools and allow for selection of the best candidates
  - New MFRM enjoyed immediate market interest, allowing for the selection of a very strong inaugural class; interest in the program continues to grow
  - MMA application levels allowed for competitive selection of its starting class
- Curriculum and program delivery
  - EMBA/GEMBA curricula are well designed to meet the programs' objectives of preparing students for the needs of management executives; continued quality enhancements are being pursued such as introducing leadership development components, mastery sessions on topical issues and access to the Creative Destruction Lab course

- Balanced distribution of enrolments in morning and evening MBAs indicates benefit of offering flexible options to professionals
- Positive developments of introduction of leadership development practicum and Models and Data course to Morning and Evening MBA programs
- Recent review and adaptation of full-time MBA curriculum increases flexibility and competitiveness, and a reduced cohort starting in 2020 aims to foster a more personalized atmosphere
- New GEMBA – Healthcare and the Life Sciences is well-conceived and strategic, addressing an important sector of the economy and already attracting strong interest and enrolments in its first year
- MFRM’s simulated risk environment is important and internationally distinctive, as is the capstone Risk Management Project
- Innovation
  - Teaching labs, including the Creative Destruction Lab, the Self Development Lab, DesignWorks and the FinHub are innovative initiatives, that are greatly valued by students and help to distinguish Rotman’s offerings from competing schools
  - Noteworthy improvement of opening the Creative Destruction lab to first year MBA students
  - Excellent efforts have been made to continuously improve the MF program, with the introduction of various co-curricular activities such as the Self Development and Creative Destruction Labs, and new course offerings
  - MF and MFRM programs benefit greatly from the state-of-the-art BMO Financial Group Finance Research and Trading Lab
  - Analytics Colloquia and Managerial Practicum are excellent and distinctive features of the MMA program
- Accessibility and diversity
  - Healthy cultural diversity in the PhD program
  - Starting MFRM class is gender balanced, and has equal representation of domestic and international students
- Assessment of learning
  - Assessment processes and results are in line with best international practices in the MF and MFRM
  - Learning assessment processes in the EMBA and GEMBA programs are clearly structured and articulated, with capstone projects providing excellent opportunities for students to apply and provide evidence of their learning
- Student engagement, experience and program support services
  - PhD students express satisfaction with the program and with the high placement record of graduates in academic jobs
  - Students in Finance, Accounting and Analytics programs are very happy with the quality of their education and quickly finding good job placements
  - Early in-class course coverage in the GDipPA reduces stress for students and their employers
- Quality indicators – graduate programs

- Rotman ranked #47 in the Financial Times global ranking of EMBA programs, which reviewers note is an impressive accomplishment given the Canadian job market context
- GDipPA is enjoying growing interest from students graduating from other universities
- Quality indicators – alumni
  - An impressive 85% of doctoral graduates pursue academia in well-regarded universities
  - 86% of the first cohort of MFRM graduates seeking employment secured a job within three months of graduation, and 100% within six months, across a variety of areas
  - Nearly 50% of MF graduates are promoted within 20 months of completing the program
  - 94% of GDipPA students pass the CPA exam (compared to a Canadian average of 77%) and student satisfaction is very high: 92% of graduates indicate that they would recommend the program to a colleague or friend
- Student funding
  - Significant financial aid offered to students and recent weakness of Canadian dollar has been beneficial in attracting international applicants
  - Funding appears sufficient to support students across the three EMBA/GEMBA programs

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

- Admissions requirements
  - Number of enrolled PhD students seems relatively low, as does the number of postdoctoral fellows
  - Doctoral students are admitted by area leads without first selecting a supervisor, and funding is provided entirely by the school without contribution from the supervisor. This model may have advantages but could also serve as an artificial barrier to a larger PhD cohort
  - Potential trend towards fewer Morning and Evening MBA enrolments, reflecting the difficulty for students of attending classes at set times while working full-time
  - Comparison of the numbers of applicants versus offers extended indicates that the part-time MBA is less selective than the full-time program
- Curriculum and program delivery
  - Recent changes to full-time MBA curriculum may not be extensive enough to keep pace with either the rapidly evolving business world or the highly competitive MBA program landscape
  - Doctoral students expressed concern regarding the inconsistent availability of seminars; this is likely due to the small size of the PhD cohort
  - Limited faculty expertise in Information Systems (IS), and as such IS offerings are handled by other areas, and very few IS courses are embedded in the curriculum
- Accessibility and diversity



- Low representation of women in the morning/evening MBA (24%) and some room for increased female representation in the PhD cohort (currently 38% women)
- Student funding
  - Intense competition for students between business schools, and there is a trend towards offering more and larger scholarships that Rotman will need to monitor/keep up with as appropriate
  - May need to increase student funding to continue appealing to high calibre international applicants, if circumstances change

The reviewers made the following **recommendations**:

- Curriculum and program delivery
  - Consider a more blended delivery format for MBA programs aimed at working professionals
  - Ensure that Rotman clearly articulates how changes to the full-time MBA curriculum distinguish it from competitor programs
  - Ensure that EMBA/GEMBA curricula continue to incorporate innovative topics such as digital platforms and the impact of AI on businesses to reflect the increasing importance of digital transformation of companies
  - Consider standalone course in Supply Chain Management for GEMBA and EMBA programs or clarify the coverage of this topic in other courses, given its growing importance to business
  - Continue curriculum adjustments in all programs to ensure continued relevance for contemporary business professionals
- Innovation
  - Develop resources so that the Creative Destruction Lab can support early-stage start-ups that are hoping to build a business from the ground up, in line with norms at comparable university entrepreneurship centres
  - Leverage digital assets created for Executive and other degree programs, in response to trends in the EMBA marketplace
  - Consider opportunities and approaches for embedding IS courses in the curriculum
- Accessibility and diversity
  - Allocate further resources towards attracting top female talent and ensuring balanced gender representation, in particular in morning/ evening MBA program, and towards ensuring culture of gender inclusion
  - Increase international composition and cultural diversity of full-time MBA cohort, and international placement of its graduates to add value for students seeking a global career and connections

## 2. Faculty/Research

The reviewers observed the following **strengths**:

- Overall quality

- Strong research culture and standards of excellence
- Research
  - Excellent group of research active faculty, who regularly publish in leading international academic journals
  - Establishment of research centres has been very beneficial; these aggregate research done across various faculty, mobilize external resources and enhance visibility and impact of work being done, both internally and expanding into business and society
  - Faculty very successful in securing competitive grants to fund projects, and make contributions to the budget that are comparable to other top business schools
- Faculty
  - Consistently strong hiring in recent years and strong mentorship and support system for junior faculty, resulting in faculty enjoying good success at achieving promotion
  - Balance of teaching and tenure stream faculty is in line with the rest of the University
  - Decreased teaching load of four courses (and three for pre-tenure faculty) helps maintain competitiveness with peer business schools, despite salary disparities

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

- Research
  - Some recent fluctuation/downward movement in Rotman's placement in the widely tracked Financial Times and UT Dallas research rankings
  - Growing program portfolio may leave faculty with less flexibility to pursue research endeavours
- Faculty
  - Increased market pressure and weaker Canadian dollar remain major issues that impact recruitment and retention of the best talent
  - High number of full professors, compared to associate and assistant professors, though this does create advantages for the school
  - High number of faculty overall, taking into account graduate faculty across the three campuses
  - Relatively few female full professors
  - Some faculty expressed concern over the lack of transparency in the merit process, which is centralized in the Dean's office, though there was some indication that these comments may stem from isolated incidents instead of a systemic problem
  - Relatively low number of non-tenure stream faculty

The reviewers made the following **recommendations**:

- Faculty
  - Increase the diversity of senior management, and overall faculty complement

- Prioritize recruiting senior women faculty willing to take on management roles, and mentoring junior female faculty for future leadership
- Address salary gaps versus peer schools
- Continue to give attention to the distribution of rank among the professoriate to ensure maintenance of a vibrant research culture and willingness to keep up with teaching methodology and content, while maintaining research prowess

### 3. Administration

The reviewers observed the following **strengths**:

- Relationships
  - Extremely high morale among staff and students, who express great pride in and commitment to both Rotman and U of T overall, with a “positive but still undergoing journey in terms of diversity and inclusion”
  - Strong, well structured educational collaborations with cognate units, such as the undergraduate Commerce program delivered in partnership with the Faculty of Arts & Science, combined MBA degrees with Law, Engineering, Pharmacy and the Munk School, and the Master in Financial Economics with the Department of Economics
  - Links with departments at UTM and UTSC comprising the Graduate Department of Management appear to be strong, with faculty and administration providing positive feedback on the connections
  - International collaborations such as the Global MBA agreement with SDA Bocconi in Milan and the Guanghua-Rotman Centre for Information and Capital Market Research (Peking University) add density to Rotman’s already strong international relations and enhance its global visibility
- Organizational and financial structure
  - Rotman “is very well managed, has a clear and effective strategic direction, appropriate resources and a good structure to operate in the very competitive environment that characterizes today’s business schools”
  - Current administrative structure is adequate, with clear roles and lines of responsibility; academic and professional staff express broad satisfaction with the structure’s functionality
  - Professional staff are well-organized and highly competent
  - Physical and financial resources are very strong, and exploration of opportunities for new revenue generation have been very successful
  - Compared to other public universities, Rotman has done very well with raising philanthropic funds
  - Catalyst Fund has been invaluable, playing an instrumental role in supporting the launch of innovative new initiatives, such as the FinHub research centre
  - Tri-campus structure involving three management units is working well, and is clearly supported by the leaders of the relevant areas
- Long-range planning and overall assessment

- “Overall, it is very clear that the Rotman School of Management (RSM) is an exceptional school that not only has been doing very well by all accounts, but also is on a very strong positive trajectory”
- “The Dean, the senior management and the entire school should be commended for what they have been able to accomplish over the last few years, and the strong foundations that exist to continue to develop and affirm the school nationally and across the world”
- Rotman’s focus on areas such as student experience, strong recruitment and admissions, and student access and financial aid appear consistent with the University’s overall academic plan
- International comparators
  - Highest ranking out of Canadian business schools
  - Considered as a peer to many of the top twenty public universities in the US in terms of its programs
  - Competitive with the very best public or private business schools in the world in terms of faculty quality and research output
  - Research capabilities of Rotman are recognized nationally and internationally for their impact in business and societal contexts

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

- Organizational and financial structure
  - Some pressure on the space available and IT infrastructure systems, due to the rapid growth of the school and evolving need for new technological systems and supports
  - Governance structure in MBA program, while currently working without conflict, has the potential to pose unnecessary challenges

The reviewers made the following **recommendations**:

- Relationships
  - Increased collaboration with the rest of the University will create value for Rotman and for U of T overall; consider research collaborations in areas such as data sciences and AI, and dual undergraduate/graduate degree programs
  - Build on successes in entrepreneurship, anchored by the Creative Destruction Lab, (“a true global jewel for RSM”); offer a more structured initiative to support students and the RSM community who are interested in starting their own firms, ideally in coordination with other efforts that exist around U of T
- Organizational and financial structure
  - Prioritize ensuring sufficient space for faculty and staff, with individual study and team-work spaces for students
  - Ensure that centres and initiatives that received initial Catalyst Funds gradually become self-supporting; spreading Catalyst funding over time may ease this transition
- Long-range planning and overall assessment

- Consider a top-down strategy for advancing initiatives related to key strategic areas for the school
- International comparators
  - Strengthen international footprint and connections to increase Rotman's global recognition and benefit the school
  - Increase marketing efforts in the US and beyond, that highlight the school's innovative offerings and overall excellence

# Rotman

Tiff Macklem, Dean

September 25, 2019

Professor Susan McCahan  
Vice-Provost, Academic Programs  
University of Toronto  
Simcoe Hall, Room 225  
27 King's College Circle  
Toronto, Ontario, Canada M5S 1A1

Dear Professor McCahan,

I write in response to your letter of July 9, 2019 regarding the January 2019 external review of the Rotman School of Management and its graduate programs.

The timing of this review was especially opportune for two reasons. Rotman had undertaken an extensive review of our own, over two years, which resulted in a new brand positioning that was rolled out in late-March 2018, so we had very recently studied, in depth, our essential promise and how we were delivering against it. And, just as the UTQAP report was delivered in early 2019, we began consultations to develop a new Academic Plan 2019-2024, so the external feedback was very timely and we have developed priorities with the feedback in mind.

We appreciated the opportunity to have deans from other respected business schools study all our background materials, spend two intensive days meeting our stakeholders, and then give us their reactions and advice on how we could further improve. Their comment that “the Rotman School of Management is an exceptional school that not only has been doing very well by all accounts, but also is on a very strong positive trajectory” was very gratifying.

We address the issues below that were raised by reviewers and outlined in your request for an administrative response.

### **Faculty**

*Summary: The first two issues related to diversifying the complement of faculty along two dimensions: increasing the relative number of assistant/associate professors, and increasing gender diversity among faculty. The third related to ensuring that Rotman salaries remain sufficiently competitive to attract top faculty.*

**1) The reviewers noticed a high number of full vs. assistant/associate professors and suggested that attention should be paid to balancing the distribution of rank among the professoriate.**

As part of its long-term strategy, the Rotman School has more than doubled the size of its faculty complement over the past 15 years. Given the success of most of these faculty at earning tenure and promotion to full professor, and given the success of the school at retaining these faculty, the consequence is a strong pool of full professors.

The School currently experiences approximately three faculty exits per year, and its academic plan calls for modest net growth in faculty complement in the next several years. The School will fill new or replacement positions with junior faculty wherever possible. The Vice Dean of Faculty and Research and the Associate Dean of Faculty will jointly lead the School's efforts to balance the distribution of faculty ranks.

Short-run:

- Continue to replace all faculty exits with junior faculty where possible.

Medium-run:

- Develop and assess potential plan to systematically hire postdocs or limited-term junior professors in order to ensure continuous presence of new scholars and cutting-edge knowledge.

Long-run:

- If the potential postdoc/limited-term-junior-professor plan is desirable and feasible, then implement the plan.

**2) The reviewers observed that the faculty complement could be strengthened by increased diversity of faculty. They suggested introducing mentorship programs for junior female faculty to prepare them for leadership roles and adding more women to the senior management of the faculty.**

Rotman has recently worked hard to implement best practices with respect to diversity in faculty search processes, and has had increased success hiring female faculty. The School is committed to further increasing gender and ethnic diversity among the faculty.

To enhance the opportunities for success and leadership at Rotman, the School pairs each junior faculty member with a senior mentor through to the tenure decision. In response to the reviewers' observation, the School plans to stress more formally to mentors, and particularly mentors of female faculty, that their mentorship should encompass leadership activities as well as guidance on research, teaching, and service. In addition, during the last month the School has created and filled a new position – Director of Equity and Inclusion – whose purview will ensure a continued focus on supporting female faculty and preparing them to assume leadership roles. The Vice Dean of Faculty and Research, the Associate Dean of Faculty, and the Director of Equity and Inclusion will jointly lead the School's efforts to diversify the faculty and to strengthen the female faculty leadership ranks.

Short-run:

- Hire a Director of Equity and Inclusion to ensure continued focus on issues of diversity among professors and among faculty leaders. (Completed July 2019.)
- Roll out expanded Diversity, Equity, and Inclusion training for all search committees.

Medium-run:

- In next round of leadership appointments, ensure consideration of all potential candidates and work to improve diversity.
- Look for opportunities for female faculty to take on committee chair and area coordinator roles.

Long-run:

- Consider a leadership development program, potentially in collaboration with other areas at U of T, which would encourage development of capabilities and interest in leadership roles among a diverse faculty audience.

**3) To increase competitiveness with peer U.S. and international institutions, reviewers recommended addressing salary gaps (exacerbated by the weaker Canadian dollar) impacting retention and recruitment.**

Although the Rotman School has successfully fended off many poaching attempts by top U.S. and international institutions, the salary gap vs. peer institutions is a longstanding challenge and is becoming more acute in some disciplines. The School has recently conducted an extensive review of salaries and done its best to address the most serious market gaps. We will continue to monitor salary closely.

Equally important, the Rotman School seeks to make Rotman an exciting and productive place to conduct research, teach, and build a career, in recognition that faculty value a vibrant community as well as compensation. The School has also benefited from generous donor funding, such as the Rotman Catalyst Fund, which helps increase opportunities for faculty to pursue innovative projects.

The Vice Dean of Faculty and Research and the Associate Dean of Faculty will jointly lead the School's efforts to monitor and address salary gaps for Rotman faculty.

Short-run:

- Continue to collect salary benchmark data and refine analysis.
- Expand review to non-salary elements, including housing loans, parental supports, and access to teaching opportunities in Executive Development Programs.

Medium-run:

- Consult with faculty to determine most important non-salary elements, and use available funding to maximum effectiveness in consultation with Vice Provost Faculty and Academic Life (VP-FAL).

Long-run:

- With provostial collaboration, implement a salary scheme that ensures global competitiveness.
- Monitor progress.

### **Administration**

*Summary: The first issue relates to leveraging relationships with other parts of the university. The second relates to leveraging potential connections with other parts of the world.*

**4) The reviewers noted that increased collaboration with the rest of U of T would create value for Rotman and for U of T overall. In particular, they recommended establishing a more structured entrepreneurship initiative, which could build on the success already experienced with the Creative Destruction Lab, and be in coordination with efforts across U of T.**



The Rotman School enjoys numerous valuable links with other parts of U of T. In particular, collaboration with the Law School yields a strong JD/MBA program that benefits both faculties. The School also partners with the Munk School of Global Affairs to deliver an MGA/MBA degree and with the Faculty of Engineering to deliver an Engineering Business Minor, among other program-related collaborations.

The Rotman School has invested heavily in institutes, research centres, and educational labs. Numerous scholars from other faculties at U of T have accepted appointments as affiliates of these entities, further enhancing cross-U of T interaction. In turn, several Rotman faculty are formally engaged in cross-university endeavors, such as Professor Gillian Hadfield, Director of the Schwartz Reisman Institute for Technology and Society, and cross-appointed faculty member at Rotman and the Faculty of Law. The School also partners closely with specific departments that have overlapping research interests, as exemplified by the joint research seminar series between Rotman and the Department of Economics.

With respect to entrepreneurship, the Creative Destruction Lab is an excellent example of a centre that engages faculty across the university – from biology, computer science, engineering, law, medicine, physics, and political science, among others. Building on the success of the CDL, we are also developing a new initiative to support Rotman students who want to launch and scale their own ventures. The School remains eager to explore additional collaborative initiatives as they arise within the university. The Academic Director, Full-Time MBA program, will lead the School's efforts on these collaborative initiatives.

#### Short-run:

- Continue participation in university-wide entrepreneurship-related activities such as the Schwartz Reisman Institute for Technology and Society.
- Conduct analysis of potential new initiatives to support Rotman students re: launching/scaling ventures.

#### Medium-run:

- Invest in strengthening the JD/MBA and determine if any of the successes in that program can be leveraged in other joint/dual graduate programs.
- If the analysis of potential new initiatives warrants it, launch discussions with other parts of U of T about collaborating on the new initiatives.

#### Long-run:

- Launch the new initiatives where there is both clear demand and strong expertise.

**5) The reviewers recommended strengthening the School's international footprint and connections to benefit the School. They suggested Rotman would benefit from increased marketing efforts in the U.S. and beyond (especially for its MBA program), highlighting the School's innovative offerings and overall excellence.**

The School's international strategy has three primary organizational components, in addition to a rich set of individual researcher-led international collaborations. First, our GEMBA programs, including the Bocconi partnership, engage an international audience in an internationally delivered program. Second, our on-campus programs actively recruit international students and provide international learning experiences for our students. Third, we have a cross-cutting initiative that focuses on China, which includes the China Research Initiative (a set of workshops bringing together U of T scholars with China-

related interests), the new Guanghua-Rotman Centre for Information and Capital Market Research, and a set of Executive Development Programs delivered in China and in Toronto for Chinese clients. The external review suggests creating better alignment among these initiatives to create a more robust Rotman presence and visibility in strategic international markets. Following this, we are undertaking efforts to increase collaboration across the units responsible for these initiatives. These are led jointly by the Vice Dean of Faculty and Research and the Vice Dean of Programs.

#### Short-run:

- Formalize and fully launch Guanghua-Rotman partnership.
- Involve the Rotman Institute for International Business in developing programmatic partnerships such as recently launched independent Study Projects with Export Development Canada, which provide students with an opportunity to analyze policy-relevant challenges related to international trade.
- Assess the School's marketing and recruitment strategies in the U.S. and beyond.

#### Medium-run:

- Assess international activity across programs/portfolios and ensure alignment and collaboration, especially in identified strategic markets.
- Based on the review of the marketing and recruiting strategies in the U.S. and beyond, if warranted, make additional investments.

#### Long-run:

- Consider partnerships in specific programs with international collaborators, along the lines of the Rotman-Bocconi partnership in the GEMBA program.

### Programs

*Summary: The main two issues related to the size and diversity of specific graduate programs. The reviewers also offered several comments encouraging continued program refreshment and innovation.*

**6) The reviewers indicated the number of PhD students and post-doctoral fellows enrolled seems relatively low given the number of tenured/tenure-track faculty across the tri-campus graduate Department of Management (GDM), and that the School should seek to expand the pool of quality applicants from which to select future PhD cohorts.**

The Rotman School has been extremely successful at preparing PhD candidates to be globally recognized scholars and exceptional teachers at the world's top-ranked universities. Rotman's PhD graduates are currently on the faculty of Emory University, INSEAD, London Business School, Massachusetts Institute of Technology, McGill University, New York University, Northwestern University, Singapore Management University, University of Cambridge, University of Texas-Austin, and University of Southern California, among other prominent institutions.

One key factor in the School's success is its focus on admitting highly qualified students. Thus, although there has been growth in the faculty complement, especially in the tri-campus GDM, the School has grown its PhD program very modestly, maintaining a focus on admitting only the very top students. Going forward, the PhD program will remain highly selective, with modest growth where the numbers of top students applying is expanding. The School will continue to invest in each student and work

assiduously to place students at top-ranked, research-intensive universities. The Director of PhD Programs will lead this effort.

Short-run:

- Conduct analysis to determine if particular areas can support a larger cohort while continuing to admit only candidates of the highest quality.

Medium-run:

- If the above analysis indicates that opportunities exist, then conduct an experiment to determine the feasibility of attracting additional students.
- Explore alternative funding models, including grant funding and tri-campus funding, in order to assess financial feasibility of expansion.

Long-run:

- If the above experiment indicates feasibility, then commit to long-term support for modestly larger PhD cohort.

### **7) The reviewers suggested allocating further resources towards attracting top female students, especially for the Morning/Evening MBA.**

The Rotman School is committed to diversity and inclusion, including gender equity, in all of the School's endeavors. Rotman has made great strides in increasing the proportion of female students in its programs. In 2015, the School set a target of at least 40% female students in all graduate programs by 2020. The full-time MBA has exceeded this in two of the last three years, ahead of schedule. Rotman was a trailblazer when it introduced the Morning MBA, which was created with a specific intention of attracting female students by offering greater flexibility in course timing. 38% of the students in the incoming Morning/Evening MBA class of 2019-20 are female. Almost all other graduate programs have reached or exceeded the 40% target. This success has been facilitated by the School's partnership with organizations such as the Forté Foundation, which provides financial and mentorship support for exceptional female MBA candidates at leading business schools around the world.

The recruitment of top female students remains a core priority of the Rotman School, and we will continue to innovate in various ways to 1) identify strong potential female applicants, 2) undertake sustained outreach to attract these applicants, and 3) maintain and possibly increase the scholarship funds available for such female applicants. The Vice Dean of Graduate Programs, supported by the two Managing Directors of MBA Programs, will lead this effort.

Short-run: Continue to profile women in our recruitment material and during our recruitment events

- Continue to collaborate with external donors (e.g., the Forté Foundation) to provide female-oriented scholarships and to support women throughout their degree.
- Continue to connect female student ambassadors and/or alumnae mentors with prospective female candidates, including events to showcase alumnae who are women of influence.
- Continue to leverage data to identify recruitment opportunities for women and other underrepresented groups.

Medium-run:

- Develop a Women’s Advisory Board and leverage board expertise to expand recruitment of female candidates.
- Research additional women’s groups sponsorship opportunities and incorporate sponsorship into recruitment strategy.
- Continue to offer Alumni Outreach program and new 30% Club Scholarships to FT MBA candidates.

Long-run:

- Develop relationships with Women in Leadership and similar groups at corporate partners to promote programs and highlight Rotman as a great place for women to complete an MBA.
- Continue to leverage data to identify recruitment opportunities and fine tune messaging to women.
- Continue to leverage female alumni community for referrals and possible focus group to identify opportunities for improvement in recruitment and admissions processes and other barriers for female candidates.

**8) The reviewers also made various suggestions about the Rotman School’s program portfolio and delivery options. These included recommendations to continually refresh program curricula and to explore alternative modes of course delivery.**

The Rotman School is committed to constantly reviewing its programs, refreshing them and innovating. In the last five years, the School has reviewed and approved new curricula for all our existing programs and introduced four completely new programs. The School anticipates continued renewal of these and other programs in the upcoming years. In response to student interest, a common theme in these renewal efforts is an increased emphasis on transformational learning opportunities related to entrepreneurship and to international experiences.

In addition, most of these renewal efforts entail the introduction or expansion of some elements of blended learning, i.e. the use of online pedagogy in conjunction with in-class instruction. The Rotman School will continue to innovate in three ways: refreshing curriculum, offering more choice in our programs, and leveraging digital-based instruction to increase flexibility. The Vice Dean of Graduate Programs, the Vice Dean of Undergraduate and Specialized Programs, and the Vice Dean of Learning and Innovation jointly lead these renewal and online efforts.

Short-run:

- Implement new Morning/Evening MBA curriculum (reviewed and refreshed during spring 2019)
- Launch new entrepreneurship and international experience opportunities.
- Continue to roll out increased integrated online modules and online courses.

Medium-run:

- Increase the proportion of personalized, self-paced digital learning for all programs – particularly those aimed at working professionals
- Consider launching non-degree certificate programming such as micromasters
- Consider integrating micromasters into our admissions strategy for existing programs to attract potential students.

Long-run:

- Continue periodic program and curriculum reviews by faculty committees.

The next review of the Rotman School of Management is scheduled for the 2026/27 academic year. In the interim, I will submit a report to you during the 2022/23 school year, midway between the January 2019 review and the next site visit.

I confirm that I will attend both the Academic Policy & Programs Committee meeting on October 30, 2019 and the Academic Board on November 21, 2019, where this review will be discussed.

Thank you for the opportunity to respond to the report of the external review team. Their comments and recommendations are helping to sharpen our future priorities of the Rotman School of Management.

Sincerely,

A handwritten signature in black ink, appearing to read 'Tiff Macklem', with a long horizontal flourish extending to the right.

Tiff Macklem

Dean

Rotman School of Management

### **3 Committee on Academic Policy & Programs (AP&P) Findings**

*This section will be inserted after AP&P by the VPAP office using language verbatim from the approved Report of the meeting.*

### **4 Institutional Executive Summary**

The reviewers had high praise for the Rotman School of Management, noting that it is “competitive with the very best public or private business schools in the world”; they were struck by the faculty’s strong research culture and standards of excellence, which benefit the School’s suite of academic programs; they highlighted the School’s excellent management and very strong morale—all bolstering Rotman’s performance within a competitive market; and they praised the success of Rotman’s academic programs, including the well-conceived new GEMBA-HLS field. The reviewers recommended that the following issues be addressed: increasing the size of the PhD program and the number of post-doctoral fellows; increasing the diversity of the faculty complement; introducing mentorship programs for junior female faculty and adding more women to the senior management of the Faculty; allocating further resources towards attracting top female students; balancing the distribution of rank among the professoriate; addressing faculty salary gaps impacting retention and recruitment; increasing collaboration with the rest of U of T; strengthening the School’s international footprint and connections; and increasing marketing efforts in the U.S. and beyond to highlight the School’s innovative offerings and overall excellence. The Dean’s Administrative Response describes the Faculty’s responses to the reviewers’ recommendations, including an implementation plan for any changes necessary as a result.

### **5 Monitoring and Date of Next Review**

The Dean will provide an interim report to the Vice-Provost, Academic Programs no later than the 2022-23 academic year on the status of the implementation plans.

The next review will be commissioned in 2026-27.

### **6 Distribution**

On December 10, 2019, the Final Assessment Report and Implementation Plan was posted to the Vice-Provost, Academic Programs website and the link provided by email to the Dean of the Joseph L. Rotman School of Management, the Secretaries to AP&P, Academic Board and Governing Council, and the Ontario Universities Council on Quality Assurance. The Dean provided the link to the Chair(s)/Director(s) of the Program(s)/Unit(s).

# Cyclical Review: Final Assessment Report and Implementation Plan - DRAFT

## 1 Review Summary

<b>Program Reviewed:</b>	Doctor of Medicine, MD ( <b>UTQAP Review</b> )
<b>Division Reviewed:</b>	Faculty of Medicine ( <b>Provostial non-UTQAP Review</b> )
<b>Commissioning Officer:</b>	Vice-President and Provost
<b>Reviewers (Name, Affiliation):</b>	<ol style="list-style-type: none"> <li>1. Dr. David Brenner, Vice Chancellor – Health Sciences, Dean, School of Medicine, University of California, San Diego</li> <li>2. Dr. Dermot Kelleher, Dean, Faculty of Medicine, Vice-President, Health, University of British Columbia</li> <li>3. Dr. Moira Whyte, Vice-Principal and Head of the College of Medicine and Veterinary Medicine, University of Edinburgh</li> </ol>
<b>Date of Review Visit:</b>	February 27 – March 1, 2019

## Previous Review

**Date: Faculty of Medicine, 2010-11; MD Program** Canadian Medical Schools-Liaison Committee on Medical Education (CACMS-LCME) accreditation in 2012

### Summary of Findings and Recommendations

- **Faculty of Medicine:** Since 2010-11 Review, the Faculty has addressed the following items:
  - Successful expansion of the MD Program to UTM
  - Internationalization of the MD program
  - Development of a robust communications office and better branding of the Faculty
  - Thematic alignment of research across departmental lines
  - Enhanced collaboration and harmonization across TAHSN
  - Significant investment in infrastructure and facilities, including the launch of a new Master Plan process

- Review and rationalization of EDUs, along with the development of networks, to better focus on core areas of strength
- **MD Program:** CACMS-LCME accreditation in 2012 yielded a series of recommendations which were resolved by November 2015. The MD program is now in compliance with all of the CACMS-LCME standards.

## Current Review: Documentation and Consultation

---

### Documentation Provided to Reviewers

The following documents were provided:

- Site Visit Schedule
- Terms of Reference, 2019
- Self-Study (links to appendices embedded), 2019
- Medicine External Review Report, 2010
- Administrative Response to the External Review, 2010
- *Towards 2030: The View from 2012*

### Consultation Process

The reviewers met directly with the following:

- Vice-President and Provost
- Vice-Provost, Academic Programs
- Dean, Faculty of Medicine and Vice Provost, Relations with Health Care Institutions
- Vice Dean, MD Program
- MD Program: Recruitment & Admissions representatives
- MD Program: MD/PhD and Medical Student Research Opportunities representatives
- MD students
- MD Program: Student Services representatives
- MD Program: Curriculum Design, Content and Delivery representatives
- MD Program: Student Assessment and Program Evaluation representatives
- MD Program: Hospital Partnerships representatives (incl. Academy Directors)
- Dean's Executive Leadership team
- Toronto Academic Health Science Network (TAHSN) CEOs
- Deans and Principals of Cognate Divisions/Campuses (or delegates):
  - Faculty of Applied Science & Engineering
  - Dalla Lana School of Public Health
  - Faculty of Arts & Science
  - University of Toronto Scarborough
  - Faculty of Kinesiology and Physical Education
  - Lawrence S. Bloomberg Faculty of Nursing
  - Faculty of Dentistry

Final Assessment Report and Implementation Plan: Faculty of Medicine (non UTQAP Review); MD Program (UTQAP Review)



- University of Toronto Mississauga
- Rotman School of Management
- Factor-Inwentash Faculty of Social Work
- Faculty of Medicine Department Chairs
- Post MD Education representatives
- Graduate and Undergraduate Education representatives
- Graduate Students
- Research representatives
- Space and Infrastructure representatives
- Senior Administrative Staff
- Impact / Outreach / Accessibility / Diversity representatives
- Faculty of Medicine Decanal Search Committee

## Current Review – MD Program: Findings and Recommendations

---

### 1. Undergraduate Program

The reviewers observed the following strengths:

- Overall: this is a leading Faculty of Medicine by international standards with very high rankings across a range of international surveys.
- Admissions requirements
  - Admission requirements are similar to other schools and appropriate for the requirements of the program
- Curriculum and program delivery
  - Curriculum structure is in line with international best practices and is well received by students and faculty
  - Substantially changed, very engaging Foundations curriculum (Years 1 and 2) fully reflects the current state of the discipline
  - Faculty actively seek student feedback on the new curriculum and are making changes in real time
  - Students satisfied with the well-structured and effective clerkships, though they offer varied responsibilities
  - Thoughtful input into the design of the clinical cases at the heart of the 72-week Foundations curriculum
  - Learning outcomes appropriately mapped using a spiral curriculum structure
  - Students in the third year of the program were aware of how the spiral curriculum was informing their progression in clerkship programs
  - Significant self-learning time designated during the Foundations curriculum
  - Students in both curricula (old and new) expressed satisfaction with their experience and opportunities

- Students spoke very highly of almost all their clinical experiences
- Innovation
  - Significant evidence of innovation in program content and delivery including multiple opportunities for research experience
  - Innovative dual degree and additional program options such as ones with Engineering; MSc in Health Policy, Management and Evaluation (Strategic Leadership and Innovation); Computing for Medicine certificate; and the Graduate Diploma in Health Research
  - Attractive Health Science Research component includes the capacity to track review of research articles to the spiral curriculum
  - Innovative and very useful early inter-professional learning opportunities through the Family Medicine Learning Experience
- Accessibility and diversity
  - Faculty members' and Dean's strong leadership and commitment to diversity and inclusion allows under-represented groups to access medical education
  - MD program has developed enhanced-support admissions processes to increase recruitment of an Indigenous student cohort and a Black student cohort; Faculty has built strong community relationships in advancing these programs and has achieved significant recruitment, particularly in the Black student cohort
  - Excellent achievements by Associate Dean, Diversity & Inclusion around equality of opportunity for gender and race; disability identified as an area for further work
- Assessment of learning
  - Impressive range of different assessment approaches, including quizzes, MCQs and OSCEs
  - Commendable portfolio approach in assessing students' reflectiveness on their learning experiences
  - Current Y4 students feel very well-prepared by the program for clinical practice
- Student engagement, experience and program support services
  - Impressive work of the Office of Health Professions Student Affairs (OHPSA); the Resilience Curriculum and the focus on student wellness were noted as particularly commendable
  - Very effective SCORE program for returners from absence
  - High quality, timely student support is accessed by approximately 25% of students
  - Students pleased with mental health support
- Quality indicators – undergraduate students
  - Large numbers of very high quality applicants
  - Admitted students have exceptional GPA and MCAT scores
  - Rigorous mini-interview process
  - Completion rates and time-to-completion are high and comparable to other medical schools
- Quality indicators – alumni

- Dean helped resolve issues with the Canadian Resident Matching Service (CaRMS) match last year, and this year's match was highly successful
- Quality indicators – faculty
  - High quality educational experience across programs and sites, delivered by extremely well-qualified and committed faculty
  - Internal assessment used to identify clear future aspirations
- Student funding
  - Realigned to target benefit to those with greater need

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

- Admissions requirements
  - Capacity in MD-PhD program is limited to 8 students per year due to inadequate funding
- Curriculum and program delivery
  - Some lack of clarity in curriculum documentation around the systematic approach to learning, described by some students as organ-based and by others as specialty-based
  - Clinical curriculum is very traditional; a serious and highly commendable attempt at a novel longitudinal clerkship experience was discontinued because it was expensive, labor intensive, and not feasible to generalize
  - Much of the Year 4 elective time is occupied by the process of preparing for and applying to the CaRMS match, which is highly stressful time when learning experiences may be sub-optimal
  - Current Year 4 curriculum misses opportunities, such as reviewing basic knowledge after the clinical experience, genomics and informatics
- Innovation
  - Students see project component of the Health Science Research program (writing a grant application) as artificial and of limited value
  - Community-Based Service-Learning (CBSL) component was seen as having mixed value by students as their time was variably utilized
- Student engagement, experience and program support services
  - Student surveys reported 60% of students reported harassment (this includes student to student harassment)
  - Need for improving students' interpersonal skills has been recognized by faculty with action plans being considered
  - Career advice and support has been identified as an area for further development

The reviewers made the following **recommendations**:

- Admissions requirements:
  - Capacity in MD-PhD program should be increased if adequate funding is available
- Curriculum and program delivery

- Incorporate elements of the novel longitudinal clerkship experience into a hybrid model in the future
- Monitor how effectively self-learning time is being used
- Support the emerging consensus that exit to PhD for MD PhD students would best occur at the end of Y2
- Innovation
  - Review the learning objectives of the Health Science Research program and the CBSL

## 2. Faculty/Research

The reviewers observed the following **strengths**:

- Overall quality
  - Excellent research of faculty members and the wider Toronto ecosystem of hospital partners and institutes
  - Research strengths underpin the basic science curriculum and support from other Faculties areas is strong, notably from the new Dalla Lana School of Public Health and the Faculty of Arts & Science
- Research
  - Research income attests international standing
  - Substantial opportunity for student research experience during self-learning time and in the summers in Y1, Y2 and Y4
  - Wide and impressive range of research opportunities for students, beginning early in Year 1, and supplemented by further opportunities, including the successful Comprehensive Research Experience for Medical Students (CREMS) program
- Faculty
  - Good balance of staff across the program
  - Strong education science expertise among the faculty provides an opportunity to assess aspects of the curriculum that are most associated with positive outcomes for preparedness for practice

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

- Research
  - Research overheads provided by CIHR are inadequate and do not allow full cost recovery
- Faculty
  - Ability to recruit high-quality teaching faculty, particularly for underpinning basic science, will be hampered by the tight fiscal situation and poor-quality research space

The reviewers made the following **recommendations**:

- Research
  - Consider whether research opportunities are equally accessible to students at Mississauga Academy of Medicine (MAM)
  - Invest in the quality of research space in order to continue to recruit excellent researchers and undertake cutting-edge science
- Faculty
  - Identify resources that may be required to strengthen certain teams, e.g. OHPSA, in light of increasing student demand

### 3. Administration

The reviewers observed the following **strengths**:

- Relationships
  - Faculty is committed to, and succeeds in, fostering an academic community in which learning and scholarship flourish
  - Clear commitment to the principles of equity, diversity and inclusion
  - High morale among the faculty, students and staff
  - Students at all levels appreciate support from faculty and staff
  - Faculty and staff strongly supportive of the Dean's strategic approach and commitment to equity and diversity
  - Strong, collegial relationships with other Faculties have led to significant strategic developments, including with the Biomedical Engineering program and partnerships with the Faculty of Science & Arts
  - Collegial relationships with academic departments
  - Interesting international partnerships, including a major contribution to the University's Addis Ababa collaboration and an interesting research partnership with the prestigious Zhejiang University in Hangzhou, China.
  - Family Medicine has the prestigious status of a WHO collaborating centre
  - Crucial relationship with TAHSN is working well, with opportunities to strengthen the partnership; Dean and others are contributing to this
  - Almost all hospital CEOs described the value of TAHSN committees for Practice, Clinical, Education and Research
  - Good relationships with the community hospitals
  - Dean coordinates the relationship with external government, the Royal Colleges and the Association of Faculties of Medicine of Canada, building communication and trust
- Organizational and financial structure
  - Leadership is effective, strategic and popular
  - Management and leadership have successfully addressed the challenge of a balanced budget and have invested in a transformation of the MD program
  - Traditional Departmental model with good integration for education across the academies
  - Dean has effectively rebalanced budgets across the Faculty
  - Senior management's robust process for space review and allocation for new research space is seen as open and objective by faculty

- Sufficient resources invested in the MD program and its new curriculum
- Adequate but not luxurious space for students and program delivery
- Beneficial investment in new Anatomy facilities, Admissions and Enrolment Office, and an MD Student Lounge
- International comparators
  - Revised MD program is high quality and internationally competitive

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

- Relationships
  - Research faculty and graduate students did report a lack of association with the University as compared to the host research institute, favouring stronger relationships with the partner institutions where the research was performed
- Organizational and financial structure
  - Current budget provides insufficient funds for continued success; leadership felt that the current budget model encourages silos and limits collaboration across U of T
  - Difficulties in strategic development of departmental strengths due to funding constraints
  - New MD program—with small group teaching—is more labor-intensive and may stretch resources across some areas of curriculum delivery
  - Lack of autonomy with regard to capital investment in research equipment and space
  - Medical Sciences Building (MSB) has some significant space constraints
  - Research space needs replacement or renovation, with approximately 80% of space in unsatisfactory to unusable space
  - Older space is designated by departments without benchmarks (such as \$ per square foot) and does not seem to be redistributed based on need
- International comparators
  - Success in fundraising is low by comparator standards both nationally and internationally, in light of the Faculty's international stature

The reviewers made the following **recommendations**:

- Organizational and financial structure
  - Unite the fundraising team at the Faculty level, rather than across departments
  - Coordinate some aspects of graduate student training at the Faculty level to support a Faculty identity
  - Engage in expansion to assist with recruitment: new and/or renovated research space and new investments in research cores
  - Expand the function of the chairs to work on greater synergies across TAHSN and U of T
  - Further monitor the resource-intensive nature of the MD program
  - Form a space committee to assess space utilization and handle space for recruitment and redistribution
- Long-range planning and overall assessment

- Develop some “big ticket” collaborative strategic proposals for fundraising in addition to the priorities of individual departments
- Address future challenges around strategic research priorities and space/facilities in partnership with the University

## Current Review – Faculty of Medicine: Findings and Recommendations

---

### 1. Teaching and Research

The reviewers observed the following **strengths**:

- Overall
  - Faculty of Medicine is consistently highly ranked in international standings relating to both research and educational activities
- Undergraduate education
  - Complementary programs—from certificate to diploma—broaden undergraduate medical students’ horizons
- Graduate and Post MD education
  - Well organized, co-ordinated, uniform-quality post-MD education
  - Novel IMS Master’s in Translational Research program, with very clever student incubator with connections to biotech experience and investors
- Faculty
  - Clear commitment to excellence in research and scholarly activity
  - Much of student and faculty research and scholarly activity takes place within the partner organizations supported by U of T structures
  - Many of the research programs address pressing societal needs, including for example mental health and addictions, and in international activities in places like Ethiopia
- Planning/vision
  - Faculty of Medicine Strategic Plan 2018-2023 emphasizes core objectives and initiatives in the following three areas (i) an ecosystem of collaboration (ii) ground-breaking imagination and (iii) excellence through equity
  - Dean and the Faculty of Medicine are committed to the Strategic Plan’s goals and achievement of its objectives, evidenced by admissions pathways for diverse students and increasing the coherence of the Toronto Academic Health Science Network (TAHSN)

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

- Graduate education
  - Graduate supervision, principally for MD PhD students, is somewhat remote as many research sites are not at St. George

- MD PhD students would like to be better connected with the MD program while undertaking their PhD
- Some but not all departments have professional development personnel for their graduate students
- Faculty
  - PhD scientists within partner institutions do not receive the same faculty privileges as their MD counterparts; cause of some disenfranchisement

The reviewers made the following **recommendations**:

- Faculty
  - Consideration should be given to approaches that enhance inclusiveness for PhD scientists
- Planning/vision
  - Invest efforts to coordinate the TASHN research effort to enhance the University's ability to drive research strategy, including through coordination of research ethics, joint research management activities, and the creation of a joint research office

## 2. Organizational Structure & Resources

The reviewers observed the following **strengths**:

- Organizational structure
  - Uniform enthusiasm for the Dean's considerate, collaborative leadership of the Faculty of Medicine, particularly his commitment to diversity and inclusion, his skills in government relations, and his work to improve relations with the affiliated hospitals
- Financial resources
  - Commendable positive impact of the Dean's financial management of the Faculty
  - Internal structures appear to be efficient and have proved effective in substantially reducing the faculty budget deficit

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

- Financial resources
  - University role in developing strategic initiatives in research is hampered by aspects of the current budget model which impact the Faculty's ability to effectively lead the research agenda of TAHSN
  - Impossible for the Faculty to grow strategically in a manner reflecting its current international status within the current budget model
  - Pressing needs for strategic recruitments and for capital investment in research which cannot be met effectively



- Serious concern that the clinician scientist will be overwhelmed with patient care and administration because of current complicated mechanisms for flowing funds
- New MD curriculum is substantially more resource intensive than its predecessor

The reviewers made the following **recommendations**:

- Organizational structure
  - Consider structuring the Dean's position as a Vice-President, rather than a Vice-Provost, to reflect the enormity of the job, the nature of the relationships with the leaders of the health organizations and the size of the enterprise
- Financial resources
  - Give consideration to providing financial support in a new budget model or through complementary funding within current model to enable the FoM and the University to provide more comprehensive co-ordinating of research functions at TAHSN, strengthening its leadership potential in research strategy
  - Carefully manage resource implications of the new MD curriculum

### 3. Internal & External Relationships

The reviewers observed the following **strengths**:

- Overall
  - Dean has invested considerable leadership in equity, which is recognized Faculty-wide
- External relationships
  - Success is highly dependent on a range of collaborative activities with partner institutions, most notably within the TAHSN group of health partners including the Trillium group responsible for MAM
  - Relationships between the Faculty and its external partners through TAHSN have improved substantially during the period of the present Deanship and more effective and meaningful collaboration is taking place
  - Dean commands the respect of the TAHSN network and has contributed significantly to a more collaborative approach at this table
  - Very substantial relationships with community organizations, especially to family practice; will likely be further enhanced by partnering to deliver the revised MD curriculum and increased emphasis on interprofessional learning
  - Increasing reflection by students regarding their role in society is encouraged through the portfolio elements within the curriculum, in addition to the CBSL component in the Foundation Program
  - Substantial energy invested in enhancing interactions with TAHSN, confirmed by the CEOs, department chairs and cognate deans
  - TAHSN contributes to the educational mission through the Academies; partner organizations provide learning spaces for undergraduate and successful postgraduate education

- TAHSN CEOs' priorities for University collaboration include AI/Machine Learning; significant opportunities for cross-institutional collaboration in AI/Data Science, which can be supported by FoM and the University and would map well to local, national and international opportunities
- Wellness, respect and resilience are priorities for TAHSN and University leadership
- Internal relationships
  - Demonstrated interdisciplinary capability across Faculty boundaries; substantial successful collaborations with Engineering, Arts & Science and Nursing, among others
  - Rehabilitation research should benefit from enhanced interdisciplinarity between clinical and biomedical engineering areas
  - Clinician scientist will have a critical and enlarging role in translational research and in academic medicine
  - Notable success has been achieved in increasing the number of Black and Indigenous students and in promoting the concept of equity with regard to both student and faculty recruitment, and promotions
  - Impressive commitment to recruit a more diverse medical school class, including through summer mentorship program, application navigators, mock interviews, free MCAT prep course, and the presence of community members on selection committee
  - Effective response to student queries from OHPSA, with a response time of less than 24 hours
  - Students pleased with mental health support, including counselors and referrals
  - Teaching biological science courses is a creative way to encourage cross-campus synergies
  - Increase in the number of individuals self-reporting disability status, which has enabled support services to more effectively engage

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

- External relationships
  - To unlock its full potential, TAHSN will need to better harmonize IRB approvals, intellectual property agreements, contracts, data sharing, and uniform forms
  - Because of the relationship with TAHSN, U of T chairs have fewer resources and responsibilities than their peers at comparable institutions
  - Concerns over IP distribution between U of T and hospitals are barriers to commercialization
  - More substantial influence, particularly with TAHSN, will depend on University investment to enhance true strategic collaboration

The reviewers made the following **recommendations**:

- External relationships

- Further strengthen TASHN and Faculty research coordination and management in joint research ethics, joint grant coordination, and joint research strategy setting; this will require University and Faculty investment
- Enhance current approaches to entrepreneurship across TAHSN through co-operation on IP and tech transfer, and possible joint programs with Rotman
- Develop cross-cutting data science/AI initiatives, which will require funding
- Ensure that external partners are fully aware of the Faculty's approach to equity in faculty hires and that this informs recruitment processes within the partner organizations
- Expand the function of chairs to assist in the focus on greater synergies across TAHSN and U of T
- Integrate wellness in Faculty hiring policies and practices with the TAHSN partners



UNIVERSITY OF TORONTO  
FACULTY OF MEDICINE

L. Trevor Young, MD PhD FRCPC

Dean

Vice Provost, Relations with Health Care Institutions

September 25, 2019

Professor Susan McCahan  
Vice-Provost, Academic Programs  
University of Toronto  
Room 225, Simcoe Hall  
27 King's College Circle  
Toronto M5S 1A1

Dear Professor McCahan,

I write in response to your letter of July 26, 2019 regarding the February 27 to March 1, 2019 external review of the Faculty of Medicine and the MD Program, commissioned by the Vice-President and Provost.

The external review process was an important opportunity to share our tremendous successes and to reflect on our strengths and challenges. We thoroughly enjoyed the visit by Drs. Brenner, Kelleher and Whyte and appreciate the thoughtful report that they prepared in response.

I am pleased to address the specific issues you outlined in your letter, first about the MD Program specifically, and then about the Faculty as a whole.

***The reviewers found most aspects of the MD program to be working well, but they singled out some areas that need attention:***

- i. The reviewers reflected the statistic that 60% of MD students reported harassment, which includes student to student harassment. They encouraged program leadership to gather additional information regarding the source and nature of such mistreatment and use this information to develop a comprehensive action plan.***
- ii. The reviewers discussed the tremendous stress students face with respect to the MD residency match.***
- iii. The reviewers acknowledged that changes have been attempted to the clinical curriculum. However, they hoped that innovative elements could be incorporated, because it remains very traditional. They also reflected the MD students' view that grant writing and community-based service-learning projects have limited value.***
- iv. The reviewers identified the need to monitor whether opportunities for research experience for MD students are equally accessible to students at the Mississauga Academy of Medicine***

I have asked Patricia Houston, Vice Dean of the MD Program, to provide a detailed response to these program-specific issues. Please see the attached Appendix for details, including implementation plans. I support the response provided by Prof. Houston. The responses to the remaining items are outlined below.

Office of the Dean, 1 King's College Circle, Room 2109, Toronto, Ontario M5S 1A8  
Tel: +1 416 946-7810 | Fax: +1 416 978-1774 | trevor.young@utoronto.ca

Final Assessment Report and Implementation Plan: Faculty of Medicine (non UTQAP Review); MD Program (UTQAP Review)

Regarding the overall Faculty:

- v. *The reviewers observed that graduate faculty and students based at research sites located off the St. George campus have stronger relationships with the host sites than with U of T. The reviewers observed some challenges that could prevent clinician scientists from playing a full role in translational research, and PhD scientists from being fully enfranchised.***

The Faculty of Medicine (FoM) will continue to make strong efforts to connect hospital-based research students and faculty to the University. Notably, beginning in October 2019, the Faculty of Medicine will become the administrative home of the Toronto Academic Health Science Network (TAHSN). One of the key objectives of this greater integration between the University and its affiliated hospitals is better coordination and seamless approaches to issues across member institutions. Numerous TAHSN subcommittees (including Education, Research and Medical Affairs) are engaged in facilitating this integration across the system, to the benefit of our learners, faculty and staff.

The FoM and its departments use a number of mechanisms to enhance the engagement of students and faculty located off-campus, including:

- The ability of faculty members based off-campus to supervise graduate students, with U of T being the degree-granting body to students who undertake their studies at affiliated sites;
- Participation by clinical and status-only faculty in departmental teaching and other academic activities (e.g., committee work);
- The Centre for Faculty Development (CFD) in the FoM (<https://cfd.utoronto.ca/>) provides numerous activities designed for faculty career growth and development;
- Departmental Research Days, symposia, workshops, career events, student exchanges, receptions, banquets that cross institutional boundaries;
- Social functions, extracurricular activities, intramural sports that build U of T esprit de corps;
- Academic promotion and awards at U of T provide recognition and a sense of being valued at the University;
- MD students and clinical residents are registered at U of T and train at more than one site during their programs. The University connection is continually reinforced by clinical trainees;
- Clinical fellows are increasingly being registered at U of T (Post MD) and receive a U of T certificate upon successful completion of fellowship training.

- vi. *The reviewers suggested moving fundraising out of departments up to the Faculty level and encouraged a greater focus on larger strategic goals.***

We very much agree with the reviewers' suggestion. Our Advancement Office, in conjunction with Faculty and departmental leadership, is working towards a more balanced model, one that is more market-focused and donor-centric.

- vii. *The reviewers also observed that some aspects of graduate student training could be taken on by the Faculty rather than by individual departments and flagged the need to build on current efforts to provide additional alternative career supports for graduate students.***

The Faculty of Medicine Graduate Life Sciences Education (GLSE) office has established a Graduate Professional Development (GPD) program and appointed a Director. The GPD consists of seminars, workshops, opportunities for interaction with the private sector, and individual career counseling for graduate students who wish such assistance. This is in addition to the training that individual departments may be providing for students in this domain.

The GLSE office has also initiated a number of other innovative programs to support graduate students and will continue to explore ways to enhance these supports. These include embedded mental health counselors specifically for our graduate students and a leave of absence stipendiary program for students who require time off for mental health reasons and require financial support to do so.

GLSE will strengthen its relationships with the University Career Centre and with the School of Graduate Studies Graduate Professional Skills Program to better promote access to the University mentorship programs, as well as improving access for our students to existing workshops focused on preparing for careers outside of academic medicine.

***viii. The reviewers highlighted the difficulty the Faculty faces, given the current budget model, in further investing in recruitment, space, research and scholarships in line with its international reputation.***

We concur with this observation. Under the current budget model, the Faculty has undertaken aggressive pursuit of efficiencies and management of costs within its control, while striving to generate additional net profits through new programming, online learning, and non-accredited education and skills development opportunities. More specific to research, the Faculty has undertaken to centralize scientific resources into shared or core facilities to improve their utilization and thus lower costs. While such efforts will continue, they are likely inadequate to enable the Faculty of Medicine to maintain its international reputation for excellence into the future.

The reality is that the current budget model at the University recognizes but does not address a significant gap in revenues to cover institutional research costs – often referred to as research indirect costs. As calculated by the University’s Budget Office, a revenue of 57 cents is required to fully fund indirect institutional costs for every 1 dollar of research grants received. The Faculty of Medicine receives some \$130m in research grants annually, which would therefore require some \$74m of revenue for indirect cost support. In reality though, both the Federal granting agencies as well as private sponsors of research are loath to pay this level of indirect cost support, suggesting that it is a University responsibility. As a result, the Faculty receives only about \$20m worth of revenue for indirect cost support from granting agencies and corporations – leading to an annual estimated gap of some \$54M.

On the revenue side provincial regulations significantly constrain the Faculty’s ability to increase enrollment and tuition fees. Over the period of 2018-2024, the Faculty’s total attributed revenue is projected to grow by 7%, while over the same period University Wide Costs are projected to increase by 14%. The combined effect of the research indirect cost gap and disproportionate escalation in University Wide Costs makes it difficult for the Faculty to balance its budget while investing appropriately to maintain accreditation, fulfill its academic mission and optimize its research enterprise.

Given this context, the Faculty has had to, among other measures:

- Reduce the level of funding to its academic programs to such an extent that concerns about adequate faculty student ratios, and longer-term fiscal sustainability, have been raised during two recent accreditation reviews;
- Severely limit what it can do in terms of renewing some 75% of its research laboratories which, in most instances, are over 30-40 years old and in dire need of investment;
- Struggle to find funding to repair, replace and maintain aging laboratory equipment; and
- Significantly deplete its operating reserves and borrow internal funds to cover annual deficits.

One possible approach to addressing this funding gap would be for the University to endeavor to invest at least 1% of its operating budget (\$27.7m per 2019-20 budget) each year in supporting indirect cost of research. This amount can then be allocated to the various research-intensive divisions on a demonstrated need basis. This would be consistent with the approach being taken across the country, including by several other Ontario universities.

- ix. Further to that, the reviewers stressed the need to consider how the Faculty and University can realize its leadership potential in research strategy, including providing more comprehensive coordinating research functions at Toronto Academic Health Science Network (TAHSN), and they found that the budget model hampers this. They suggested ways in which joint efforts (research ethics, grant coordination, research strategy setting) could facilitate this. They also advised that consideration be given to appointing the Dean as Vice President to provide leadership within the system.***

Collaboration between the University and its TAHSN partners has never been greater. Through the work of the TAHSN Research Committee, co-chaired by the Vice Dean of Research and Innovation, we have already made great strides in developing harmonized research policies and procedures. Going forward, a key pillar in the FoM Strategic Academic Plan – Groundbreaking Imagination – seeks to develop a pipeline for research and innovation leadership in the Faculty through training and faculty development; building education opportunities in research and innovation leadership across our network; and work in concert with TAHSN partners to leverage expertise, technology and infrastructure to improve coordination of activities and effort, reducing redundancies where possible.

As noted above (v), beginning in October 2019, the Faculty of Medicine will become the administrative home for TAHSN. This provides us with a unique opportunity to further coordinate with our partner hospitals in the areas of research, education and administration, and to re-think the TAHSN model. We have studied other jurisdictions, such as University College London and look forward to taking advantage of greater integration amongst the TAHSN partners.

The issue of appointing the Dean as Vice President is the purview of the Provost and I defer to her on this matter.

- x. The reviewers encouraged strengthening connections and interdisciplinary collaborations in a number of areas, including development of cross-cutting data science/AI initiatives, enhancement of approaches to entrepreneurship, and enhancement of rehabilitation research.***

We agree with the reviewers' assessment. The Faculty of Medicine is continually strengthening connections and building interdisciplinary collaborations, and TAHSN provides a key enabling

mechanism, through harmonized approaches to research ethics approvals, understanding the full costs of research, and the importance of having updated data sharing agreements for realizing the promise of data science/AI. Building capacity to reflect the emerging role of artificial intelligence in health professions is a key element in the Faculty's Academic Strategic Plan for 2018 to 2023.

Thematically based extra-departmental units (EDUs) provide a mechanism whereby multiple disciplines convene and work together across campus and affiliated hospitals and institutes. A new EDU pertaining to AI in medicine and health is in development. In addition, the Faculty of Medicine undertakes joint recruitments with other UofT units to strengthen collaborations in AI. For example, the recruitment of Prof. Marzyeh Ghassemi, Assistant Professor in the Departments of Computer Science and Medicine, a Vector Institute faculty member, who holds a Canadian CIFAR AI Chair and Canada Research Chair and whose scholarship focuses on Machine Learning for Health - a Vector Institute priority. Several new faculty positions have recently been announced for the Vector Institute and Medicine will have a key role in recruiting for a number of them.

The Faculty has committed resources toward PRiME, a new initiative in precision medtech being led by the Leslie Dan Faculty of Pharmacy, for which a ~\$10M CFI-IF application will be submitted in early 2020. In addition, the Faculty is involved in CRAFT, a new initiative in microfluidics between UofT-NRC, being led by the Faculty of Applied Science and Engineering. The Faculty is providing funding to CRAFT's infrastructure startup costs, and contributing to the development of the operation's business model. Further, the Faculty supports mitoNET – an interdisciplinary, pan-Canadian network of researchers and partners working together to unveil how mitochondria act as the common thread connecting most chronic diseases. The Faculty has supported major funding proposals for mitoNET, including NCE, CFI, and fundraising through Advancement.

Regarding approaches to entrepreneurship, the Health Innovation Hub (H2i) has undergone a period of tremendous rapid growth, from ~\$40,000 invested into its startup companies in 2015-16 to >\$20M in 2018-19. In anticipation of decreased support from the provincial government for campus-led accelerators, H2i has embarked on a strategy for sustainability and support of student entrepreneurship. As part of the Faculty of Medicine's updated Academic Strategic Plan, a committee has been formed to develop a pipeline for leadership in research and innovation relevant to different career stages, and will include an "Entrepreneur-in-Residence" to act as a resource for accelerating the innovation agenda. Another recent development in the Faculty's innovation portfolio is the creation of the Accelerator for Donnelly Collaboration (AcDC). Supported by a \$10 million gift from Terrence Donnelly, AcDC co-locates Donnelly Centre faculty alongside industry partners on the 4<sup>th</sup> floor of the MSB to accelerate the path to commercialization of discoveries made by Donnelly scientists.

Regarding research in the rehabilitation sector, the Rehabilitation Sciences Institute, directed by Professor Angela Colantonio, is developing a new Research Strategic Plan, in alignment with the Faculty of Medicine's updated Academic Strategic Plan, and will have a major emphasis on developing strategies to enhance research performance and distinction across the entire rehabilitation sector (Departments of Physical Therapy, Occupational Science and Occupational Therapy, and Speech-Language Pathology). An Advisory Group on Research Capacity in the rehabilitation sector has been formed. Current priorities of the Advisory Group include developing a compendium of research accomplishments that can be presented to diverse audiences; preparing an advancement plan; and establishing a bi-weekly Leadership in Rehabilitation Colloquium. An Academic Rehabilitation Research Retreat and Rehabilitation Summit are planned for 2020, the goals of which are to promote greater awareness of the breadth and extent of the rehabilitation sector within the Faculty of Medicine, promote greater



integration of rehabilitation research in the Faculty, and provide a platform for the development and expansion of rehabilitation research and training at UofT.

The Faculty's commitment to strengthening those areas identified by the reviewers is also exemplified by its most recent round of successful Canada Research Chair (CRC) awardees, announced in June 2019. Its three new CRC Tier 2 awardees are: the aforementioned Prof. Ghassemi, Prof. Emily Nalder from the rehabilitation sector, and Prof. Michael Garton from the Institute of Biomaterials and Biomedical Engineering (IBBME, an interdisciplinary EDU formed by Medicine, Engineering, and Dentistry). These early-career researchers are exceptionally productive and represent the Faculty's commitment to a diverse and inclusive body of CRC holders and aligning with the Academic Strategic Plan's focus on an "Ecosystem of Collaboration".

***xi. The reviewers found the Faculty's success in fundraising to be comparatively low, relative to national and international institution comparators, and particularly in light of the Faculty's international stature.***

In December 2018 the University of Toronto wrapped up the Boundless Campaign, the largest fundraising campaign in Canadian university history – raising a total of \$2.64 billion. Other recent Canadian campaign totals include McGill (\$1.06 billion); UBC (\$1.64 billion); McMaster (\$437 million); and Queen's (\$640 million).

During the Boundless Campaign, the Faculty of Medicine raised a total of \$639.47M. It's difficult to compare the Faculty of Medicine to others across Canada, as structures vary (i.e. some include dentistry, rehabilitation sciences, public health etc., and some do not). One close comparator is UBC's Faculty of Medicine, whose campaign raised \$437.6 million.

On an annual level, UofT's Faculty of Medicine is competitive with the top schools for fundraising performance in Canada. During fiscal 2018-2019 we raised \$82.2 million. Annual revenue from our peers have been: \$74.7M UBC Faculty of Medicine (FY19); \$28.2 million McMaster Faculty of Health Sciences (FY18); \$12.8 million Queen's Faculty of Health Sciences (FY18).

From an international perspective, it is very difficult to compare fundraising at faculties of medicine, as many US universities own their hospitals. Here, in our 9 fully affiliated teaching hospitals, there are 11 individual and independent hospital foundations. However, we compare favourably with other public sector peer institutions including University of Virginia, Penn State, Ohio State, University of North Carolina and University of Florida.

Although the University of Toronto – and our Faculty of Medicine – are leading the way in Canada for fundraising, there are many growth and partnership opportunities. We will continue to grow our annual revenue and donor activities for an even greater impact on the priorities of the Faculty of Medicine.

In conclusion, I would like to reiterate three key issues for the Faculty of Medicine in the coming years:

1. **Research Funding** – the single biggest threat to maintaining and indeed improving our international rankings is the gap in research funding, outlined in detail above (viii). While we are committed to pursuing philanthropic fundraising goals, the more fundamental problem lies with the research funding model and the resulting gap in research indirect costs. We feel strongly

that this model needs to be reviewed and addressed in order for the Faculty of Medicine to maintain its position as a research powerhouse, and to continue to improve our international rankings.

2. **New Educational Space** – As we continuously develop and enhance our educational offerings across the Faculty it is imperative that our physical space keeps pace. This issue, which the reviewers recognized, was succinctly summarized in our self-study document:

Although great progress has been made in terms of the quality of space available for both academic and research needs, significant challenges continue to create risk for the Faculty. Deferred maintenance, the ongoing responsibility of the central University, is falling behind annually and there continue to be risks such as flooding from leaking roofs and blocked drains. The Faculty's largest single building, the Medical Sciences Building, dates from 1968 and houses a vivarium, *in vitro* CL3 laboratory, flow cytometry, gross anatomy, campus teaching facilities, and basic science biomedical research labs, and continues to require significant renovations. All Faculty buildings are at capacity, and new initiatives will be difficult to house within existing facilities. Leased space, which comes at a higher cost than campus-based space, continues to strain Faculty finances. A new Master Plan process is currently underway to identify needs for the foreseeable future; this will help demonstrate the Faculty's position that a new building is necessary, both from a research and from a pedagogical perspective.

3. **The Future of TAHSN** – Beginning in October 2019, when the Faculty of Medicine takes on responsibility for the administration of TAHSN, we have an opportunity to engage in a fundamental rethink of the relationship between the University and our partner hospitals. As noted by the reviewers on numerous occasions, and as demonstrated in the work we do every day, a collaborative and committed relationship between the University and its hospital partners is fundamental to the success of our research and education enterprise. We look forward to undertaking a strategic visioning exercise over the next year to more fully develop the TAHSN partnership.

Thank you again for the opportunity to respond to the findings of the external reviewers. Please don't hesitate to contact me if you have any further questions or comments.

Sincerely,



Trevor Young

cc. Daniella Mallinick, Director, Academic Programs, Planning and Quality Assurance  
Justine Garrett, Coordinator, Academic Planning and Reviews  
Meg Connell, Director, Office of the Dean, Faculty of Medicine

## APPENDIX

To: Dean Trevor Young

From: Prof. Patricia Houston, Vice Dean, MD Program

Date: September 25, 2019

Re: MD Program Administrative Response to 2019 External Review

Thank you for providing the opportunity to respond to issues concerning the MD Program, raised by the external reviewers and noted by Professor Susan McCahan, Vice-Provost, Academic Programs, in her letter to you dated July 26, 2019.

After consulting with my executive team, MD Program education leaders, and with input from the recent Independent Student Analysis, I am pleased to submit the following responses to you, for inclusion in your overall response to Professor McCahan.

***i) The reviewers reflected the statistic that 60% of MD students reported harassment, which includes student to student harassment. They encouraged program leadership to gather additional information regarding the source and nature of such mistreatment and use this information to develop a comprehensive action plan.***

The MD Program already gathers data regarding the frequency, nature and source of medical student mistreatment, as follows:

- Annual Surveys
  - The Association of Faculties of Medicine of Canada (AFMC) Graduation Questionnaire (GQ): The AFMC-GQ is administered by the AFMC. The survey includes questions and opportunities for narrative responses regarding the percentage of students who have experience mistreatment (both in total and according to a range of types of mistreatment) as well as student knowledge of and understanding of medical school mistreatment policies and reporting procedures. The AFMC provides school-specific data (as well as the national means) to each Canadian medical school.
  - The Faculty of Medicine “Voice of the MD Student” survey: This survey is administered by the Faculty of Medicine. It includes questions and opportunities for narrative responses regarding the presence, nature/type and sources of mistreatment as well as experienced/perceived barriers to reporting incidents of mistreatment.
- Disclosure/Reporting Tools
  - Event Disclosure Form (EDF): Medical students can submit a web-based Event Disclosure Form (EDF) regarding an incident of mistreatment that they have experienced or witnessed. On this form, students have the option to select one of several designated MD Program leaders, who

are responsible for contacting the student to discuss the incident and next steps. Students also have the option to submit the form anonymously, but with the understanding that this limits the options available to the program to address the incident. Students can also contact any MD Program leader via email or phone to discuss an incident, but are encouraged to use the EDF as this allows for systematic tracking and analysis of incidents.

- Course/Teacher Evaluations: Students can also provide mistreatment disclosures via the MD Program's teacher and course evaluations, which are reviewed by the respective course director. A summary of any issues encountered, actions taken, and follow-up plans are provided by course directors as part of the annual course report/review process.

In addition to the regular data sources summarized above, the MD Program received the student-led Independent Student Analysis (ISA) Report in July 2019, which is a required component of the program's full accreditation review. This report is based on a survey that includes 58 core questions specific to accreditation requirements, including with respect to student mistreatment. Most of these core questions mirror those in the AFMC-GQ. The ISA Report will inform the program's accreditation self-study (scheduled to take place over the Fall 2019/early Winter 2020) and will be provided to the external accreditation review team in preparation for their site visit in May 2020.

Upon review of these data sources by the Program Evaluation Committee as well as in conjunction with the work of an Optimizing Our Learning Environments (OLE) Working Group (further details provided below), key areas of concern have been identified. In addition to the concern regarding the number/percentage of medical students who have experienced or witnessed mistreatment, equally concerning to the faculty are the low percentage of students who:

- report an experienced or witnessed incident of mistreatment
- agree that they understand the program's mistreatment reporting procedures

The data also indicate that there are barriers to reporting mistreatment including:

- lack of appreciation/denial of the seriousness of the mistreatment
- experiencing the concept and process of submitting a detailed "incident report" prior to conversation with a trusted advisor or advocate as daunting
- fear of retaliation, including with respect to advancement, residency matching, career progression
- lack of awareness of the potential outcome of reporting
- lack of confidence in a definitive response

Upon comparison to corresponding "Voice of" survey data from postgraduate trainees and faculty as well as information gleaned from education scholarship, the issues and barriers summarized above appear to be pervasive and ultimately call for a Faculty-wide plan that drives an eventual culture shift.

With respect to the development of such a Faculty-wide plan, "Optimizing our learning environments" is one the initial priorities for actions identified in the Faculty of Medicine Academic Strategic Plan 2018-2023. As noted in that plan, this optimization requires a widespread culture shift across the continuum of learners and institutional leaders to integrate wellness, respect, civility and resilience across all aspects of the learning environment, including the promotion of professional values. To guide achievement of that priority action, an Optimizing the Learning Environment ("OLE") Working Group

was established in early 2019. The Vice Dean, MD Program is the executive sponsor of the working group, which is co-chaired by Dr. Antonio Pignatiello, Associate Dean Health Professional Student Affairs, and Dr. Heather Flett, Associate Director, Postgraduate Medicine Wellness Office. Membership of the working group is comprised of faculty and learner representatives from across the continuum. The mandate of the working group is to identify and prioritize for development and implementation initiatives or projects focused on optimizing the learning environments for all Faculty of Medicine learners. Operating under the assumption that student mistreatment is the initial (though not exclusive) focus of the working group, and informed by the data summarized above, the working group has developed recommendations organized according the following four key areas: Institutional Leadership, Accountability, Clarity and Awareness. The recommendations in that draft report have been incorporated into the implementation plan provided below.

At the same time, the MD Program has already taken some recent (i.e. over the 2018-19 academic year) program-specific steps, with plans for further action, to address problems and recommendations articulated in the student-led Independent Student Analysis (ISA) Report. Again, these recent steps taken and plans for further action have been incorporated into the implementation plan provide below.

#### *Mistreatment Implementation Plan*

- Recent steps taken
  - A change in name from “Protocol for mistreatment for UME students to report mistreatment and other kinds of unprofessional behavior” to “Protocol for addressing incidents of discrimination, harassment, mistreatment and other unprofessional behavior”. Medical student representatives on the Curriculum Committee applauded this change in focus from ‘reporting’ (with too much of the onus falling on students) to ‘addressing’ (for which the program is responsible). The new name also provides improved clarity of what constitutes mistreatment.
  - Removal of a distinction between “minor” and “major” classifications of mistreatment in recognition of the inappropriateness of challenging students to categorize their concern, and acknowledging that the focus must be on the experience, perception, and impact of behaviours of concern.
  - A change in name of the information ‘button’ on the top right-hand corner of MD Program webpages from ‘Red Button’ to ‘Student Assistance’, in response to feedback that many medical students expressed concern that clicking on the ‘Red Button’ would initiate a formal process. Rather, ‘Student Assistance’ more accurately captures what happens; namely, users are taken to a webpage which provides information about what to do if an instance of mistreatment has been experienced or witnessed, including a flow chart to assist students in making a decision about when, how, and to whom incidents ought to be disclosed and managed.
  - A change in name from “Incident Report Form” to “Event Disclosure Form”, in response to feedback that students may wish to discuss/disclose an experienced or witnessed incident without having to first complete a formal incident report form, and thus reinforcing the process as student-centered.
  - Mistreatment information, including disclosure/reporting options, is provided to new/incoming students at “O [orientation] week” and to continuing students as part of the Year 3 Transition to Clerkship (TTC) course and Year 4 Transition to Residency (TTR) course.

- Collaboration with the student led Medical Society Association leaders to incorporate information on student mistreatment in their Clerkship orientation student ‘survival guide’.
- Immediate/Medium-term plans
  - Ongoing enhancements to the MD Program “student assistance button” platform to create a clearer, updated, user friendly and relevant interface (Lead: Associate Dean, Health Professions Student Affairs).
  - Consider and utilize further venues for information dissemination through existing communication channels; inclusion in appropriate curriculum activities/sessions (i.e., Portfolio; Year 2 Wellness in Medicine module; resilience curriculum); formal faculty development opportunities (i.e. Guidelines for Tutors with Distressed Students); annual “Check Your Pulse” student encounters (Lead: Associate Dean, Health Professions Student Affairs).
  - An MD Program working group (Student Mistreatment Management Team), chaired by the Associate Dean, Health Professions Student Affairs, has been created to review how to more effectively communicate about and operationalize the MD Program *Protocol for addressing incidents of discrimination, harassment, mistreatment and other unprofessional behavior*. The work of this MD program-specific group will both inform and be informed by the OLE Working Group recommendations; in some cases, changes made to MD Program practices can act as a pilot for the longer-term Faculty-wide plans summarized below.
- Medium/Long-term plans (OLE Working Group recommendations)
  - Establish centralized Faculty of Medicine leadership (i.e. within a specific position) with the authority and resources to develop, implement and evaluate common principles and practices regarding the management of learner mistreatment.
  - Establish a Faculty-level advisory council that can provide advice and recommendations regarding learner mistreatment policies, procedures, practices, and pathways as well as with respect to individual and systemic learner mistreatment cases.
  - Provide learners with access to trusted, non-instructive or evaluative advisors/advocates who can provide information and advice regarding pathway(s) available to address concerns as well as act as third party support to help address concerns.
  - Develop Faculty-wide templates and practices for receiving, discussing, recording, acting upon and storing mistreatment disclosures/reports.
  - Develop Faculty-level systems, processes and supports to enable and manage the collection, analysis and reporting of learner mistreatment data.

**ii) *The reviewers discussed the tremendous stress students face with respect to the MD residency match.***

The MD Program acknowledges the tremendous stress experienced by students with respect to the residency match. In close collaboration with the class presidents, the Associate Dean, Health Professions Student Affairs is leading an action plan designed to arm the MD Program with tools and programs to effectively reduce and manage the stress experienced by students throughout their medical education and beyond. The MD Program’s position is that a collaborative, participatory, informative, transparent,

proactive and responsive approach, incorporating trustworthy, planned mechanisms for career counselling, personal counseling, academic coaching is most effective in addressing student stress due to its multi-faceted nature.

An integrative and multiphase approach has been developed utilizing the following three core services, available to all students at both campuses, with ready, in-person and/or virtual access:

- i. **Career Counselling:** Career counsellors provide quality, unbiased and well-paced career counselling services and career planning support during all years of medical school. Medical students are empowered to make effective career decisions based on accurate self-knowledge, available Canadian labour market information, and an understanding of career-fit for medical specialties. The career counsellors, Academy Directors, and faculty also play a critical role in helping students prepare their residency applications, including their curriculum vitae, personal statements and interview coaching
- ii. **Personal Counselling:** Personal counsellors work with students to enhance resilience and self-care strategies. Issues covered include, but are not limited to anxiety, stress, depression, self-esteem, relationship challenges, addictions, sexual orientation, gender identity, maintaining intimate relationships, balancing school and personal life, and other well-being issues. The Program provides multiple check points (i.e. “check your pulse”; faculty awareness of students who demonstrate notable deviations from intra and interpersonal levels of function) for early identification of students in potential distress. Faculty development on how to support students in distress is also provided.
- iii. **Academic Coaching:** This service assists students in developing the different learning styles required in medical fields, as well as successful approaches to testing/evaluation. Academic coaching offers a general evaluation of individual student learning and study challenges and coach students to achieve optimal academic performance.

#### *Residency Match Implementation Plan*

- Recent steps taken  
*Currently, the MD Program offers a wide variety of initiatives intended to strengthen student skillsets pertaining to career development, academic study and resilience. Those most relevant to the MD residency match include the following:*
  - Inclusion of career advising in the core curriculum.
  - Formalization of the extended clerkship program for students who do not match, including for peer support. This provides students with an additional sense of security that there are deliberate mechanisms in place for students who go unmatched.
  - Individual career counselling: Career exploration/decision-making, CV/personal statement development, interview coaching, residency application support, etc.
  - Career events & career resources and information-sharing opportunities: Town halls; CaRMS school visits; “Matchchannel” (a communication platform dedicated exclusively to the current match cycle, which is readily accessible on the student portal, Elentra), online guides, etc.
  - Personal counselling: especially in the peri-match days period, personal counsellors dedicate additional, specific availability for unmatched students.

- Immediate-term plans
  - Strengthen communication practices around the promotion of available services and programs to the student population through the development of a targeted, paced, deliberate communications plan. In addition to “Matchannel”, students will receive just-in-time messaging and reminders of relevant CaRMS deadlines.
  - Provision of timely match results to students of all years, with attention to data evidence that Mississauga Academy of Medicine/UTM students are not at a disadvantage vis a vis matching to desired residency programs.
  - Streamline communication tools utilized by the MD Program and reduce the saturation of email messaging to strengthen the importance and impact of future communications directed to the student population.
  - Continue to work with the Electives office to ensure delivery of coordinated, trustworthy, realistic information on electives selection and potential implications (or not) on residency programs.
  - Establish alliances with the Alumni office to provide students with optimal mentorship opportunities from the faculty .
  - Develop a comprehensive strategy to counsel international medical students who are completing their medical school training in Canada .
  - Establish a Career “Think Tank” to discuss the most up-to-date practices employed as they relate to career advising and the residency match and build a collaborative and integrated shared mental model and approach.
  - Work with the MD/PhD students to better understand their unique challenges as they relate to career and the residency match and provide relevant supports. (E.g. Alumni working in or trained in the U.S., and providing support on the U.S. application process.)
  
- Medium-term plans
  - The development of a new curriculum, CAP (Career Advising and Preparation). CAP is envisioned as a longitudinal curriculum, employing a participatory design-implement-evaluate-translate approach that will span all four years of medical school with the aim of providing relevant and developmentally appropriate education on career exploration, career decision making, skills related to residency matching and residency applications.
  - Establish tracking mechanisms to capture key performance indicators regarding the usage of available services by the student population, as well as potential indicators of students requiring additional support through the match process.
  - Develop more resources for students in collaboration with the career counsellors and students to help build student confidence and provide access to up-to-date and applicable information related to careers and residency applications (E.g. Webinars, mock MMI interviews, guides, etc.)
  
- Long-term plans
  - Develop a regular reporting cycle to review key performance indicators and evaluate the effectiveness of established programming and services.
  - Practice continuous improvement through the regular execution of iterative improvements to various OHPSA program and services.



**iii) [part 1] The reviewers acknowledged that changes have been attempted to the clinical curriculum. However, they hoped that innovative elements could be incorporated, because it remains very traditional.**

#### *Core Learning Days (CLD)/Transitions Curriculum*

The MD Program's Longitudinal Integrated Clerkship (LInC) ran from 2014-15 to 2017-18. Based on student feedback via focus groups and program evaluation of the LInC, the program has already implemented some changes to its Year 3 curriculum and has plans for more. Effective for the 2018-19 academic year, we were able to adapt and implement, for the entire cohort, a few experiences similar to those that LInC students found rewarding. More specifically, one of the findings from the LInC weekly seminar series was that students appreciated the opportunity to meet together and experience the feeling of being part of the community. This is one of the main goals of the Year 3 Core Learning Days (CLD) introduced in 2018-19. The topics covered in those CLDs included career planning and CaRMS application tips, resilience and wellness, and patient safety.

#### *CLD Implementation Plans*

- Immediate-term plans:
  - For the current academic year (2019-20), the CLDs will be renamed as Transition Education Days (TED) and be incorporated as part of the existing Year 3 Transition to Clerkship (TTC) and Year 4 Transition to Residency (TTR) courses.
  - Integrate information sessions that previously took place in the evenings into the TED sessions.
  - Adapt the existing Medical Council of Canada (MCC) Qualifying Exam (QE) preparatory sessions to support recent changes that provide medical students more/earlier opportunities to write the examination. This will most likely include development of on-demand, on-line resources.
- Medium-term plans:
  - Develop an integrated, longitudinal "Transitions" course that includes consideration of revisions to the existing Year 4 curriculum to ensure that students are well positioned and have demonstrated that they are ready for the next stage in the medical education continuum (e.g. introduce enhanced simulated learning experiences and evaluation of EPAs), for implementation in 2021-22 at the earliest.
  - Develop and implement a patient panel framework that would allow students to 'follow' patients longitudinally across clerkship.
- Long-term plans:
  - Explore ways to adjust the clerkship schedule for to allow for more longitudinal experiences and flexibility for students returning from Leaves of Absence.

#### *Year 3 Electives*

As a result of student feedback requesting earlier career planning and clinical exposure experiences, all Year 3 students will have the opportunity to complete a two-week home school clinical elective effective May 2020. These Year 3 elective experiences will count towards fulfillment of the Electives course requirement of thirteen (13) weeks of elective experiences.

### *Electives Implementation Plans*

- Immediate-term plans:
  - Orient Year 3 students to the electives application process and liaise with hospital sites to monitor impacts on capacity.
- Medium-term plans:
  - Review student feedback of inaugural Year 3 elective as well as feedback from hospital sites who provided placements.

### *Content Delivery*

The majority of Year 3 clerkship courses have made significant strides in reducing the number of classroom-based seminars. Year 3 medical students were required to complete 232.5 hours of in-class seminars/simulations in 2012 compared to 142.5 hours in 2017-18. Efforts are ongoing to centralize, standardize seminar content, including with an eye to eliminate unnecessary duplication. In addition, innovative content delivery modalities have been adopted, including e-modules, small-group and case-based sessions, flipped classroom, virtual office hours, Google Documents, and games.

### *Content Delivery Implementation Plans*

- Immediate-term plans:
  - Effective 2019-20, the Anesthesia course will introduce a quick reference website/iBook which contains abstracted content from the textbook Anesthesia for Medical Students (Third Edition).
- Medium-term plans:
  - The Surgery course is planning for implementation in 2020-21 of a newly formatted orientation week that will feature interactive smaller group sessions.

### *Assessment*

A major focus for renewal within clerkship will be the shift to competency-based assessment in clerkship, specifically through the introduction of workplace-based assessments (WBAs), the clinical context of clerkship being the natural home for this. This will constitute the continued implementation of programmatic assessment within the MD program, reinforcing the integration between curriculum and assessment across the four-year program. We are also committed to this given it will be a requirement of the Association of Faculties of Medicine of Canada (AFMC) that all medical schools implement this by 2024. This shift to competency-based assessment in clerkship will be co-led by the Director, Clerkship and Director, Student Assessment.

A focus of WBA and competency-based education is ensuring a robust framework to assess and track attainment of entrustable professional activities (EPAs), key discrete tasks of clinical practice. By assessing students against EPAs, the MD Program will help ensure that graduates are well prepared for competency-based residency education and beyond.

Post-MD Education at the University of Toronto, overseeing residency education, has introduced WBAs that assess residents against specialty EPAs on Elentra (learning management system), and the MD Program is working closely with them and our IT department to understand the challenges, benefit from

their knowledge and align systems and processes where possible. The goal is to align WBAs from clerkship into residency so that students and faculty experience a similar experience through a unified system and processes. The introduction of WBAs will be core to the clerkship curriculum renewal, requiring governance structures, policies, and processes that afford to truly longitudinal learning and assessment. There will be significant technology and faculty development imperatives.

#### *Assessment Implementation Plans*

- Immediate-term plans
  - Formation of WBA assessment committee and governance structures
  - Develop implementation plan
  
- Medium-term plans
  - Develop a renewed OSCE (Objective Structured Clinical Examination)
  - Implement pilots of WBAs, including EPAs documented and tracked using technology
  - Develop a faculty development strategy for the implementation of WBA
  
- Long-term plans
  - Full implementation of WBA
  - Ongoing program evaluation and improvement of WBA assessment framework

***iii) [part 2] They also reflected the MD students' view that grant writing and community-based service-learning projects have limited value.***

#### Grant Writing – Health Science Research (HSR) Practicum Exercise (PE)

The learning objectives of the MD Program's Health Science Research (HSR) Practicum Exercise (PE) are grounded in the understanding that a physician's ability to make use of research findings in patient care will be much enhanced if they understand the research process. Hence, the PE is designed to achieve this by helping students gain supervised experience in developing skills necessary in conceptualizing and designing a comprehensive written PE; have the ability to apply core research knowledge to the development of the written PE; and support the exploration of areas of interest to the student.

HSR was recently redesigned and the MD Program has very limited experience in the PE component. The Program relies on course evaluation and feedback from two course-based student representatives who liaise between the faculty and student body. One of our student reps commented: *"Many students expressed to me, especially those without prior research experience, that they acknowledge the benefit of this exercise for their overall scientific literacy. Students appreciated being able to improve their critical appraisal skills of clinical research, and further their understanding of quantitative and qualitative research methodology ... As many students have completed prior research projects ... these students expressed that there was some overlap in their existing knowledge and the HSR curriculum ... For these students, it was suggested that they take on a PE subject outside of their CIHR pillar of research, in order to expand their knowledge of other health research domains. For students in the MD/PhD program, or others students also involved in research, another suggestion may be to allow these students to use their current research projects as the subject for their PE."*

Based on the feedback provided, the HSR course leadership worked closely with Dr. Neil Sweezy, Director of the Graduate Diploma in Health Research (GDipHR) to create a customized HSR experience for MD students who concurrently participate in the GDipHR program. The HSR course leadership also worked closely with Dr. Nicola Jones, Director of the Integrated Physician Scientist Training Program, to ensure that HSR is relevant to the MD/PhD experience. For students entering their PhD training after year 2 of medical school, the PE may be utilized to develop their proposed work for their PhD. For students who are returning to medical school after completing their PhD and entering into HSR Year 2, the PE can be utilized to focus on developing a multidisciplinary collaborative or team research approach that would complement or enhance the work they completed in their PhD, in a different CIHR pillar than their PhD work.

#### *HSR PE Implementation Plans*

- Immediate-term plans
  - Continue to use evaluation data to review and improve the student experience in PE.
  - Evaluate the new approach designed for GDipHR and MD/PhD students completing PE.
  - Develop opportunities to maximize and refine the integration and alignment of HSR within the Foundations (Years 1 & 2) Curriculum.
- Medium-term plans
  - Based on the evaluation of the approach used for the GDipHR and MD/PhD students, explore the feasibility of generalizing this customized and streamlined PE experience to other groups of students with research experience.
- Long-term plans
  - Promote and foster a balance between preparing medical students to deliver high-quality patient care and ensuring they have the skills to be consumers of research for life-long learning.
  - To continue to evaluate, publish and share the value and utility of PE in undergraduate medical education.

#### Community-Based Service-Learning (CBSL) component

The key challenge identified was the great degree of heterogeneity in the structure of student experiences. Upon examining feedback more closely, it appeared that the lack of clarity about placement requirements seemed to be causing confusion for students and community partners. In response, CBSL leadership engaged community members and students who had just experienced the curriculum and conducted a literature review on the integration and structure of Field Experience shifts within community-engaged and service-learning curricula.

Informed by the above, CBSL leadership completed a re-design of the instructions around field experiences in our course manual. This was created in consultation with community agency supervisors and the students. CBSL leadership also started a faculty development push via very well-attended webinars involving both tutors and community agency supervisors.

The external review report provided feedback on the inaugural offering of the CBSL curriculum. We are confident that, with the modifications completed in response to the report as well as in the course of our pre-planned program evaluation, the second year will receive a more favourable student response.

### *CBSL Implementation Plans*

- Recent steps taken
  - Comprehensive literature review of field experiences component of service learning
  - Outreach to community partners to triangulate perception of field experiences
- Medium-term plans
  - Based on literature review and outreach response, engage students in further redesign of field experience documentation and orientation
  - Based on literature review and outreach response, engage faculty tutors in faculty development
  - Based on literature review and outreach response, engage community supervisors in co-teacher development
- Long-term plans
  - Based on literature review and outreach response, create a process for continuous renewal of field experience curriculum using the triple perspectives of students, faculty and community.

***iv) The reviewers identified the need to monitor whether opportunities for research experience for MD students are equally accessible to students at the Mississauga Academy of Medicine.***

The Mississauga Academy of Medicine (MAM) admitted its first cohort of students in 2011. Since that time, medical education has continued to grow in the Mississauga region. Opportunities for medical learners to participate in research and other scholarly activities have simultaneously increased. However, ensuring that opportunities continue to be available for MAM students and are effectively communicated to students is an important ongoing task.

In preparation for U of T medical school accreditation in 2020, medical students prepared an independent student analysis report (ISA) of the medical school experience. The Executive Summary of the ISA report captured research as a programmatic strength of the MD Program, specifically that there were “Ample opportunities for service learning, scholarly research activities, and extracurricular activities”. Within the ISA report, it was also stated that there “were no differences in the perceived availability of scholarly research projects between students at MAM and St. George and similar proportions of MAM and St. George students participated in scholarly research activities during their time in medical school”.

To ensure continued access to research projects for MAM students, the Mississauga Academy of Medicine hired a Research Projects Coordinator to work with multi-level stakeholders across Mississauga hospital sites to administer and coordinate the academic research projects program for MAM students within the MD Program. Through this position, MAM-specific projects have been identified and promoted. The coordinator tracks the number of projects available and identifies further opportunities for scholarly experience in Mississauga. Included below is a table that demonstrates the number of tracked scholarly projects by students at MAM.

*Tracked Research and Scholarly Activities of the Mississauga Academy of Medicine*

Academic Year	Number of MAM specific projects* filled out of total available	Number of UofT summer CREMs Projects filled by MAM Students out of total available
2013	-	18/86
2014	-	17/77
2015	-	14/101
2016	-	14/80
2017	-	13/51
2017-2018	27/29	11/60
2018-2019	42/52	18/64

\* Includes research and quality improvement projects.

The above table illustrates the number of scholarly projects that are completed or underway by MAM students. This table is not indicative of total number of students participating in scholarly work, as some students were involved in more than one project. Of note, there may be additional students not included here, as some may be involved with research not identified or tracked by the MAM coordinator or part of the CREMs stream.

*Access to research opportunities implementation plans*

- Immediate-term plans
  - Continue to capture all research and scholarly opportunities at the Mississauga campus available to all medical students
  - Continue to support local faculty to identify all research opportunities available, to ensure a complete list of offerings is available
  - Collect information from medical students on their scholarly activities to ensure that we are aware of all opportunities outside of CREMs and MAM identified projects.
  - Support interprofessional research and scholarly work
- Medium-term plans
  - Continue to work collaboratively with the local Institute for Better Health (IBH) at Trillium Health Partners, and advocate for opportunities for medical learners to participate systems-based research and population health projects.
  - Ensure that MAM medical students interested in basic science research have an opportunity to participate in research at the downtown campus through the CREMs research project process.
  - Identify quality improvement and innovation projects to broaden the scope of traditional “research” as scholarly work
- Long-term plans
  - Create partnerships with local innovative community based medical partnerships in which students may become involved in innovation and entrepreneurship projects
  - Foster increased awareness of research opportunities between all academies to enable an improved cross-pollination of students and to match students with project content which they are interested in regardless of location
  - Encourage expansion of MD PhD opportunities to Mississauga, as the Institute for Better Health continues to mature and recruit CIHR research chairs

## 3 Committee on Academic Policy & Programs (AP&P) Findings

*This section will be inserted after AP&P by the VPAP office using language verbatim from the approved Report of the meeting.*

### 4 Institutional Executive Summary

The reviewers found that the Faculty of Medicine's activities and values justify its high international ranking, noting its particularly impressive research power; they praised the Dean's leadership over the past few years, notably his commitment to diversity and inclusion, to relationship building, and to effective financial management; they found the MD program to be particularly strong, highlighting the program's innovations in program content and delivery, and successful commitment to "fostering an academic community in which learning and scholarship flourish."

The reviewers recommended that the following issues be addressed:

**MD program (UTQAP review):** investigating and addressing MD student reports of harassment; addressing the stress students face with respect to the MD residency match; incorporating innovative elements in the MD clinical curriculum; exploring value of grant writing and community-based service-learning projects; monitoring whether opportunities for research experience for MD students are equally accessible to students at the Mississauga Academy of Medicine.

**Overall Faculty (non-UTQAP review):** strengthening relationships of graduate faculty and students based at research sites located off the St. George campus with the University; addressing challenges that could prevent clinician scientists from playing a full role in translational research and PhD scientists from being fully enfranchised; moving fundraising out of departments up to the Faculty level and placing greater focus on larger strategic goals; taking on some aspects of graduate student training at the Faculty level; building on current efforts to provide additional alternative career supports for graduate students; exploring options for investing in recruitment, space, research and scholarships in line with the Faculty's international reputation, taking into account the challenges posed by the current budget model; considering how the Faculty and University can realize its leadership potential in research strategy; exploring possibility of appointing the Dean as Vice President; strengthening connections and interdisciplinary collaborations in a number of areas; enhancing fundraising efforts.

The Dean's Administrative Response describes the Faculty and programs' responses to the reviewers' recommendations, including an implementation plan for any changes necessary as a result.

### 5 Monitoring and Date of Next Review

**Faculty of Medicine (non-UTQAP review):** *A formal monitoring report is not required for non-UTQAP reviews.* The date of the next provostial non-UTQAP review of the Faculty will be determined in consultation with the Provost's Office.

**MD program (UTQAP review):**

The Dean will provide an interim report to the Vice-Provost, Academic Programs on the status of the implementation plans, due midway between the year of the last and next site visits.

The next UTQAP review of the MD program will be commissioned for a site visit to take place no later than eight years from March 2019.

## 6 Distribution

On December 10, 2019, the Final Assessment Report and Implementation Plan (MD program UTQAP review content only) was posted to the Vice-Provost, Academic Programs website and the link provided by email to the Ontario Universities Council on Quality Assurance. The full Final Assessment Report and Implementation plan (for both the provostial non-UTQAP review of the Faculty and the UTQAP review of the MD program) was provided to the Dean of the Faculty of Medicine and the Secretaries to AP&P, Academic Board and Governing Council. The Dean provided the link to the Chair(s)/Director(s) of the Program(s)/Unit(s).



# UTQAP Cyclical Review: Final Assessment Report and Implementation Plan - DRAFT

## 1 Review Summary

<b>Programs Reviewed:</b>	<p>Doctor of Pharmacy, PharmD</p> <ul style="list-style-type: none"> <li>• PharmD Program</li> <li>• PharmD for Pharmacists Program</li> </ul> <p>Pharmaceutical Sciences, MSc, PhD</p>
<b>Faculty Reviewed:</b>	Leslie Dan Faculty of Pharmacy
<b>Commissioning Officer:</b>	Vice-President and Provost
<b>Reviewers (Name, Affiliation):</b>	<ol style="list-style-type: none"> <li>1. Professor Eric L. Barker, Dean, College of Pharmacy, Professor of Medical Chemistry and Molecular Pharmacology, Purdue University</li> <li>2. Professor B. Joseph Guglielmo, Dean, School of Pharmacy, Troy C. Daniels Distinguished Professorship in Pharmaceutical Science, University of California, San Francisco</li> <li>3. Professor Lyne Lalonde, Dean and Professor, Faculty of Pharmacy, Université de Montréal</li> </ol>
<b>Date of Review Visit:</b>	November 26-28, 2018

## Previous UTQAP Review

---

**Date: November 13-15, 2013**

### Summary of Findings and Recommendations

#### Strengths

- Well thought-out Academic Plan provides a “roadmap for excellence”
- High quality faculty and students
- High research productivity and strong reputation of the Faculty
- Excellent facilities
- Strong programmatic direction of the Faculty with its professional programs
- Well-established links with teaching hospitals and the practice sector

#### Opportunities for Program Improvement and Enhancement

- Developing a sense of cohesion and engaging all faculty in the execution of the Faculty’s strategic plan
- Re-examining the Practice Division, including relationships with clinical sites and engagement in experiential education
- Re-examining the Pharm.D. admission requirements, progression, and curriculum to strengthen rigour and Pharmacy Examining Board of Canada (PEBC) results
- Supporting the experiential component of the programs
- Developing a strategy to deepen the graduate recruitment pool, and addressing the issue of integration of advanced standing students into the graduate program cohort
- Enhancing the sense of community for graduate students
- Monitoring time to completion and developing strategies to increase the competitiveness and success of students
- Working with hospital partners to develop advanced clinical training programs
- Consolidating faculty research strengths, ensuring a critical mass of faculty in core areas
- Delegating space assignment and seeding grants authority to the Associate Dean, Research
- Developing effective organizational and management structures by conducting a space audit, an administrative review of staffing and the structure of academic leadership, and clarifying the role of the divisions within the Faculty.
- Developing the information technology infrastructure in support of technology-supported learning—both in the building and at clinical sites
- Reviewing the complement plan with respect to tenure stream recruitment priorities, as well as part-time faculty and faculty for the Practice Division

**Last OCGS review date: 2008-2009**

## Current Review: Documentation and Consultation

---

### Documentation Provided to Reviewers

The following documents were provided:

- Site Visit Schedule
- LDFP Review Terms of Reference
- LDFP Self-Study, October 2018
- LDFP Self-Study Appendices, October 2018 (which include faculty CVs and *Towards 2030: The View from 2012*)
- LDFP External Review Report, 2013

## Consultation Process

The reviewers met directly with the following:

- Vice-President and Provost
- Vice-Provost, Academic Programs
- Interim Dean, Leslie Dan Faculty of Pharmacy
- Professional Programs Academic Leadership Team
- Graduate Programs Academic Leadership Team
- Graduate Students
- Business Officer/Office Manager, Office of the Chief Administrative Officer
- Research Leadership Team
- Acting Dean, School of Graduate Studies
- Deans of Cognate Divisions (or designates):
  - Faculty of Medicine
  - Faculty of Dentistry
  - Faculty of Kinesiology and Physical Education
  - Dalla Lana School of Public Health
  - Lawrence S. Bloomberg Faculty of Nursing
- Hospital Pharmacy Directors and Professional Organizations
- Preceptors
- LDFP Alumni
- Undergraduate Students
- Administrative Leadership Team
- Tenured and Continuing Status Faculty
- Pre-Tenure and Teaching Stream Pre-Continuing Status Faculty
- Teaching Faculty: Clinician Scientists, Clinician Educator and Lecturers
- LDFP Staff

## Current Review: Findings and Recommendations

---

### 1. Undergraduate Program

The reviewers observed the following strengths:

- Overall quality

- Programs are maturing, evolving and growing in strength
- Objectives
  - Undergraduate programs are clearly aligned with University mission
  - Strong progress towards two educational priorities: advancing programs that develop leaders for diverse and emerging careers; and leading innovations in pharmaceutical science education and learner engagement
- Admissions requirements
  - Appropriate differentiation between admission requirements for the PharmD and PharmD for Pharmacists
- Curriculum and program delivery
  - Appropriate balance of didactic, lab-based, and experiential education
  - Curriculum is mapped to: National Association of Pharmacy Regulatory Authority Professional Competencies for Canadian Pharmacists at Entry to Practice which the PEBC bases the national licensing exam; and Canadian Council for Accreditation of Pharmacy Programs standards
  - Addition of Early Practice Experience (EPE) in years 1 and 2 (EPE-1 and EPE-2) are positive program improvements
- Student engagement, experience and program support services
  - Experiential learning opportunities simulate direct and indirect patient care
  - Several new enhancements to teaching and learning are underway:
    - Creation of an Education Office
    - Investment in improvements to educational technology
    - Addition of innovative online course offerings
- Quality indicators – faculty
  - Students report having good relationships with program faculty and that faculty are responsive to student requests
  - PEBC pass rates have increased in recent years

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

- Curriculum and program delivery
  - Advanced Pharmacy Practice Experience (APPE) rotation is only 5-weeks, limiting students' effectiveness
  - Curricular structure may disadvantage students selecting selective courses in pediatrics, women's health and geriatrics, as students are only permitted to enrol in one of these three areas
  - "Minor Ailments" course is noted as being offered too late in the program
- Assessment of learning
  - Assessment efforts are in the early stages; unclear who will be responsible for analyzing data and ultimately making recommendations to the Faculty for curriculum changes
- Student engagement, experience and program support services
  - Confusion among administrative roles and responsibilities at the Office of Experiential Education

- Unclear communications of roles, responsibility and usage of new technology, and some concern that Faculty is still lagging behind in technology resources
- Students would benefit from career development support
- PharmD for Pharmacist students do not have key card access to the Faculty building, limiting the availability of some resources
- Limited exposure to non-traditional pharmacist roles, especially problematic given the decreasing number of jobs in traditional pharmacy settings and roles
- Quality indicators – undergraduate students
  - Decreasing applications for PharmD programs – echoing the general market trend of decreased demand for pharmacists, and application trends at other universities
  - Mixed results in numbers of students pursuing residency, and uncertainty in the value of the new MSc in Pharmacy program over traditional residency training
  - Reason for PEBC pass rate rise is unclear
  - Concern from institutional and health system partners regarding the value of students, onboarding time, and professionalism, with Waterloo School of Pharmacy viewed as providing a more valuable, practice-ready student
- Quality indicators – alumni
  - Professional dissatisfaction due to incongruence between professional expectations and the scope of practice; lower quality of experiential preceptors can impact the mindset and enthusiasm of early-career practitioners

The reviewers made the following **recommendations**:

- Objectives
  - Further develop and education priorities and ensure students are aware of the opportunities
- Curriculum and program delivery
  - Monitor curriculum development; as PharmD curriculum becomes more clinically intensive, re-examine appropriateness and timing of basic science courses and consider if they would be better as prerequisites
  - Consider longer APPE placements
  - Increase flexibility in selective courses
  - Offer “Minor Ailments” earlier in the program and prior to EPE-1
- Assessment of learning
  - Build a culture of assessment and communicate regularly to faculty on assessment efforts
  - Make deliberate efforts to ensure that graduates of all PharmD programs function at the same high level and are achieving common outcomes; ensure assessment methods are consistent
  - Provide greater emphasis on assessment of Interprofessional Education
- Student engagement, experience and program support services
  - Continue to develop teaching and learning supports by:
    - Providing clear communications about roles and responsibilities in the Education Office, as well as for new technology resources

- Address concerns about technology and ensure it is used optimally
  - Consider student career support, perhaps through introducing a career development office or manager
- Expand experiential learning opportunities in non-traditional pharmacist roles, and utilize alumni base to share information on career paths with current students
- Quality indicators – undergraduate students
  - As applications decrease, ensure quality of admitted students does not also decline
  - Faculty should be mindful of national hiring trends and possible residency training requirements for hospital pharmacists
  - Provide “soft skill” development to ensure readiness for APPE delivery of patient care
  - Consider whether the APPE-readiness course (third year) and the one week APPE preparation (fourth year) are achieving the expected outcomes and whether they align with preceptor expectations

## 2. Graduate Program

The reviewers observed the following strengths:

- Objectives
  - Graduate programs are clearly aligned with University mission
- Curriculum and program delivery
  - Strong master’s and doctoral fields which provide enhanced discipline-specific training
  - Structure for CSAP and BMS fields is strong with enhanced discipline-specific training
- Student engagement, experience and program support services
  - Positive implementation of a requirement that the thesis committee will meet at least annually with each student to shorten time-to-degree
  - Students are aware and enthusiastic about the part-time wellness/mental health counselor

The reviewers identified the following areas of concern:

- Curriculum and program delivery
  - Overarching desire in CSAP and BMS programs to identify a common experience that would link both training groups
- Student engagement, experience and program support services
  - Mixed data on PhD time-to-degree
  - No current use Individualized Development Plans (IDP)
  - Unclear degree of utilization of the wellness/mental health counselor
- Student funding

- Graduate students need income flexibility but face tensions from mentors to focus solely on research
- Real financial pressures on graduate students, compounded due to the high cost of living in the GTA
- Payroll issues contribute to financial pressures and stress

The reviewers made the following recommendations:

- Curriculum and program delivery
  - Examine options for common learning experiences for students from both CSAP and BMS fields
- Student engagement, experience and program support services
  - Gain awareness of the Transparency Project led by the School of Graduate Studies to drive accountability related to time-to-degree
  - Provide more Faculty-specific career development and professional skill development
  - Use IDPs to provide clarity regarding expectations between students and faculty mentors, and guidance to students about career paths
- Student funding
  - Make programmatic decisions to allow graduate students to have additional income streams, including Teaching Assistantships
  - Work with graduate students identify payroll challenges and seek creative solutions

### 3. Faculty/Research

The reviewers observed the following **strengths**:

- Overall quality
  - By every measure, University of Toronto is one of the top research-intensive schools of pharmacy in the world
- Research
  - Despite difficulty in obtaining government research support, many faculty members continue to be successful in obtaining research funding
  - Faculty has prioritized continuation of funding for graduate students assigned to PIs who have lost funding
  - The Centre of Pharmaceutical Oncology (CPO) is an exemplar of success for partnerships and collaborations; provides free to use equipment and offers provides seminars, annual symposium with world-class speakers, and small scholarships; provide a potential model to emulate regarding the use of research space and equipment throughout the Faculty
  - The Centre for Practice Excellence offers an exciting vision with the potential to drive innovation in pharmacy practice; network of pharmacies in GTA with 1000 status faculty member offers exciting opportunities, including the Health and Wellness Pharmacy initiative
  - OSCE program is quite well-developed

- Faculty
  - Clear guidelines for optimizing promotion and career advancement, particularly those developed for the tenure track faculty
  - Junior faculty members appreciate the support from the Director of the Graduate Department of Pharmaceutical Sciences, particularly for his mentorship and support managing difficult graduate student situations

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

- Research
  - Only students complete responsible conduct in research (RCR) training
  - Increased difficulty in obtaining government research support
  - No clear governance for management of research space
  - Building offers research space with structural limitations of the building
  - Inability to efficiently adjust research space (specifically wet labs) based on grant success or inability to secure grants
  - Inefficient use of laboratory equipment throughout the Faculty
- Faculty
  - Relatively new or in transition guidelines for promotion and career advancement for part-time and teaching stream faculty
  - No formal onboarding for junior faculty and no formal mentorship program for junior and mid-level faculty members
  - Faculty support to CPO has been useful but insufficient
  - Some professors feel that scholarship of teaching is not a research focus of the Faculty
  - Some tenure track faculty express concerns that they have been diminished and “pushed aside” by the hiring of part-time and teaching stream faculty
  - Lack of clarity how course load is converted to FCEs; creating tension among faculty members and a sense of unfairness in teaching load
  - Part-time faculty express concern regarding security of employment and seek a better understanding how teaching assignments and workload are assigned

The reviewers made the following **recommendations**:

- Research
  - Increase implementation of ethics and RCR training across faculty, staff, and students
  - Celebrate and advertise faculty success in obtaining research funding
  - Encourage the Associate Dean for Research to provide important leadership in management of research space
  - Engage in a research space audit; develop to objectively assess the efficient use of this space
  - Strongly consider increasing support staff associated with grant submissions and compilation of research budgets



- Engage in a Faculty review of junior and mid-level faculty member grant submissions to increase the quality and competitiveness of submissions
- Faculty
  - Evaluate whether the guidelines for promotion for non-tenure track faculty are appropriate and clearly articulated
  - Proactively plan for the assessment of professional competence for faculty with regular patient care responsibilities
  - Consider the correct complement level of part-time faculty, who may have valuable clinical skills, and whether to consolidate them into full-time faculty FTEs
  - Create formal onboarding for junior faculty to provide more immediate integration into the Faculty and enhance a sense of community for new professors
  - Establish a mentorship program for junior and mid-level faculty members
  - Consider how to advance scholarship of teaching within the Faculty

#### 4. Administration

The reviewers observed the following **strengths**:

- Relationships
  - Faculty of Pharmacy enjoys wide respect across campus, particularly with the Council of Health Deans and Interprofessional Education (IPE)
  - Very strong collegiality and collaboration across Health Deans and Faculties
  - Healthy and productive relationships among faculty
  - Growth of Pharmacy Technician training programs could represent an opportunity for the LDFP to enhance overall professional development and advancement of practice and perhaps serve as a revenue source
  - Regular informal meetings have been recently established among staff, resulting in an increased sense of community
  - Director of Communications is leading efforts to improve communication and relationship among the staff leadership
  - U of T Advancement Office has grown and is offering much greater support to the Faculty of Pharmacy
- Organizational and financial structure
  - Interim Dean is highly respected and appreciated and has a clear vision of the opportunities and challenges for the Faculty
  - Acting directors of the PharmD have excellent vision for the programs
  - Preceptor training and evaluation is strong
  - Many new Faculty support positions have improved morale
  - Substantial changes in the Faculty organizational structure were introduced in 2016, including creation of two Associate Dean Portfolios: Associate Dean, Research and Associate Dean, Education; Program Directors for the Pharm D Program, PharmD for Pharmacists Program, Graduate Department of Pharmaceutical Sciences and IPG Program; and three new offices: Education, Advancement, and Communication

- Healthy operating reserve and a balanced operating budget with gross revenue covering faculty operating budget as well as university fund related transfers
- Interim Dean has made considerable efforts for financial transparency and these efforts are appreciated by the Faculty
- Opportunity to be strategic in faculty recruitment for research and teaching, with upcoming retirements and an adequate financial reserve
- Faculty members consider Leslie Dan Faculty of Pharmacy (LDFP) an enjoyable place to work
- Part-time faculty are loyal and proud to teach in LDFP
- International comparators
  - Faculty has high research excellence

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

- Relationships
  - Faculty, staff, and students have low morale due to lack of a stable administration, past reduction in staff FTEs, limited infrastructure, and the reduced research funding; however, many faculty and staff feel morale is heading in the right direction
  - Health systems administration have concerns about the dropping number of applicants to the PharmD programs; questions about the decreasing quality of the U of T PharmD
  - Substantial evidence of conflict between some faculty members and the Staff Administrative Leadership Team, due to newness of the team and lack of stability both at the dean level and faculty educational leadership level
  - Faculty feel leadership is very top-down driven and insensitive to faculty person needs
  - Faculty suggestions that Dean should aggressively pursue innovative and impactful public-private partnerships
  - Physical layout in the building compromises the desired sense of community
  - Faculty administration, staff and professors have only recently begun a deeper proactive dialogue around the environment and climate around diversity and inclusion
  - Faculty representatives state that there has been a loss of community and communication in the Faculty
  - Presence of the Waterloo Faculty motivates LDFP programmatic improvements
  - Loss of community has been exacerbated by the elimination of the Divisions
- Organizational and financial structure
  - PharmD leadership has been in flux over the last several years, and administrative responsibilities are very high for the large programs, which may impact directors' ability to meet all expectations
  - Roles and responsibilities within the Experiential Education office are unclear to faculty and preceptors; leadership is not by a faculty member or preceptor
  - Lack of structure regarding visits to community pharmacies where preceptors practice

- Need for better clarity of roles and responsibilities of the staff versus faculty
- Elimination of the previous division structure has compromised the functional ability for faculty members to have an affinity group to engage in dialogue and healthy shared governance
- New organizational structure has left many faculty members feeling isolated and disengaged from decision-making
- Volume of work is particularly heavy for the Finance Office
- Concern about the need for increased local HR support within the Faculty
- U of T policy on classroom space assignments has impacted LDFP courses; PharmD students expressed concerns about outside programs using space in the Faculty building and believe they have experienced a loss of professional community; classrooms outside of the Faculty building often do not have the necessary resources
- LDFP classrooms are considered worn, needing refurbishment
- Lack of regular staff evaluations results in gaps regarding sense of performance and job expectations
- Lack of clarity and transparency regarding the length of research staff contracts
- Long-range planning and overall assessment
  - Building requires important renovation and repairs; lack of flexible space to provide nimble response to changing research needs
  - Research equipment is aging and requires replacement
  - Perceived surplus of pharmacists in the GTA; if true, the Faculty may be at risk of a reduction in the number of Pharm D students
  - Reduction in accepted students would have a significant budgetary impact due to tuition-dependent model
  - Financial pressures related to compensation for experiential sites may increase
  - International students offer additional financial challenges for all schools at U of T
  - Several faculty members feel that new revenue streams needed to be created
  - Faculty members expressed their concerns regarding the significant contribution of the Faculty of Pharmacy to the University
  - Perceived imbalance between demand and supply for pharmacists, particularly in the GTA
  - Pharmacist salaries and quality of employment are decreasing
  - Number of IPG graduates in the GTA approximates 50% of pharmacists entering in the profession
  - Concerns from hospital pharmacy directors and professional organizations about the quality of students, fueled by the dropping number of applications in the PharmD program
  - Recruitment of students into all programs needs attention
  - Research mission faces multiple challenges for the near future: more competitive research funding, research infrastructure, increasing indirect cost of research, as well as attraction and retention of graduate students, trainees and personnel

- Student debt and funding impact upon student well-being

The reviewers made the following **recommendations**:

- Relationships
  - Engage in communication to identify the reasons for faculty and staff administrative leadership team conflict
  - Engage in the planned climate survey, a very important first step resolving faculty/staff conflict
  - Focus on diversity and inclusion in the upcoming climate survey
  - Leverage the growth and support of the U of T Advancement Office to have maximal impact
- Organizational and financial structure
  - Find stability in leadership for PharmD programs
  - Ensure greater faculty leadership within the Experiential Education office – consider if a faculty-led Experiential Education Advisory Committee would be helpful
  - Conduct regular site visits to community pharmacies and ensure careful evaluation of preceptors
  - Reestablish units of engagement to create community among faculty and staff
  - Assess the current level of staffing needs for the Finance Office
- Long-range planning and overall assessment
  - Evaluate the impact of international graduate student costs on LDPF
  - Seize the opportunity to expand fundraising efforts
  - Evaluate the impact of the IPG program
  - Strategically manage the relationships with Fairness Regulators in the Province
  - Invest in marketing and branding of the LDFP to increase the success recruiting students into the Faculty
  - Consider how, if enrollment is reduced, the Faculty would manage the resulting deficit in tuition revenue
  - Address and monitor financial stressors for all students



UNIVERSITY OF TORONTO  
LESLIE DAN FACULTY OF PHARMACY

OFFICE OF THE DEAN

September 25, 2019

Professor Susan McCahan  
Vice-Provost, Academic Programs  
University of Toronto  
Simcoe Hall  
Toronto, ON M5S 1A1

Dear Professor McCahan,

Re: Administrative response to the external review report for the Leslie Dan Faculty of Pharmacy (LDFP)

Thank you for providing us with a summary of the external review report and for allowing us to respond to the findings. We appreciate this opportunity to reflect on our accomplishments, opportunities and future direction at the Faculty. The review provided some great insights into the programs within the Faculty, which confirmed our strengths and highlighted areas for improvement.

The response below addresses the following programs:

- 1. PharmD-** The Doctor of Pharmacy (PharmD) program is the Faculty's entry to pharmacy practice educational program. The program consists of didactic, lab-based and experiential education. Students in this four-year program participate in 44 weeks of experiential learning, which develops clinical, research, communication, leadership and project management skills.
- 2. PharmD for Pharmacists-** The PharmD for Pharmacists (PFP) program serves as a bridging program for pharmacists with a Bachelor of Science in Pharmacy (BScPhm) degree to meet the new PharmD outcomes and earn a PharmD degree. The PharmD for Pharmacists program is delivered online and is designed for practicing pharmacists to meet the changing needs of the profession and to prepare them for the future of healthcare practice. Flexible and customizable, this program combines online didactic courses and experiential learning to build on the knowledge and skills pharmacists obtained in their undergraduate degree.
- 3. Graduate Programs-** The Graduate department offers research-intensive MSc and PhD degrees in a wide range of pharmaceutical science topics. Students work in one of two fields: Biomolecular Pharmaceutical Sciences (BMS) and Clinical, Social and Administrative Pharmacy (CSAP).
- 4. Other Areas-** Other areas addressed in the response below are: Research, Leadership Growth and Communications, Faculty Complement and Financial Challenges.

Several steps have already been taken to address some of the areas of improvement highlighted in the review. Below is our administrative response to the recommendations and comments raised by the reviewers as outlined in your letter on July 9, 2019.

The following individuals contributed to the writing of the Leslie Dan Faculty of Pharmacy Administrative Response to the UTQAP external review report:

- Lisa Dolovich, Interim Dean
- Stephane Angers, Associate Dean - Research
- Sandra Bjelajac Mejia, Interim Director – Professional Programs
- Mike Folinas, Manager – Research Office
- Ryan Keay, Education Office Administrator
- Jamie Kellar, Acting Director – PharmD Program
- Rob Macgregor, Director – Graduate Department of Pharmaceutical Sciences
- Lachmi Singh, Director – Education Programs and Administrative Services
- Kathy Vu, Director – PharmD for Pharmacists Program

### **1. Responding to Changes in the Profession**

The profession of pharmacy is undergoing substantial and rapid change in Ontario, other jurisdictions in Canada and worldwide. Recently, members of our Faculty together with other pharmacy leaders in Ontario authored a White Paper on the topic of Pharmacy in the 21<sup>st</sup> Century. The paper describes how current health care trends, evidence and policies are stimulating significant change in our health care system. There is also growing evidence of the health and cost benefits of pharmacist activities. Given that the Canadian population is aging and health related needs are increasingly more complex, pharmacists have an opportunity to encourage the use of existing and expanded scopes of pharmacy practice to positively impact the health of Canadians.

The reviewers noted that in North America there are conversations suggesting a surplus of pharmacists, thus fewer jobs for new graduates. It is not clear that such a surplus exists in Canada, however, there is a perception amongst the profession that this is the case and there is some evidence that this is true in the Greater Toronto Area (see Government of Canada Job Outlook – Pharmacist in Canada: <https://www.jobbank.gc.ca/marketreport/outlook-occupation/18196/ca>). That said, the data from the University of Toronto's Alumni Impact Survey in 2017 suggests that a large majority of LDFP alumni are finding employment. Of the 181 LDFP alumni in the active labour market surveyed 97.2% reported as being in either part-time or full-time employment. Areas of employment predominately included working in various professional capacities mostly in the health sector, followed by middle or senior management positions. Of note, currently there is a joint national collaborative led by the Association of Faculties of Pharmacy of Canada (AFPC) and the Canadian Pharmacists Association (CPhA) to review the pharmacy workforce in Canada and future workforce planning. The data from this project will be very valuable and once available will provide insight into our program design and recruitment strategies moving forward.

#### Recruitment and Admissions

The decline in the number of applicants to the PharmD program is consistent with what is occurring in many other Canadian Schools of Pharmacy. However, we are not aware of any robust Canadian data to explain the trend of decreasing applicants.

Despite fewer applicants, we continue to attract a high quality pool of applicants and our yield rate (those accepting an offer of admission) is high (86.4%). The percentage of the admitted pool with an 'A' average remains high and an increased number of the admitted pool have three or more years of university. This figure was 87% of the admitted pool in 2019. We have also been able to maintain high standards with our Multiple Mini Interviews (MMI) and Pharmacy College Admission Test (PCAT) scores. The PharmD program attracts applicants from across Canada. In 2019, 39.6% of applicants attended the University of Toronto while the remaining applicants attended other Canadian Universities.

We are aware that we must remain competitive, and in line with our academic plan, we plan to create a more robust recruitment strategy aimed to increase the number of high quality applicants.

Annually, our Admissions staff and faculty members attend recruitment events throughout key locations in Ontario; however, there is opportunity to selectively recruit in other provinces and perhaps internationally, in collaboration with other programs (e.g. graduate programs) offered by our Faculty. Of note, the current selection process for our PharmD program does not distinguish between domestic and international applicants. In 2019, the number of international applicants within the applicant pool increased significantly (i.e. 5.7% in 2019 relative to 2% in 2011) and resulted in a significant number of admitted international students (i.e. 11 out of 248). Given increased international interest in the PharmD Program, the admissions committee will need to consider an increase in the total numbers of students admitted annually. We will also work more closely with our Young Alumni to increase their engagement in our recruitment events.

One of the initiatives in place for the 2019–20 academic year is the introduction of the Dean's Admission Scholarship. The Leslie Dan Faculty of Pharmacy established these scholarships to be awarded to the ten candidates for admission to the PharmD program with the highest admission index scores. The scholarships will be renewed in Years 2, 3 and 4, provided the recipients maintain full-time status in the program, and an Annual Grade Point Average of at least 3.50 is achieved (with passing grades in all courses). Moving forward, Faculty leadership will continue to hone the best use of this funding to enhance our ability to attract high caliber students.

Our Communications team are key partners in our recruitment strategy moving forward specifically to develop a Leslie Dan Faculty of Pharmacy brand that profiles the depth and breadth of pharmacy and illustrates what makes the Leslie Dan Faculty of Pharmacy graduates unique. This will allow us to distinguish our programs from competitor programs and to create recruitment events to increase applicants with interests specific to our program. We have revised our PharmD lookbook for 2019/20 and have begun to use it at our recruitment events.

Our Admissions Office will continue to track yearly admissions data for the purposes of monitoring to assist the Admissions Subcommittee in their work.

#### Short Term Plan

- The Interim Dean will create a leadership position that will focus on recruitment and admissions for all programs at the Leslie Dan Faculty of Pharmacy.\*

- The PharmD Program Directors will continue to work with the Communications team to review and update recruitment materials, events and practices to incorporate new branding. This includes leveraging our social media presence to profile the programs, students and alumni.
- The PharmD Program Director will work with the Registrar's Office (Admissions staff), the Communications team as well as the Admissions Committee to enhance our recruitment strategy in time for the next PharmD Program admissions cycle. This may include attending high school recruitment events to inform students about the diverse opportunities available in pharmacy careers.\*
- The PharmD Program Director will work with the Faculty's leadership team regarding enrollment planning specifically to consider class sizes and the number of admitted domestic and international students.\*
- The PharmD Program Director will work with the Registrar's Office, Awards Committee and the Advancement Office to explore opportunities to enhance diversity through recruitment practices and scholarships.\*
- The Admissions team will determine what other information (e.g. applicant and admit data) we are able to collect that may help with enhancing our recruitment practices.

#### Medium Term Plan

- The Faculty's leadership team will continue to work with stakeholders (i.e. Association of Faculties of Pharmacy Canada, Canadian Pharmacists Association, Ontario Pharmacist Association, Ontario College of Pharmacists, and the Pharmacy Examining Board of Canada) to monitor trends in the pharmacy workforce and to ensure that we continue to prepare students in the professional programs to meet the needs of Canadians.
- The Professional Program Directors will work with our Advancement Office to create a survey related to employment to be circulated to our recent alumni (in the last 10 years) to gather data on the employment opportunities post-graduation.\*
- The Professional Program Directors will complete an environmental scan of admissions requirements and practices in the other Schools of Pharmacy in Canada and select cognate health professional programs.
- The Professional Program Directors and the Admissions team will continue to monitor admissions data (applicant numbers, demographics, CGPA, acceptance rate, and reasons applicants decline an offer of admission) looking to identify trends towards quality improvement and enhancement.
- The Professional Program Directors will evaluate the impact of any changes in recruitment practices (e.g. applicant numbers, diversity of applicants and admitted students pool).

#### Long Term Plan

- The PharmD Program Director will evaluate the predictive validity of admission requirements to student performance in courses, graduation rates and the PEBC exam.

\*Items identified with an asterisk may result in organizational/policy changes. These items will have financial resources implications such as new administrative hires and initiatives.



### Career Planning

In our Academic Plan Forward Together 2016-2021, one of the Strategic Focus Areas (Priority 1) is to Advance Education Programs that Develop Leaders for Diverse and Emerging Careers. Our objectives and priorities include that by 2021, our core programs and multiple learning pathways will prepare our graduates for increasingly diverse career options and practice innovation. We have committed to create multiple individualized academic pathways that leverage the diversity and expertise of our faculty members and prepare students for a variety of emerging careers and practices. With the plan to map out multiple pathways within and across programs (e.g., majors and minors, certificates, joint degrees, logical progression from one program to another). At the same time, we will educate prospective and current students on alternate career paths, beyond community and hospital pharmacy, that are accessible to them with a PharmD degree. Incorporating the use of an individual student portfolio or learning plan will help students to navigate their learning path and to explore possible careers.

In preparation for the changing demands of the profession, the Professional Programs will strive to continue to meet the needs of the pharmacists of the future. Based on the Pharmacy Blueprint released by CPhA in 2017, there is strong interest in specialization in pharmacy. In the next five years, the PFP program plans to create educational pathways in several areas (e.g. oncology, cardiology, research, quality improvement) to support development of specialized knowledge so that graduates of the program are prepared to take on advanced practice roles in both traditional and non-traditional careers in pharmacy. The Professional Program Directors will work together to ensure that created educational pathways are adaptable and accessible to students in both PharmD degree programs.

We will continue to ensure that our PharmD and PharmD for Pharmacists students have an expansive choice of experiential opportunities. We will work to increase access to and promote the wide range of non-direct patient care rotations for those students interested in careers that may not be traditional patient-care facing roles.

### Short Term Plan

- The Professional Program Directors will work with the Director of Office of Experiential Education, to facilitate and encourage students to leverage the career development workshops available to them through the Centre for Career Development and the Centre for International Experience.
- The Professional Program Directors will work with the Director of Experiential Education and Career Development Office to refresh/co-create new workshops offered by the Office of Experiential Education without duplicating what is offered centrally.\*
- The Professional Program Directors will work with the Education Office to help inform the curriculum renewal work. This includes exploring ways to create individualized academic pathways for students that leverage the diversity and expertise of our faculty members and prepare students for a variety of emerging careers and practices.
- The PharmD for Pharmacists Program Director will explore the development of specialized educational pathways (e.g. transcript annotation or certification).
- The Office of Advancement, in partnership with the Professional Program Directors and Preceptor Engagement Coordinator will create an Alumni Career Series where Alumni present and dialogue with students regarding their career path.\*

### Medium Term Plan

- The Faculty advisor will continue to support the student led Pharmacists Mentorship Program.

- The Professional Program Directors will explore the need for a faculty led mentorship program for students and alumni of the professional programs.\*
- The Professional Program Directors will work with the Director of the Office of Experiential Education to explore Centre for Career Development Office student services use data to inform the need for an in-house Centre for Career Development that serves all the academic programs.\*
- The Professional Program Directors will work with the Education Office to help develop a system of individual student portfolios or learning plans.

\*Items identified with an asterisk may result in organizational/policy changes. These items will have financial resources implications such as new administrative hires and initiatives.

## 2. Improving the PharmD Program

### PharmD Curriculum

Over the last 10 years, the pharmacy profession and our entry-to-practice Doctor of Pharmacy (PharmD) and Post-baccalaureate PharmD programs have experienced significant transformations. The transition to the new entry-to-practice Doctor of Pharmacy (PharmD) program included new admissions processes, and major curricular changes including new assessment practices and expanded experiential offerings. The transition to the new PharmD for Pharmacists (PFP) program included a major modification of the Post-baccalaureate PharmD Program to the current bridging program for graduates with a Bachelor of Science in Pharmacy. These changes resulted in students achieving the Doctor of Pharmacy Degree (PharmD) through the completion of one of the two current professional degree programs (PharmD or PharmD for Pharmacists program). We acknowledge the reviewers comments that some partners expressed concerns that our students are less prepared due to the length of our institutional rotations. However, data provided by the Ontario College of Pharmacists shows that our graduates outperform non-University of Toronto pharmacists practicing in Ontario on the jurisprudence exam, practice assessments and have fewer reported conduct related complaints. An analysis of the PEBC results for the past five cohorts reveals the following students pass rates on both Parts I (92.4-97.9%) and II (90.3-95.5%) of the examinations, and an overall PEBC certification rate of 85.8-93.8%.

Although, continuous quality improvement is at the heart of how we continue to transform the professional programs, we are at the initial stages of a substantial effort focusing on program visioning and curriculum renewal to inform our next 5-10 years. This is a very exciting time and opportunity in our Faculty to revise and align our professional programs, including graduate program opportunities, to prepare graduates to meet the changing health care needs of our society.

In the professional programs, it is anticipated that the creation of specialized pathways will complement the PharmD degree and help students be better prepared for hospital practice where specialization is more common.

The professional programs will endeavor to create better alignment between the two curricula. For example, the PharmD for Pharmacists program offers a course, Foundations of Advanced Pharmacy Practice, early in the curriculum to provide foundational knowledge and skills expected of pharmacy practice in Canada, and the PharmD Program offers a Preparation for Advanced Pharmacy Practice Experience (APPE) course. There is opportunity to better align these course offerings. Alignment efforts included the PFP Program conducting a needs assessment where students who had completed at least

one APPE rotation were invited to participate. Based on the results, it was determined that there is a need to better prepare PFP students pre-APPE rotations. The PharmD for Pharmacists program plans to develop resources and leverage the PharmD Program's Preparation for APPE (PHM330) course to better prepare students prior to experiential learning rotations. Similarly, the PharmD Program, based on student and faculty feedback, is considering the need for a Foundations to Pharmacy Practice course as is currently offered in the PFP program.

#### Short Term Plan

- The Professional Program Directors will work with the Leslie Dan Faculty of Pharmacy Education Office to help inform the curriculum renewal work. This includes preparation for a comprehensive review of the experiential curriculum.\*
- The Professional Program Directors will work with the Director, Office of Experiential Education to finalize the preceptor engagement and site visit plans.\*
- The Professional Program Directors will continue to work with the Director, Office of Experiential Education to review and respond to preceptor and site-specific student and faculty feedback.
- Interim Director Professional Programs, will continue to work with the Experiential Education Quality Assurance Committee and the Director of the Office of Experiential Education to review experiential course coordinator, preceptor and student feedback and inform the experiential course offerings.
- The Office of Experiential Education will continue to host "Spot light on Non-Direct Patient Care" events to encourage students to enroll in unique rotations that may contribute to diverse career opportunities.
- The Office of Experiential Education will continue to work with the Centre for International Experiences to create opportunities for international non-direct patient care rotations beyond the eight countries currently available to students.
- Led by the PharmD for Pharmacists Office, create a Peer-to-Peer Mentorship Program to enhance PharmD for Pharmacist student experience and help foster knowledge of the diverse areas of pharmacy practice that our students come from.\*
- The Professional Program Directors and the Education Office will grow the PharmD for Pharmacists Program through the addition of courses to enhance the learning experience and to align courses in the PharmD and PharmD for Pharmacists Programs.\*
- The Professional Program Directors and the Education Office will explore technology to enhance delivery of online learning in both the PharmD and PharmD for Pharmacists programs.\*

#### Medium Term Plan

- Led by the Interim Director Professional Programs, the Experiential Education Quality Assurance Committee, working with the Office of Experiential Education, will leverage internal preceptor and site-specific data and Ontario College of Pharmacists Site and Pharmacist Practice Assessment data to ensure that all PharmD students have experiential rotations in exemplary community practice sites.
- The Professional Program Directors will work with the Education Office to implement two to three curricular paths that help interested students develop in specific career opportunities.\*

\*Items identified with an asterisk may result in organizational/policy changes. These items will have financial resources implications such as new administrative hires and initiatives.

### 3. Graduate Programs

#### Curriculum Review

The Graduate Department is presently developing courses to provide a common experience for all students in the Graduate program. The courses will provide students in the Biomolecular Pharmaceutical Sciences (BMS) and Clinical, Social & Administrative Pharmaceutical Sciences (CSAP) fields the opportunity to explore and gain valuable insight into the major areas of Pharmaceutical Sciences during the students' first year in the program. One of the common courses currently under development is 'Fundamentals in Pharmaceutical Sciences' which will be mandatory for students enrolled in both the BMS and CSAP fields, whose first registration takes place in the Fall 2020 semester.

The Graduate Department will also establish a Graduate Curriculum subcommittee for 2019-2020 academic year. The mandate of the Graduate Curriculum subcommittee will be to review the entire curriculum, including courses, exams, seminar requirements, and all other graduation requirements. The Graduate Curriculum subcommittee will make recommendations to the Graduate Education Committee, in consideration of the needs of the students, for the development of a more comprehensive list of courses and requirements for the fields in our department. This will be the first formal curriculum renewal process undertaken by the Graduate Department. If a major renewal of the curriculum is the outcome of this process, it will likely take three or four years to fully implement. The budget and personnel implications anticipated are workload implications for faculty to develop and teach additional courses and to participate in the Graduate Curriculum subcommittee.

#### Short Term Plan

- Graduate Education Committee and Faculty wide Curriculum and Assessment Committee to approve courses currently under development that are aimed at providing a common experience for all students in the Graduate Program.

#### Medium Term Plan

- Graduate Department to offer courses aimed at providing a common experience for all students whose first registration is in the Fall 2020 semester.\*
- Establish Graduate Curriculum subcommittee to review all graduate courses and curriculum with the aim to increase the breadth and quantity of courses available to graduate students.

#### Long Term Plan

- Graduate Curriculum subcommittee to make recommendations to Graduate Education Committee for a more comprehensive list of courses.
- Graduate Curriculum subcommittee to develop and recommend requirements for the graduate fields.
- Graduate Department to implement changes to courses and requirements recommended by Graduate Curriculum subcommittee and approved by the Graduate Education Committee and Faculty Council.\*

\*Items identified with an asterisk may result in organizational/policy changes. These items will have financial resources implications such as new administrative hires and initiatives.

#### Time to Degree Completion

The Graduate Department time to degree completion statistics, indicate that on average students at the LDFP are completing the requirements of the programs within the recommended timelines set by the School of Graduate Studies (SGS) and in line with other life science divisions at the University of Toronto. The Graduate Department will continue to work to improve the degree completion times by using the SGS Improving Doctoral Time to Completion: Best Practices for Doctoral Students to drive accountability related to time to degree completion and sending out periodic reminders to the student and supervising professors of the expected graduation times. In line with the requirements of SGS, the Graduate Department requires every student to have at least one meeting with the thesis committee every academic year. This helps the student and professor move the project along; however, other measures will be implemented to shorten the median time to graduation. The Graduate Department plans to implement reminders at strategic junctures in the students' progress through the program. For example, adding a statement on the Advisory Committee form that reminds the student and the committee of the expected graduation times, a statement about the expected graduation date, and to ask the committee and student to provide a clear rationale if the target will not be met. The Graduate Department will implement this system of reminders immediately and monitor the results and feedback as part of the Faculty's continuous quality improvement process.

If it appears that the change is not effective, we will need to find another approach. An example of the next level of monitoring the students' progress would be to implement an Academic Standing Committee similar to the one in the undergraduate Pharmacy program. This committee is mandated to monitor the progress of the students in the program. A similar structure could be implemented for the Graduate Program and is being explored but had not yet been discussed by the Graduate Education Committee. Clearly, balancing the supervisor-student privilege and the authority of any such committee will have to be carefully considered. Personnel implications anticipated are workload implications for an Academic Standing Committee.

#### Short Term Plan

- Utilizing SGS Improving Doctoral Time to Completion: Best Practices for Doctoral Students to drive accountability related to time to degree completion.
- Implement periodic reminders to students and supervising professors of the expected graduation time.

#### Medium Term Plan

- Graduate Program to monitor time to degree completion data as well as student and faculty feedback on an on-going basis, but especially over the next two-three years as part of the continuous quality improvement process.

### Long Term Plan

- Graduate Education Committee to evaluate results on time to degree completion for students and consider alternative strategies if necessary, such as an Academic Standing Committee.\*

\*Items identified with an asterisk may result in organizational/policy changes. These items will have financial resources implications such as new administrative hires and initiatives.

### Professional Skills Development

Professional skills development activities are offered by the two student organizations in the Department, the Pharmaceutical Science Graduate Students Union (PSGSU) and the University of Toronto Student Chapter of the American Association of Pharmaceutical Science (AAPS). These groups receive financial assistance for their efforts from the Graduate Department. In consultation with SGS it was also recognized that Graduate Professional Skills (GPS) courses are also offered centrally by the University. The Graduate Department will continue to discuss the specifics of what we can offer without duplicating the offerings available elsewhere in the University. We will discuss this with the students and faculty, and then discuss at the Graduate Education Committee. Based on those discussions we may implement more offerings for professional skills development including presentations from alumni and strengthening our links with the Research office to help students with publishing their work. The budget and personnel implications will depend on the outcome of these discussions. Implementing an Individual Development Plan for each student may make it easier for the department to monitor the extent to which the students participate in these activities and to make recommendations for students to participate in specific courses.

### Short Term Plan

- Discuss professional skills program offerings with students and faculty and gather recommendations.

### Medium Term Plan

- Graduate Education Committee to discuss recommendations made by students and faculty regarding professional skills programs.
- Graduate Department to implement any recommendations (potential programs, additional supports, etc.) made by the Graduate Education Committee.\*

\*Items identified with an asterisk may result in organizational/policy changes. These items will have financial resources implications such as new administrative hires and initiatives.

### Student Funding

Issues related to student funding are part of a larger problem concerning the financial wellbeing of graduate students in Toronto. Starting in the next academic year (2020 – 2021), to facilitate the financial planning of the students, the Faculty will no longer include the tuition amount in the stipend paid to the students. Instead, when possible, the tuition amount that is currently included in the stipend will be paid by the Faculty directly to the University. This will not be possible for all students as some students receive awards in lump sums at times that are not in synchronization with the university payment schedule. We will work with the Financial Office at the LDFP to find a way to make the money allocations to these students more regular throughout the year.

### Short Term Plan

- The Faculty will no longer include the tuition amount in the stipend paid to students, rather the tuition amount will be paid directly to the university.
- The Graduate Department will begin discussions with LDFP Financial Office to evaluate methods to make monthly money allocations to students more uniform throughout the year.

### Medium Term Plan

- LDFP Financial Office to implement changes that ensure students have more frequent access to money allocations.\*

### Long Term Plan

- The Faculty to discuss possibility with SGS and Planning and Budget Office about an extension to the University's deadline to pay tuition from end of April to end of May.\*
- Graduate Department to pursue larger cultural shift where students are given more opportunity to pursue other income streams including teaching assistantships. This may be one of the items included on the Individual Development Plan.

\*Items identified with an asterisk may result in organizational/policy changes. These items will have financial resources implications such as new administrative hires and initiatives.

## **4. Research**

### Establish Research Office

The Faculty recognized the need to support our faculty with their research programs and approved the creation of a new role, in 2018, to be under the supervision of the Associate Dean, Research. In January 2019, we hired a Manager, Research Administration to lead the Research Office and all research-related activities within the Faculty of Pharmacy. The key responsibilities were to provide oversight and management for research operations, develop key priorities, goals and strategic planning. In addition, the Research Office would support to the faculty for pursuing research funding opportunities, grant review support, develop outreach programs and develop metrics to evaluate the research impact.

In the first six months of recruiting the Manager, Research Administration, the Research Office has conducted a needs analysis which involved one-on-one meetings with all tenure-track faculty. The results of the analysis have resulted in the development of a mandate for the office with long and short-term priorities to achieve the goals. The mandate focuses on assisting researchers to conduct excellent research, develop strategies to respond to emerging areas of research, attract high-quality trainees, grow our research impact and to recognize researchers for excellence in their fields of research. In addition, the Research Office has developed six internal funding programs (seed funding) and is currently in the process of developing a Faculty Strategic Research Plan.

In order to achieve the mandate set out by the Research Office, we work closely with the Communications and Advancement Offices to celebrate success stories and promote the research excellence of our talented faculty members. This is achieved by preparing articles on major news, including publications, successful grants, and awards, and advertising these successes on our website, social media and through our internal communication media (e.g. PharmSci Research update, Pharmacopoeia, RXcellence,

etc.). The Advancement Office also conveys these successes to our alumni and donors through various communications and campaigns.

A preliminary plan to address these key areas of concern:

#### Short Term Plan

- Recruit Manager, Research Administration position and establish a formal Research Office
- Research Office to identify, promote, and facilitate research funding opportunities\*
- Research Office to work to improve grant and program development (administrative reviews, budget reviews, etc.) \*
- The Research Office, in collaboration with the Finance Office, will improve business processes for increased efficiency and compliance (templates, process documents, etc.)\*
- Research, Advancement and Communications Offices will work to improve communication and celebrate research successes.
- Communications Office to develop workshops on increasing presence in social media.
- Research Office to define our research impact to academia and society.

#### Medium Term Plan

- Research Office to increase research funding at the LDFP (through personalized funding opportunities, grant workshops).
- Research Office to develop strategies that enable researchers to apply for more opportunities.\*
- Research Office, Innovations and Partnerships Office and MaRS Innovation to increase commercialization activity in research.\*
- Research Office, Communications Office, Educational Office, Faculty, trainees and Dean to develop strategies to collect and communicate our research impact in publication material.\*

#### Long Term Plan

- Research Office to encourage collaborations and partnerships with academia, industry and foundations.
- Research Office and Advancement Office to increase alignment of research with fundraising opportunities.
- Research Office to liaise with Initial Public Offering commercialization team and MaRS Innovation to facilitate regulatory processes.
- Research Office and Faculty to catalyze and steward research partnerships (teams and networks).\*
- Research Office to build a supportive research environment and identity.
- Research, Communications, Advancement Offices and Central Communications to connect our research locally, nationally and internationally.\*

\*Items identified with an asterisk may result in organizational/policy changes. These items will have financial resources implications such as new administrative hires and initiatives.

#### Improved Facilities and Space Management

The Faculty has recently recruited a Director, Facilities Management who is responsible for space/facilities management. In conjunction with the Facilities Office, a space management plan will be developed by using guiding principles and terms of reference to address space governance in all research space. The Faculty will use the Council of Ontario Universities (COU) space guidelines to address the research space



issue and is currently in the process of completing a space inventory with Campus and Facilities Planning. The new space management plan will enable us to conduct reviews of space allocation in a timely manner and allocate space based on the COU formula. This will ensure researchers are not restricted and can expand their research enterprises. The space management plan will also take into account how to improve student spaces in our building including a plan to redevelop our lobby/atrium area.

#### Short Term Plan:

- Recruit Director, Facilities Management.
- Facilities Management, Research Office, CAO, Dean and Educational Office to develop principles for space allocation.
- Facilities Management, Research Office, CAO, Dean and Educational Office to develop Terms of Reference for space requirements for administrative, research and education.
- Facilities Management, Research Office, CAO, Dean and Education Office to develop committee for meeting timelines, including ad hoc meetings.

#### Medium Term Plan:

- Facilities Management, Research Office, CAO and Education Office to implement principles and recruit committee for space management.
- Facilities Management and CAO to create a plan to improve student spaces in our building including a plan to redevelop our lobby/atrium area.
- Facilities Management, Research Office, CAO and Education Office to review process annually and adjust as required.

#### Equipment Inventory

The Research Office has also undertaken an equipment inventory project to identify equipment available within the Faculty, as well as its location, age and potential for sharing. In addition, a number of successful Canadian Foundation for Innovation (CFI) grants have been attained by the Associate Dean, Research to help increase the core facilities within the Faculty. The review committee has identified the shared equipment model that the Centre for Pharmaceutical Oncology has implemented as a strength. Extending this model, we are working on developing core equipment facilities that would benefit researchers within the Faculty as a whole. These facilities would be maintained by our in-house Laboratory Technician and repairs/service contracts would be managed by the Research Office. The Research Office also offers researchers the opportunity to apply for funding (up to \$5,000 per quarter) for small equipment purchases, upgrades, and repairs under the Small Equipment Grant. By developing a suite of core facilities, we can ensure equipment is utilized to its full potential and reduce the burden of large scale individual equipment on individual researchers.

#### Short Term Plan:

- Research Office to take an equipment inventory.
- Research Office, Facility Management, Dean to identify core equipment and develop core facility locations.\*
- Facilities Management, Research Office, CAO, Dean and Faculty to develop Terms of Reference for use, maintenance and service contracts.\*

#### Medium Term Plan:

- Facilities Management, Research Office, CAO and Faculty review equipment and processes annually and adjust as necessary.\*

- Facilities Management, Research Office, CAO and Faculty discuss need for new equipment.\*

\*Items identified with an asterisk may result in organizational/policy changes. These items will have financial resources implications such as new administrative hires and initiatives.

### Ethical Research Training

The responsible conduct of research (RCR) is an integral part for all researchers and trainees within the Leslie Dan Faculty of Pharmacy. The LDFP does not take this matter lightly and expects the Faculty to adhere to the highest ethical standards in research, per the University of Toronto Policy on Ethical Conduct in Research. All Faculty and staff who are directly involved in research are required to take the basic training courses at the onset of being hired. These courses include Workplace Hazardous Materials Information System (WHMIS), Fire Safety, Autoclave (Biomolecular Sciences only), Cryogenics Awareness (Biomolecular Sciences only) and BioSafety Awareness. In addition, the Research Oversight and Compliance Office (ROCO) and the Environmental Health and Safety Office (EHS) may mandate additional courses or refresher courses. Faculty and staff are also actively involved with the LDFP Joint Health and Safety Committee (JHSC). The JHSC meets quarterly and provides updates on any changes to processes and training, which is communicated to each lab. Finally, faculty within the LDFP must submit research ethics applications for current and ongoing projects. These applications are reviewed and approved by the University of Toronto Research Ethics Board and are scrutinized to ensure both Provincial and Federal requirements, including best practices, are adhered to. This ensures faculty are up to date on RCR requirements. Faculty training is currently tracked by the EHS and ROCO offices, while the Research Office tracks training for postdoctoral researchers and student training is tracked by their respective faculty supervisors. The Research Office will be reviewing the tracking process and work to ensure it is more effective and streamlined.

### Short Term Plan

- Research Office to review the current list of required safety courses (EHS and ROCO delivered).
- Research Office, University of Toronto Research Office and Compliance Office and the Environmental Health and Safety Office to identify core courses that require refreshers.
- Research Office, University of Toronto Research Office and Compliance Office, Environmental Health and Safety Office, CAO and Faculty mandate requirement for core course refreshers every 5 years by all faculty and staff.\*
- Research Office to review process for faculty/staff reporting on core courses/certificates needed to conduct research with appropriate stakeholders.

### Medium Term Plan

- Research Office, University of Toronto Research Office and Compliance Office and the Environmental Health and Safety Office to coordinate with EHS and ROCO to develop a suite of research training courses for faculty that include core courses/certificates required to conduct research.

\*Items identified with an asterisk may result in organizational/policy changes. These items will have financial resources implications such as new administrative hires and initiatives.

The addition of key roles within the Faculty has expanded our ability to provide additional support to our researchers. The Facilities Management Office will guide the establishment of a space committee to maximize the use of our research space. The Research Office will help to identify funding opportunities,

to provide support with pre- and post-award administration, work with the necessary central offices to reduce the burden and increase efficiencies for our researchers. These key additions are an important step in providing the support required by our faculty members and to ensure they can continue to excel with their research endeavors.

## **5. Leadership, Growth and Communication**

### Workplace Culture

We recognize that morale at the Faculty is low but are pleased that the reviewers noted that morale is improving. There are a number of initiatives underway to foster leadership, revise personnel and management processes, manage and encourage positive growth and improve communication.

An outside consultancy firm was retained in November 2018 to conduct a Workplace Culture and Needs Assessment. The planning and execution of this work took place during late 2018 and early 2019 and included the input of a broad cross section of Faculty constituencies. The Assessment had a mandate to examine a variety of aspects of the workplace that impact staff morale and the extent to which the working environment is respectful and inclusive. The questions covered a range of topics, including resources, IT, facilities and workspace; LDFFP processes and workflows; and how to ensure a collaborative and supportive work environment.

The Interim Dean received a draft report in July 2019 and is expecting to receive a final report in October 2019. The report provides specific guidance and recommendations in the areas identified for improvement. A committee will be struck in the Fall of 2019 to address how to move forward with implementing recommendations in the report.

The Dean's office will continue to use channels of communication to clarify and reinforce staff and faculty roles. The annual Faculty and Staff Meeting scheduled to take place in Fall 2019 will provide an ideal forum to encourage open discussion.

The reviewers noted the need for faculty oversight of experiential learning. In the current organizational structure the Interim Director of Professional Programs provides academic leadership of the Office of Experiential Education, the Associate Dean, Academic will provide oversight when appointed. Additionally, each type of experiential rotation is assigned a faculty member as course coordinator. Further, the Experiential Education Quality Assurance Committee will continue to work with the Director of the Office of Experiential Education to review course coordinator, preceptor and student feedback and inform the experiential course offerings.

With regard to communication of workload policies, the Faculty is undertaking a review of the current workload policy and has commissioned a committee to review the current policy and make recommendations. The goal of this review will be to ensure that the policy promotes fair and equitable distribution of workload, increases transparency around workload allocation, and improves guidance and communication with respect to annual progression through the ranks assessment processes and results.

### Short Term Plan

- The Interim Dean will implement a plan to address the Workplace Culture and Needs report including the creation of a small working group of leaders at the Faculty to review the report.\*
- The Interim Dean and committee will review the current workload policy and make recommendations. The invitation to participate on this committee reviewing the workload policy will include a circulation of the policy to all faculty and so will serve as an opportunity to communicate the policy to everyone.\*
- Annual Faculty and Staff Meeting to have open dialogue.

### Medium Term Plan

- The group of leaders (as referenced above) will develop a more detailed implementation plan to improve morale at the Faculty.\*

\*Items identified with an asterisk may result in organizational/policy changes. These items will have financial resources implications such as new administrative hires and initiatives.

### Increasing the Sense of Community at the Faculty

There are a number of strategies in place to help increase the sense of community among faculty. Increased communication was identified as one way to improve the sense of community. In addition, one reason identified for a lack of community among faculty has been the dissolution of the three Divisions (Biomolecular Pharmaceutical Sciences, Clinical, Social and Administrative Pharmacy and Pharmacy Practice) previously in place.

### Short Term Plan

- Communications Office to launch Faculty brand identity in September 2019. This new identity is aimed at building cohesion among all members of the faculty including faculty, staff and students.\*
- The Communications Office will launch a new website in December 2019. This will also provide a landing place for our Faculty personnel who can better be aware and relate to others in the Faculty.\*
- The current Graduate Field Coordinator role for our two Fields (Biomolecular Pharmaceutical Sciences and Clinical, Social and Administrative Pharmaceutical Sciences) has been expanded from a narrow focus on our graduate program to include a broader focus on general researcher coordination. This role is an academic role designed to improve communication and collaboration among faculty within our two fields with the aim of contributing to building community among our faculty.\*

\*Items identified with an asterisk may result in organizational/policy changes. These items will have financial resources implications such as new administrative hires and initiatives.

## **6. Support for the Faculty Complement**

The Faculty had an Interim Dean in place during 2018-19 and so hiring decisions were put on hold pending the expected arrival of a permanent Dean on July 1, 2019. However, the person expected to take up this

position withdrew just prior to arrival and so the Faculty will continue with an Interim Dean for the 2019-20 academic year. However, in recognition of the shortage of faculty members, lack of formal mentoring for faculty and other aspects of delivery of our educational programs the Provost approved the hiring of an Associate Dean, Academic in August 2019.

#### Short Term Plan

- The Dean's Office will lead the search for the Associate Dean, Academic during Fall/Winter 2019-20. This position will be designated as a teaching stream position so we have a teaching stream leadership position, add to our teaching stream complement and provide consolidated leadership for our educational programs.\*
- The Education Office will lead the Professional Programs curriculum renewal and will make the Faculty better able to identify our needs for our faculty complement, as we redevelop our curriculum over the academic year.\*

\*Items identified with an asterisk may result in organizational/policy changes. These items will have financial resources implications such as new administrative hires and initiatives.

### **7. Addressing Financial Challenges**

We appreciate the reviewer's positive feedback regarding our financial transparency and healthy operating reserve. The Interim Dean plans to continue to improve processes to provide financial transparency at the Faculty. We have been assessing the ramifications of the deficit in tuition revenue and will model out the ramifications of this in our revised Annual Budget Report in Fall 2019. We are planning for a number of one-time costs in the near term that will be covered through use of our operating reserve funds. These funds will be used for much needed building repairs, enhancing our physical spaces and other identified priorities. We expect to still have a healthy operating reserve even taking into account some one-time expenses noted by the reviewers.

Considering current population demographics and health care trends, our admissions yield rate (those accepting offer of admission), and historical and current student enrollment numbers, we do not expect a reduction in enrollment in the next 5-10 years.

Thank you for the opportunity to provide a response to the external review report. We look forward to all our faculty and staff being involved in shaping our future direction at the Faculty.

Sincerely,



Lisa Dolovich, BScPhm, PharmD, MSc  
Professor and Interim Dean

cc.

Daniella Mallinck, Director, Academic Programs, Planning and Quality Assurance  
David Lock, Coordinator, Academic Planning and Reviews

### 3 Committee on Academic Policy & Programs (AP&P) Findings

*This section will be inserted after AP&P by the VPAP office using language verbatim from the approved Report of the meeting.*

#### 4 Institutional Executive Summary

The reviewers praised the research activities of the Leslie Dan Faculty of Pharmacy, stating, “By every measure, (including extramural funding, numbers of publication, citation index, and others) the University of Toronto is one of the top research-intensive schools of pharmacy in the world”; they ranked the Faculty as the top in Canada and within the top 20 in the world; they concluded that the PharmD provides an appropriate balance of didactic, lab-based, and experiential education; they noted that the students in pharmacy and the pharmaceutical sciences go on to lead in the delivery of healthcare within the province and throughout Canada; and found the Faculty’s relationships with cognate Faculties and units to be strong and collegial. The reviewers recommended that the following issues be addressed: responding to changes to the profession that could lead to decreased student demand; maintaining the quality of applicants; leading in the preparation of students for diverse careers by providing programmatic support related to career development and professionalism; ensuring an expanded range of experiential placements; enhancing the PharmD by modifying the curriculum structure to create space for pharmacotherapeutic and experiential learning opportunities, considering the sufficiency of the pre-rotation course and preparation, and ensuring the quality of community based rotations; supporting graduate student progress to completion and additional income streams for graduate students; building cross-disciplinary interaction and community across the two graduate fields; working with students to address challenges around payments; increasing competitiveness of grant applications; ensuring clear governance for management of research space; extending ethics and responsible conduct in research training; continuing to improve low internal morale through better communication and clarification of staff and faculty responsibilities; supporting community building especially amongst faculty, and enhancing communication of rules and procedures around course loads, teaching assignments, assessment efforts, and research contracts; focusing on diversity and inclusion in the planned climate survey; enhancing support for faculty and being more forward-thinking in complement planning; addressing the shortage of full time teaching stream or clinician scientists, and the lack of formal onboarding or mentoring for junior and mid-career faculty; addressing challenges to the Faculty’s financial stability (including building repairs, compensation of experiential sites, and international graduate student costs); considering how, if enrolment is reduced, the Faculty would manage the resulting deficit in tuition revenue.. The Dean’s Administrative Response describes the Faculty’s responses to the reviewers’ recommendations, including an implementation plan for any changes necessary as a result.

#### 5 Monitoring and Date of Next Review

The Dean will provide an interim report to the Vice-Provost, Academic Programs on the status of the implementation plans, due midway between the year of the last and next site visits.

The next review will be commissioned for a site visit to take place no later than eight years from November 2018.

## 6 Distribution

On December 10, 2019, the Final Assessment Report and Implementation Plan was posted to the Vice-Provost, Academic Programs website and the link provided by email to the Dean of the Leslie Dan Faculty of Pharmacy, the Secretaries to AP&P, Academic Board and Governing Council, and the Ontario Universities Council on Quality Assurance. The Dean provided the link to the Chair(s)/Director(s) of the Program(s)/Unit(s).

# UTQAP Cyclical Review: Final Assessment Report and Implementation Plan - **DRAFT**

## 1 Review Summary

<b>Programs Reviewed:</b>	English, B.A. Hons Specialist, Major, Minor  Asian Literatures and Cultures, Minor (joint with National University of Singapore)  English in the Field of Creative Writing, M.A. C.R.W.  English, M.A., Ph.D.
<b>Unit Reviewed:</b>	Department of English
<b>Commissioning Officer:</b>	Dean, Faculty of Arts and Science
<b>Reviewers (Name, Affiliation):</b>	1. Professor Stephen M. Fallon, Department of English, University of Notre Dame 2. Professor Jan Plug, Department of English, University of Western Ontario 3. Professor Peter Sabor, Department of English, McGill University
<b>Date of Review Visit:</b>	November 29-30, 2018

## Previous Review

**Date:** January 9-10, 2008

### Summary of Findings and Recommendations

#### 1. Undergraduate Programs

The reviewers observed the following strengths:

- Recent redesign of undergraduate programs has been positive

The reviewers identified the following areas of concern:

- Significant undergraduate enrolment increases putting pressure on the department, potentially impacting quality of instruction and faculty morale



The reviewers made the following recommendations:

- Cap enrolment at current level until faculty complement increases

## 2. Graduate Programs

The reviewers observed the following strengths:

- New MA CRW extremely successful in terms of leadership, enrolment, curriculum, mentorship, internships and financial support
- PhD program thriving due to faculty dedication and diversity of expertise, strong course offerings and rich archives

The reviewers identified the following areas of concern:

- Research MA “in less satisfactory shape”, due in large part to increased enrolment; student quality and credentials are very uneven
- Low rate of PhD graduate employment in tenure track positions

The reviewers made the following recommendations:

- Decrease enrolment in research MA and consider appropriate ratio of MA to PhD students in graduate seminars
- Improve placement efforts in academic jobs for PhD graduates
- Work with FAS to improve financial aid packages for doctoral students

## Faculty/Research

The reviewers observed the following strengths:

- Extremely strong and dedicated faculty; many are leaders in their areas of expertise
- Strong research culture with a balance of faculty working in traditional and emerging fields

The reviewers made the following recommendations:

- Engage in more communal discussion of important departmental matters

## Administration

The reviewers observed the following strengths:

- Department working well despite staffing constraints
- Excellent and committed administrative and support staff
- Departing Chair’s leadership has been tremendous

The reviewers identified the following areas of concern:

- English relations across the three campuses noted as a concern

The reviewers made the following recommendations:

- Consolidate tri-campus English into a “more organic, cross-communicating unit”; upcoming move to Jackman Humanities building expected to aid with establishing a cohesive graduate department
- Departure of Chair, approaching faculty retirements, recent hirings and impending move to a new building place Department at a “critical juncture”; reviewers note that more democratic decision making and inclusive governance structures could prove beneficial
- Improve funding for computers and technological support, to reflect increased

size of the Department	
Last OCGS review(s) date(s):	2004

## Current Review: Documentation and Consultation

---

### Documentation Provided to Reviewers

Terms of reference; Self-study and Appendices; Previous OCGS review report including administrative response; Access to all course descriptions; Standardized data set; Calendar entry; Faculty CVs.

### Consultation Process

Reviewers met with the Dean, Faculty of Arts & Science; Vice-Dean, Academic Planning and Strategic Initiatives; Chair, Department of English; Tri-campus English Department Chairs; Past and current Associate Chairs, Undergraduate and Graduate; Department Faculty; Undergraduate and graduate students; Administrative staff; Principal, University College; Principal, St. Michael's College; Representatives from cognate units: Philosophy; Centre for Medieval Studies; Sexual Diversity Studies; Cinema Studies; Spanish and Portuguese.

## Current Review: Findings and Recommendations

---

### 1. Undergraduate Program

*Unless otherwise noted, all bulleted comments apply to all programs reviewed.*

**The reviewers observed the following strengths:**

- Overall quality
  - Engaged and enthusiastic students, who appreciate accessibility of faculty outside of the classroom
  - Department's approaches ensure the quality and coherence of its programs and courses
  - Students among the best in Canada and are getting a world-class education
- Objectives
  - Skills in critical thinking, analysis and communication that students acquire will serve them well in whatever type of work they pursue following graduation
- Admissions requirements
  - Specialist entrance requirements are rigorous but not excessive, in keeping with Department's commitment to increasing enrolment
- Curriculum and program delivery
  - Addition of required Indigenous, postcolonial or transnational literature course in the Specialist and Major a welcome development

- Learning methods are entirely appropriate and in keeping with those of other top departments of English
- Recent restructuring resulted in rigorous and comprehensive requirements, but also increased flexibility course selection
- Course offerings in subjects such as English literature and Chinese translation, and literature and the sciences have the potential for increasing enrolments by appealing to students who might not be predisposed to take courses in literature
- Assessment of learning
  - Students are primarily assessed via written assignments, though there are opportunities for other manners of assessment in smaller high level courses
- Student engagement, experience and program support services
  - Students are ensured a rich and varied intellectual experience, and rate their overall academic experience very highly

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

- Admissions requirements
  - Significant concern about declining enrolments, though this is common in humanities departments across North America
  - Department now drawing from a smaller pool of candidates and experiencing difficulty recruiting students

The reviewers made the following **recommendations**:

- Overall quality
  - Continue to address declining enrolment and the need to maintain high quality programs and graduates by modifying program requirements; monitor newly implemented changes and prioritize promoting the changes as a positive improvement
- Curriculum and program delivery
  - Consider expanding Creative Writing and Digital Humanities offerings
  - Raise caps in popular courses to encourage more students to partake of the Department's offerings, and potentially increase program enrolment
  - Provide more descriptive titles for course offerings, to accurately reflect how compelling the material is
  - Consider the viability of the program in Asian Literatures and Cultures (joint with National University of Singapore) given its small size

## 2. Graduate Program

*Unless otherwise noted, all bulleted comments apply to all programs reviewed.*

The reviewers observed the following strengths:

- Overall quality

- PhD is Canada’s leading doctoral program in English
- MACRW program is “one of the very best in North America, with a truly extraordinary recruitment record and equally impressive evidence of student success”
- Admissions requirements
  - Doctoral admission requirements are appropriately rigorous, in light of declining applications that reflect the “more straitened academic job market”
  - Department remains highly selective and is clearly attracting very strong doctoral students
  - MACRW program is small and highly selective, accepting 8-10 applicants each year, with an admissions rate under 20%
- Curriculum and program delivery
  - PhD curriculum is well-conceived, with students encouraged both to attain competence in their subfields and improve breadth across the discipline
- Innovation
  - MACRW has an excellent mentorship program that pairs each student with an accomplished Toronto writer
  - PhD students have unique opportunities to develop skills in organizing conferences
- Student engagement, experience and program support services
  - Graduate students express strong satisfaction with their training and the overall quality of the department
- Quality indicators – graduate students
  - High number of refereed PhD student publications in leading journals
  - Graduates of MACRW have compiled an impressive record of publications and awards
- Quality indicators – alumni
  - Extraordinary success placing PhD students in tenure-track positions

The reviewers identified the following areas of concern:

- Overall quality
  - Concern over quality of MA-research students because they are not funded by the University; top applicants may ultimately choose other institutions offering better packages.
- Curriculum and program delivery
  - MA-research students unenthusiastic about required “Critical Topographies” course, which is thought to be too large
- Quality indicators – graduate students
  - Mean time to degree rose from 6.1 years in 2008, to 7.5 in 2016
- Quality indicators – alumni
  - Increasing competitiveness for faculty positions
- Student funding
  - Endowed funding for CRW program expires in 2022

- International students do not qualify for most available scholarships, making it difficult to admit them to the CRW program

The reviewers made the following recommendations:

- Objectives
  - Consider positioning the MA program to prepare graduates for a transition into the professional world, pursuing opportunities in practical writing, grant writing for non-profits, law and literature and emerging employment areas
- Admissions requirements
  - Consider optimal cohort size of incoming PhD students
- Curriculum and program delivery
  - Reconsider requirement of “Critical Topographies” course in research MA program; making it elective could result in increased participant engagement and enthusiasm, and a more appropriate class size
- Innovation
  - Provide undergraduate teaching opportunities for advanced PhD students; this is the norm in the best graduate programs and would make U of T students more competitive with those from peer institutions, when applying for academic jobs
- Quality indicators – graduate students
  - Remove comprehensive exam requirement (which has already occurred) to hopefully improve time to degree
- Student funding
  - Prioritize funding of research MA to help attract top students
  - Secure funding for CRW program to ensure it continues to thrive

### 3. Faculty/Research

The reviewers observed the following **strengths**:

- Overall quality
  - “No department of English in Canada possesses faculty comparable in distinction to that of the University of Toronto”
  - Department has maintained the high level of research and teaching excellence that has long earned it a reputation as one of the premier English Departments in the world
  - Graduate Department is one of the world’s largest, with an extraordinary scope of research and particular strengths across the history of British, Canadian and American literature, as well as leading expertise in Medieval and Early Modern literature
- Research
  - Extremely impressive faculty research and publication record, matched only by other top schools worldwide (Harvard, Yale, Oxford, Cambridge)

- Graduate faculty employment of student research assistants is valuable for both faculty and students
- Faculty
  - Significant retirements (30 in past 10 years) have allowed Department to replenish its faculty complement with accomplished younger scholars
  - With numerous hires in recent years, the department has reached gender parity, and the faculty is increasingly diverse; gender equity in administrative positions is also strong
  - Two hires this year will add to and diversify the Department's particular strength in Shakespeare and Milton scholarship

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

- Faculty
  - Recent loss of leading scholars in African and South-East Asian studies
  - Discussion of faculty job descriptions/postings less inclusive at UTSG

The reviewers made the following **recommendations**:

- Faculty
  - Prioritize hiring experts in Victorian poetry, African and South-East Asian studies, Global Anglophone literature and a second Indigenous Studies scholar
  - Continue to diversify faculty complement and curriculum; prioritize finding replacements for recent departures in the areas of world/transnational literature
  - Make job posting discussions more transparent

## 4. Administration

The reviewers observed the following **strengths**:

- Relationships
  - Extremely high departmental morale
  - Faculty express pride in the department, appreciation and support for its leadership and enthusiasm for the high quality of doctoral and undergraduate students
  - Excellent relationships with other units and colleges (in particular the Centres for Medieval Studies and Sexual Diversity Studies and the Cinema Studies Institute)
  - Open communication and collaboration across the three campuses
  - Department makes significant contributions to the intellectual life of Toronto, Canada and the wider world, with extensive academic lectures, conference presentations and community outreach
- Organizational and financial structure
  - Department has strong and effective leadership in all of its administrative positions

- Innovations such as the establishment of an endowment for MA student funding are commendable
- Appointment of Advancement Liaison Officer a positive step towards enhancing fundraising efforts
- Department's move to the Jackman Humanities building has been overall beneficial, bringing the tri-Campus graduate Department together
- Long-range planning and overall assessment
  - Department aware of the considerable challenges it faces, both particular to the University, and common to humanities departments across North America, and is taking necessary steps to address these
  - Department is responding to decline in undergraduate enrolment and graduate applications in a manner consistent with its academic mission
  - Declining enrolments have allowed department to move away from reliance on contract faculty to deliver courses
- International comparators
  - Department is well-positioned among the very finest worldwide, such as Yale, Harvard, Stanford, Oxford or Cambridge
  - PhD program is exceptional internationally; "no other university that surpasses Toronto in the strength of its doctoral program, while very few can aspire to match it"

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

- Organizational and financial structure
  - Department's move to Jackman Humanities building, while generally positive, has had some issues; faculty express concern about the loss of communal space for interaction with colleagues and students

The reviewers made the following **recommendations**:

- Relationships
  - Explore collaborations with other programs (i.e. Book and Media Studies) and departments
  - Leverage connections with colleges and other units to ensure that the Department's offerings are widely publicized
  - Continue current practice of open, regular communication and collaboration between tri-campus English faculty
- Organizational and financial structure
  - Continue to provide office space and mailboxes on the St. George campus for faculty from UTM and UTSC
  - Establish dedicated departmental teaching space, and an undergraduate lounge in the Jackman Humanities Building to foster a sense of community
  - Explore possibility of selecting a future Director of Graduate Studies from UTM or UTSC, given the strong culture of tri-campus collaboration

- Invest in speakers, events and conference travel at the Faculty level; an adequate operational budget will be essential towards addressing declining enrolments and attracting top graduate students
- Long-range planning and overall assessment
  - Consider optimal size of entering PhD cohort, in light of declining academic job availability in English





UNIVERSITY OF TORONTO  
FACULTY OF ARTS & SCIENCE

September 25, 2019

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

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

Dear Professor McCahan,

Along with the faculty, staff and students of the Department of English, I am pleased with the external reviewers' assessment of the Department and its programs: B.A., Hons., English (Specialist, Major, Minor); Asian Literatures and Cultures (Minor); MA CRW, English in the Field of Creative Writing; M.A., Ph.D, English. The reviewers noted that "*Department morale is remarkably high*" and complimented the Department on being "*one of the premier English Departments not only in North America but in the world.*"

The quality of this program notwithstanding, as per your letter dated July 31, 2019, 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 (six months), medium (one to two years), and longer (three to five years) terms, where appropriate, along with who will take the lead in each area. The Dean's office has discussed the reviewers' comments through consultation with the Chair of the Department of English to develop the following implementation plan incorporating the reviewers' recommendations.

**The reviewers noted the trend in declining enrolments over the past six years, though they noted that this is common in the humanities. The reviewers encouraged the department to monitor newly implemented changes and to make promoting the changes as a positive improvement a top priority.**

**Immediate to longer term:** Both the Dean and the Department of English acknowledge the challenges associated with declining enrollments. The Faculty will be working to address the issue of the decline in enrolments in the humanities in the 2020-2025 Academic Plan. As part of the planning process, the Dean commissioned a working group on *Leveraging Our Strengths as a Faculty of Arts and Science*, which met throughout spring 2019. Recommendations include optimizing academic advising to increase student awareness of multiple pathways to cultivating skills, developing a working group to examine how digital studies can be leveraged in the disciplines outside of computer science per se, including in English, and enhancing interactions across sectors to better link shared issues across the humanities, social sciences, and sciences. The Working Group report has been presented to the Academic Plan Advisory Committee.

**Immediate term:** At the unit level, the Department is taking several steps to stabilize and potentially grow student engagement in their programs and course offerings. For example, the Department has doubled the capacity in two popular courses and added a new course, with the aim of attracting more students to English POSTs. Having recently completed renovation of an undergraduate student lounge in the Jackman Humanities Building, it is anticipated that this space will further enhance student experience in the near term.

**Medium to longer term:** The Department also plans to expand their commitment to the Digital Humanities minor, and has identified digital humanities instruction as part of their complement planning vision. Outreach will also be expanded, with the Department growing their Visitor's Day initiative to engage high school students in the discipline. Finally, the Department will develop closer ties to student organizations by dedicating four faculty to work with the English Students' Union. The Faculty of Arts & Science (FAS) expects that the curricular changes currently being implemented in English, along with their outreach activities, dedicated faculty interaction with the undergraduate student union, and the recent completion of a new undergraduate lounge, with renovations funded by FAS, will foster improved student experience to retain enthusiastic and engaged students in English programs and courses.

**The reviewers encouraged diversifying the undergraduate curriculum, noting that many courses have generic "Special topics in" titles. They also encouraged expanding undergraduate creative writing and digital humanities options.**

**Medium term:** The English Department recognizes that generic titles can unintentionally mask the extraordinary diversity of academic subjects covered in "Special topics in" courses. The Department will explore suitable alternative titles and initiate the changes through curriculum governance.

**The reviewers encouraged the Department to explore collaborations with other programs (like Book and Media Studies) and departments.**

**Medium term:** The Department already engages in multiple collaborations with other units' programs, and will explore the possibility of initiating additional connections with others that may provide fruitful possible collaborations, including those suggested by the reviewers.

**The reviewers expressed concern about the increasing time-to-completion for PhD students. They noted that removing the comprehensive exam requirement (which has already taken place) will hopefully improve time to degree.**

**Immediate term:** The Department acknowledges the issue of time-to-completion for PhD students, and has already implemented steps aimed to improve the time to graduation. Specifically, the Department has adjusted the exam requirements to replace the comprehensive exams with a modified version of special fields exams. These changes have passed through governance for implementation and became effective September 2019.

**Immediate to medium term:** FAS will continue to encourage the Department to accompany these changes with informational workshops for graduate students to explain the new process. FAS contributes support for unit-level initiatives for graduate mentoring and progress through its Milestones and Pathways Program, as well as writing and career exploration workshops to help graduate students navigate their academic trajectory. FAS and the Department will continue to track PhD time-to-completion to review the influence of the exam changes and other program updates.

**The reviewers expressed concern that the academic job market is becoming increasingly more competitive for graduates and, given the emphasis on teaching experience for faculty positions, they encouraged the department to allow advanced PhD students to be the instructor of record for an undergraduate literature course. They also encouraged the department to consider the optimal cohort size of incoming PhD students.**

**Immediate term:** Recognizing the changes in graduate applications, the Department has reduced its intake of new PhD students this year. As the period of intentional graduate expansion is ending, FAS will encourage units to emphasize excellence of candidates in admission to help align admission cohorts with demand and capacity.

**Medium to long term:** The Department currently provides PhD students with teaching opportunities, especially in summer courses. Expanding teaching opportunities for graduate students, however, is necessarily constrained by undergraduate enrollments for course offerings. As the Department works toward stability in undergraduate enrollments over the medium to long term, it will continue to review the potential to offer a subset of PhD students the opportunity to teach in courses as instructor of record.

**To ensure recruitment of consistently high quality students and the quality of student experience in graduate seminars, the reviewers recommended that “every effort be made” to fund MA students.**

**Immediate term:** Funding of MA students was a concern raised by the Department of English in their self-study, as well as by the reviewer report. Fortunately, the near-term funding situation for MA students has improved since the self-study was prepared, due to a combination of the Department admitting fewer students and through their success in securing SSHRC CGS support for students. The Department also established a graduate scholarship fund from various donors to help fund MA students. Most new domestic MA students will now receive full or partial financial support from these sources. Arts and Science also has continued to enhance its base funding package for graduate students. The Department will continue to identify new, and grow existing, sources of financial support for MA students and to balance intake of new MA students accordingly.

**The reviewers underscored the importance of addressing the challenges around funding for the creative writing field to support the recruitment of strong Canadian and international students and ensure that the program continues to thrive.**

**Long term:** The Department shares the reviewers' concern over funding for students in the Creative Writing MA program (MA CRW) in the long term, and is in the process of internal deliberations on possible strategies to pursue prior to the expiration in five years of the current funding mechanism for the MA CRW. However, funding of MA CRW students is not currently an issue, given existing funds.

**The reviewers observed that the move to the Jackman Humanities Building, including the provision of office space and mailboxes for graduate faculty for UTM and UTSC, has been beneficial, and made a number of recommendations to further support a strong sense of community through the provision of teaching and gathering space for faculty and students.**

**Immediate to medium term:** FAS funded renovations to create a new undergraduate student lounge in the Jackman Humanities Building (JHB), which are now complete, with furniture scheduled for installation September 2019. As this upgraded space gets used by students, it will serve as a valuable point for growing their sense of community. The Department will continue to use the JHB to foster its community of English scholars, both at the faculty and student levels.

The Faculty of Arts and Science has identified space as one of its key academic priorities. The Vice-Dean, Research and Infrastructure, is currently planning a space review of the entire JHB, which houses English. The review, planned for 2019-20, may identify additional options for the Department, if other spaces can be freed up; realistically, however, there is unlikely to be additional space in the JHB until the new building at 90 Queen's Park is complete, and some units move to this new space. FAS will consider proposals by the Department of English for maximizing space within JHB for use by English and other units.

**Long term:** The Faculty is actively pursuing a long-term space and infrastructure plan which, over time, will significantly improve space available to Arts and Science units, including English.

**The reviewers noted the recent loss of leading scholars in African and South-East Asian studies, and they emphasized the desirability of hiring in these areas and in Victorian poetry and Indigenous Studies. They encouraged a more open process for faculty hiring in the St. George department.**

**Medium to long term:** The Department of English has internally identified several priority areas for faculty complement planning in the future. FAS is in the process of developing a unit-level academic planning template to assist units including English in articulating their 5-year vision, which includes faculty complement planning.

As the Department of English proposes complement planning positions, FAS will consider any proposals for new faculty hiring through its standard process via the FAS Appointments Committee. The Department has acknowledged a willingness to formalize early-stage procedures in faculty hiring internally to ensure a sense of collegiality among current faculty in the process. 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.

Over the longer term, the Department will continue to review their complement planning goals in light of student enrollments and subjects warranting greater research and teaching attention. FAS will consider any proposals for new faculty hiring through its standard process via the FAS Appointments Committee as described above.

The Dean's office will monitor the implementation of recommendations, with, at minimum, a brief report to the Office of the Vice-Provost, Academic Programs, midway between the year of the review and the year of the next site visit.

The year of the next review will be **2025-26**.

To conclude, we appreciate that the external reviewers identified the Department of English'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,



Melanie Woodin  
Dean and Professor of Cell and Systems Biology

cc.

Paul Stevens, Chair, Department of English, Faculty of Arts & Science

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

Asher Cutter, Associate Dean, Undergraduate Issues and Academic Planning

Daniella Mallinick, 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 and Science

### **3 Committee on Academic Policy & Programs (AP&P) Findings**

*This section will be inserted after AP&P by the VPAP office using language verbatim from the approved Report of the meeting.*

#### **4 Institutional Executive Summary**

The reviewers identified the programs' strengths as its status as one of the premier English departments in the world; its engaged and enthusiastic undergraduate students, who appreciate high faculty contact despite large student demand; the successful replenishment of the faculty complement over the past ten years; the impressive research and publication of faculty and PhD students; the successes of the MA creative writing program; and the high morale of the faculty, staff, and students, who take pride in their many accomplishments. The reviewers recommended that the following issues be addressed: monitoring newly implemented changes and prioritizing promoting these changes as a positive improvement; diversifying the undergraduate curriculum and expanding undergraduate creative writing and digital humanities options; exploring collaborations with other programs and departments; improving time-to-completion for PhD students; allowing advanced PhD students to be the instructor of record for an undergraduate literature course to improve their prospects in the competitive academic job market; considering the optimal cohort size of incoming PhD students; improving funding for MA students; addressing the challenges around funding for the creative writing field; further supporting a strong sense of tri-campus community through the provision of teaching and gathering space for faculty and students; prioritizing hiring in African and South-East Asian studies, and in Victorian poetry and Indigenous Studies; and encouraging a more open process for faculty hiring in the St. George department. The Dean's Administrative Response describes the Faculty, unit and programs' responses to the reviewers' recommendations, including an implementation plan for any changes necessary as a result.

#### **5 Monitoring and Date of Next Review**

The Dean's office will monitor the implementation of recommendations, with, at minimum, a brief report to the Office of the Vice-Provost, Academic Programs, midway between the year of the review and the year of the next site visit.

The next review will be commissioned in 2025-26.

#### **6 Distribution**

On December 10, 2019, the Final Assessment Report and Implementation Plan was posted to the Vice-Provost, Academic Programs website and the link provided by email to the Dean of the Faculty of Arts & Science, the Secretaries to AP&P, Academic Board and Governing Council, and the Ontario Universities Council on Quality Assurance. The Dean provided the link to the Chair(s)/Director(s) of the Program(s)/Unit(s).

# UTQAP Cyclical Review: Final Assessment Report and Implementation Plan - **DRAFT**

## 1 Review Summary

<b>Program Reviewed:</b>	Hons. BA, Health Studies: Specialist, Major
<b>Division in which program is housed:</b>	Faculty of Arts & Science offered in association with University College
<b>Commissioning Officer:</b>	Dean, Faculty of Arts & Science
<b>Reviewers:</b>	<ol style="list-style-type: none"> <li>1. Barbara Curbow, Professor, School of Public Health, University of Maryland</li> <li>2. Rebecca Fuhrer, Professor, Department of Epidemiology, Biostatistics and Occupational Health, McGill University</li> </ol>
<b>Date of Review Visit:</b>	January 17, 2019

## Previous Review

---

**Date: March 2005 (as part of University College review)**

### Summary of Findings and Recommendations

“Health Studies is an interdisciplinary program drawing on the teaching and research depth of three Faculties: Arts and Science, Medicine and Physical Education and Health. Within UC, Health Studies connects with Aboriginal Studies, Canadian Studies and Sexual Diversity Studies. There are obstacles around admission standards to graduate courses in Public Health Sciences. If good working partnerships with Arts and Science and Medicine involving research, teaching, and other program-related activity cannot be established within the next two years, the College intends to re-examine the nature and viability of Health Studies with a program review.”

## Current Review: Documentation and Consultation

---

### Documentation Provided to Reviewers

The reviewers were provided with:

- Terms of reference
- Self-study and Appendices
- Previous review report including the administrative response
- Standardized data set
- Library report
- Calendar entry
- Access to all course descriptions
- Faculty CVs

### Consultation Process

The reviewers met with:

- Dean, Faculty of Arts & Science
- Vice-Dean, Academic Planning and Strategic Initiatives
- Program Director
- Principal, University College
- Vice-Principal, University College



- Administrative staff
- Students
- Program faculty
- Representatives from cognate units: Dalla Lana School of Public Health; Human Biology; Statistical Sciences.

## Current Review: Findings and Recommendations

---

### 1. Undergraduate Program

*Unless otherwise noted, all bulleted comments apply to all programs reviewed.*

**The reviewers observed the following strengths:**

- Overall quality
  - Intellectually rich program is seen as an asset to the University
  - Timely content and educational approach have the potential to contribute to the quality of health programs across the campus
- Objectives
  - Key program strengths are its interdisciplinary design and critical perspective on health issues
  - Program is unique in Canada for its focus on social theory, social justice, and social determinants of health
- Curriculum and program delivery
  - Excellent depth and breadth of curriculum
  - Strong commitment to experiential learning via internship placements
- Student engagement, experience and program support services
  - Passionate, enthusiastic students
  - Well-taught courses encourage development of critical thinking skills
- Quality indicators – undergraduate students
  - Program enrolments and number of completions have grown in the last five years, despite limited advertising/promotion
  - Completion rates have remained relatively stable
- Quality indicators – faculty
  - Strong commitment to the program among faculty members
  - Wide range of teaching activities and contributions

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

- Objectives
  - Instructors do not seem to collaborate in developing program objectives
- Curriculum and program delivery
  - Uncertainty that students in the program have access to research opportunities, particularly as faculty might be inclined to focus primarily on providing these opportunities for students in their home department

- Student engagement, experience and program support services
  - Absence of long-term planning and funding, and overall sense of instability are stressful for students and faculty
- Quality indicators – faculty
  - No research faculty with a primary appointment within the program

The reviewers made the following **recommendations**:

- Curriculum and program delivery
  - Investigate opportunities to form partnerships or otherwise collaborate with other U of T health-related programs and departments (e.g., Public Health, Human Biology) to strengthen the program and integrate more fully within the University
- Student engagement, experience and program support services
  - Encourage greater collaboration efforts among faculty members to enhance the program and student experience
  - Identify and build relationships with nearby health organizations for placement opportunities and positive local impact
  - Develop an informal academic environment to enrich students' educational experience
  - Consider hiring a dedicated staff member to find research and internship opportunities

## 2. Graduate Program (n/a)

## 3. Faculty/Research

The reviewers observed the following **strengths**:

- Faculty
  - Faculty are highly accomplished across a range of core program topics
  - Faculty are highly respected for their contributions to scholarship

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

- Faculty
  - Other than the part-time director there are no faculty appointments to the program
  - Program instructors are primarily sessional lecturers, hired using short-term funds
  - Lack of clarity around instructor appointments and whether they receive teaching release, recognition, or other support from their home departments for their contribution to the program
  - Faculty who engage in research are likely to associate that work primarily with their home departments

- Faculty rarely interact with each other

The reviewers made the following **recommendations**:

- Faculty
  - Investigate faculty cross-appointments with other units to encourage more substantial contributions to the program and its integrated development

#### 4. Administration

The reviewers observed the following **strengths**:

- Relationships
  - Strong sense of community and high morale among the students, faculty, and staff
- Organizational and financial structure
  - Efficient use and management of available resources, particularly regarding administrative staff efforts
  - Faculty and staff are dedicated to the program
- International comparators
  - Program is unique in its breadth of courses and focus on issues of social justice via critical thinking

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

- Relationships
  - Academic or social interaction among program stakeholders is difficult due to the absence of a home academic unit
- Organizational and financial structure
  - Ambiguous institutional status of the free-standing program hampers its operation, growth, and access to resources
- Long-range planning and overall assessment
  - Lack of permanent faculty members impedes program development and long-term planning
  - Sense among students and faculty that program status is precarious; uncertainty whether program will be developed or retired
  - Lack of endowment, small alumni base, and absence of a graduate program limit opportunities for new revenues

The reviewers made the following **recommendations**:

- Long-range planning and overall assessment
  - Undertake comprehensive, transparent decision-making process regarding the future of the Health Studies program

- Seek alternative ways of stabilizing program resources and strengthening its identity
  - Consider creation of a graduate program, or fields/concentrations within other programs, to enable access to graduate revenues
  - Consider combining or affiliating with one or more other small programs (e.g., Human Biology)
  - Develop a minor in Health Studies to appeal to a variety of students majoring in related fields



UNIVERSITY OF TORONTO  
FACULTY OF ARTS & SCIENCE

September 26, 2019

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

**Re: UTQAP cyclical review of Health Studies**

Dear Professor McCahan,

Along with the faculty, staff and students of the Health Studies program at University College, I am pleased with the external reviewers' assessment of Health Studies and its programs: Health Studies, B.A., Hons. (Specialist, Major). The reviewers complimented this undergraduate program on being "*an asset to the University of Toronto*" with the "*intellectual richness of the courses*" as its greatest strength.

The quality of this program notwithstanding, as per your letter dated July 31, 2019, 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 (six months), medium (one to two years), and longer (three to five years) terms, where appropriate, along with who will take the lead in each area. The Dean's office has discussed the reviewers' comments through consultation with the Program Director and the Vice-Principal of University College to develop the following implementation plan incorporating the reviewers' recommendations:

**The reviewers stated that "it is time to make a decision about the role of the program and commit to that decision" and recommended employing a transparent decision-making process. They noted that many of the concerns listed in 2006 appear to be unaddressed in 2019, including core funding, appointment of permanent faculty, and increasing awareness of the program.**

**Immediate to longer term response:** The Dean's office is committed to the long-term success of the Health Studies program. We are working with the program leadership to ensure that better supports are in place to ensure the long-term sustainability of the program. Specific directions are outlined below.

**The reviewers noted that the program's current structure and resources do not engender a sense of ongoing stability, continuity or long-term planning. They suggested ways to address this, including ensuring that the participation of faculty from cognate units is undertaken with the active support of their home departments.**

**Immediate term response:** The Dean's office has facilitated a series of meetings between the program leadership, including the College Principal, Vice-Principal, and Program Director, and the leadership of cognate units, including Anthropology, Sociology, Geography, and Human Biology. While specific decisions regarding program curriculum are best situated within the units, the Dean's office can play an important role in identifying potential opportunities for collaborations, and mechanisms through which these collaborations can be supported.

**Medium term response:** More generally, the Dean's office recognizes the challenges faced by many multidisciplinary programs, in which teaching and access to courses is provided by a variety of units, with varying degrees of commitment from those units. As part of the current Academic Planning exercise within A&S, the Dean is working toward a better system for recognizing the work that Departments do in providing service teaching outside their units. By recognizing this work through financial support and consideration of faculty lines, the Dean is promoting better engagement of Departments and EDUs-A in multi-disciplinary programs.

In the case of Health Studies, the meetings facilitated by the Dean's office have already been successful in engaging support from key cognate units in the form of access to courses. The Dean's office will continue to work with the Health Studies leadership to facilitate relationships with cognate units.

**The reviewers identified barriers to providing Health Studies students with practical research opportunities.**

**Immediate term response:** The Health Studies program already provides students with practical research opportunities, and indeed includes a required course that prepares students for these opportunities. Students have indicated, however, that they can find it daunting to take the steps necessary to find placements in faculty research. Accordingly, the Program Director will work with students to ensure that they can secure appropriate placements in a timely manner, including the establishment of "meet-and-greet" events to give students the opportunity to find matches with faculty supervisors earlier in their studies.

**Medium term response:** In addition, the Director will develop connections with cognate units in A&S, as well as with possible faculty supervisors at the Dalla Lana School of Public Health, to increase the research options available to students in Health Studies.

**The reviewers stated that, if the Health Studies program is to be maintained, it needs to strengthen its identity and improve its resources. They identified opportunities for doing so.**

**Immediate term response:** The Faculty is providing new resources to the program that are aimed at improving program stability while simultaneously promoting connections with cognate units. In the summer of 2019, the Faculty approved a 3-year teaching-stream CLTA, to teach Indigenous Health courses in the Centre for Indigenous Studies, the Human Biology program, and Health Studies. The position will thus bring together students to learn about a key area across three programs. In addition, the Faculty has now approved a search for a second CLTA, in Global Health, to be held 51% in Ecology and Evolutionary Biology (to support the Human

Biology programs) and 49% in University College (to support Health Studies). This faculty position will provide stability to core teaching in Health Studies.

**Given the interdisciplinary nature of the program, the reviewers observe that greater effort for collaboration between faculty members with regards to the objectives of the Health Studies program would enhance the program and the student experience. They also noted the possible benefits of a closer affiliation with the Human Biology program.**

**Immediate to longer term response:** As noted above, the Dean's office is working with the Program leadership to build collaborations among faculty within cognate units. The Program is setting up an Advisory Board, to facilitate this engagement and ensure ongoing communication with faculty in relevant areas of study. The Dean agrees that there is considerable benefit to be derived from a closer affiliation with HMB, and the two CLTA positions described above are aimed at supporting and promoting such an affiliation. Greater connections with the HMB program will not only provide new opportunities and enhanced stability for Health Studies students, but will also provide HMB students with the opportunity to add social science breadth to their studies.

The Dean's office will monitor the implementation of recommendations, with, at minimum, a brief report to the Office of the Vice-Provost, Academic Programs, midway between the year of the review and the year of the next site visit.

The year of the next review will be **2026-2027**.

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

Sincerely,



Melanie Woodin  
Dean and Professor of Cell and Systems Biology

cc.

John Marshall, Vice-Principal, University College

Sarah Wakefield, Program Director, Health Studies program

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

Asher Cutter, Associate Dean, Undergraduate Issues and Academic Planning

Daniella Mallinick, 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 and Science

### **3 Committee on Academic Policy & Programs (AP&P) Findings**

*This section will be inserted after AP&P by the VPAP office using language verbatim from the approved Report of the meeting.*

#### **4 Institutional Executive Summary**

The reviewers described the Health Studies program as an asset to U of T, and identified the programs' strengths as the intellectual richness of its courses; the timeliness of its content and educational approach; its potential to contribute to the quality of health programs across the University; its quality and uniqueness; its bright and engaged students; the strong sense of community and collaborative teaching with a focus on social theory and social justice; and the full-time faculty members associated with the program who are highly accomplished and respected across a range of core topics. The reviewers recommended that the following issues be addressed: making a decision about the role of the program and employing a transparent process in doing so; addressing long-standing concerns related to core funding, appointment of permanent faculty, and increasing awareness of the program; improving stability, continuity and long-term planning in the program by, for example, ensuring that the participation of faculty from cognate units is undertaken with the active support of their home departments; addressing barriers to providing Health Studies students with practical research opportunities; strengthening Health Studies' identity and improving its resources (if the program is to be maintained); enhancing the program and the student experience through increased collaboration between faculty members with regards to program objectives; and considering a closer affiliation with the Human Biology program. The Dean's Administrative Response describes the Faculty, unit and programs' responses to the reviewers' recommendations, including an implementation plan for any changes necessary as a result.

#### **5 Monitoring and Date of Next Review**

The Dean's office will monitor the implementation of recommendations, with, at minimum, a brief report to the Office of the Vice-Provost, Academic Programs, midway between the year of the review and the year of the next site visit.

The next review of the Health Studies Program will be commissioned in 2026-2027.

#### **6 Distribution**

On December 10, 2019, the Final Assessment Report and Implementation Plan was posted to the Vice-Provost, Academic Programs website and the link provided by email to the Dean of the Faculty of Arts & Science, the Secretaries to AP&P, Academic Board and Governing Council, and the Ontario Universities Council on Quality Assurance. The Dean provided the link to the Chair(s)/Director(s) of the Program(s)/Unit(s).



# UTQAP Cyclical Review: Final Assessment Report and Implementation Plan - DRAFT

## 1 Review Summary

<b>Programs Reviewed:</b>	Mediaeval Studies, BA Hons: Specialist, Major, Minor (undergraduate program housed in St. Michael's College) Medieval Studies, MA, PhD
<b>Unit Reviewed:</b>	Mediaeval Studies undergraduate program Centre for Medieval Studies
<b>Commissioning Officer:</b>	Dean, Faculty of Arts & Science
<b>Reviewers (Name, Affiliation):</b>	1. Professor Maureen C. Miller, Department of History, University of California, Berkeley 2. Professor Barbara J. Newman, Department of English, Northwestern University 3. Professor Andrew Taylor, Department of English, University of Ottawa
<b>Date of Review Visit:</b>	November 12-13, 2018

## Previous Review

**Date: 2008-09 OCGS for Grad; 2000 Cluster review for undergrad**

### Summary of Findings and Recommendations

#### 1. Graduate Programs

The reviewers observed the following strengths:

- Pre-eminence of the program in North America
- Excellent training in Latin

The reviewers identified the following areas of concern:

- Highlighted need to improve TA assignments for graduate students; teaching responsibilities are unpredictable and inconsistent
- TTC identified as a problem; students needed help balancing responsibilities
- Student funding is not competitive

## Faculty/Research

The reviewers observed the following strengths:

- Universal sense of support from the University for the centre, Dictionary of Old English is one of the world's great research projects
- Pontifical Institute of Mediaeval Studies remains one of the great advanced research centers

The reviewers identified the following areas of concern:

- Gaps in coverage: Dante, Old English and medieval English drama
- Concerning research funding for Dictionary of Old English

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

## Current Review: Documentation and Consultation

---

### Documentation Provided to Reviewers

Terms of reference; Self-study and appendices; Previous OCGS review report including the administrative response(s) Standardized data set; library report; calendar entries; student services information; course descriptions; curricula vitae of faculty.

### Consultation Process

Dean, Faculty of Arts & Science; Vice-Dean, Interdivisional Partnerships; Director and Acting Director, Centre for Medieval Studies; President and Principal, St. Michael's College; Faculty, students, administrative staff, librarians, and senior program administrators at the Centre for Medieval Studies and the Mediaeval Studies program at St. Michael's College; members of relevant cognate units: Digital Humanities, History, Religious Studies, Philosophy, English, and German.

## Current Review: Findings and Recommendations

---

### 1. Undergraduate Program

*Unless otherwise noted, all bulleted comments apply to all programs reviewed.*

**The reviewers observed the following strengths:**

- Objectives
  - Prepares students for graduate work at CMS and other leading international programs
- Admissions requirements
  - Wholly appropriate for the program's goals
- Curriculum and program delivery
  - Program is uniquely ambitious
  - Curriculum is ample and varied

Final Assessment Report and Implementation Plan: Mediaeval Studies undergraduate program & the Centre for Medieval Studies

- Specialist program provides ideal preparation for students wishing to pursue graduate work in Medieval Studies
- Program is interdisciplinary, but distinguished by its focus on Latin Christendom and its dedication to providing students with the tools they need to study it
- Course continuity issues created by former dependence on sessional instructors have been resolved by an increase in dedicated staff
- Innovation
  - Exceptional and attractive opportunities for first year coursework in Italy and Ireland
- Assessment of learning
  - Appropriate and consistent with the best undergraduate programs
- Student engagement, experience and program support services
  - USMC provides an excellent home for program students with supportive and engaged staff, and attractive meeting spaces
  - Impressive ability of the program and the college to make the students feel they belong
  - Impressive array of student-organized academic and social events and clubs, which enhance student experience and sense of community
  - Extensive and excellent library resources available to USMC students
- Quality indicators – alumni
  - Very high quality of students; many alumni pursue graduate work at the CMS, as well as other leading medieval studies programs at Oxford, Cambridge and Princeton

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

- Curriculum and program delivery
  - Variety of courses formerly taught by sessional instructors has suffered in recent years
- Student engagement, experience and program support services
  - Academic advising identified as an area that could be improved upon

The reviewers made the following **recommendations**:

- Curriculum and program delivery
  - Consider hiring CMS graduate students as occasional lecturers at USMC to improve variety of course offerings
- Student engagement, experience and program support services
  - Consider creating paid RA positions for CMS students at USMC, to assist with academic advising, course planning, alumni outreach and website maintenance

## 2. Graduate Program

*Unless otherwise noted, all bulleted comments apply to all programs reviewed.*

The reviewers observed the following strengths:

- Admissions requirements
  - Appropriate, and consistent with other leading medieval studies graduate programs
- Curriculum and program delivery
  - Commendable commitment to maintaining the quality of its programs in a climate where humanities are under pressure to increase enrolment at any cost
  - MA curriculum is appropriately challenging, with ample opportunities for independent research and learning beyond the classroom, and provides optimal preparation for doctoral work in medieval studies
  - PhD curriculum keeps CMS program preeminent in the field and has the enthusiastic support of students and faculty
- Innovation
  - New Digital Humanities electives and boot camps keep the curriculum cutting edge
- Assessment of learning
  - Assessment of learning is appropriate, especially the Latin exams
  - Positive response to student feedback to create a more transparent, clear and compassionate examination process
- Student engagement, experience and program support services
  - Excellent and highly experienced support staff at CMS
  - Graduate students play a central role in the CMS's stable, extensive and very active set of committees
  - Professionalization programs aid in the pursuit of full time academic positions
  - New Digital Humanities program at Woodsworth College has created teaching opportunities for doctoral students that expand their job placement horizons
- Quality indicators – graduate students
  - International reputation for excellence, attracting numerous applications and enrolments from all over the world, despite funding levels far below those of preeminent US programs
  - Time to completion in the MA program is excellent, and reasonable in the PhD program
- Quality indicators – alumni
  - Medievalists graduating from CMS in English enjoy an extraordinarily high placement rate in academic jobs of approximately 70%

The reviewers identified the following areas of concern:

- Accessibility and diversity
  - Students would like to see the program seek greater diversity among the graduate cohort

- Student engagement, experience and program support services
  - Range of duties of support staff is expanding to include website maintenance, maintaining alumni contact information and relaunching alumni newsletter
- Quality indicators – graduate students
  - Increased CMS PhD time to completion in recent years, though this is perhaps connected to missed exams and disrupted courses during the 2015 labour disruption
- Student funding
  - Serious concerns about funding, due to competition with elite US institutions offering more generous packages to students

The reviewers made the following recommendations:

- Curriculum and program delivery
  - Create elective course on professionalism and contemporary issues in medieval studies
  - Explore incentives for dissertation completion/filing, such as internal lectureships or post-doctoral fellowships
  - Provide additional tutoring for French and German exams, similar to what is offered in Latin
  - Improve timely PhD progress by offering key manuscript studies course with more regularity and predictability
  - Expand summer course offerings in medieval Latin and manuscript studies to appeal to external graduate students, both to improve program delivery and as a potential source of additional revenue
- Quality indicators – graduate students
  - Improve doctoral time to completion by enhancing support and mentorship at key assessment exercises, and in the transition from coursework to dissertation research and writing.
  - Engage in formal SGS monitoring of progress to improve doctoral time to completion
- Student funding
  - Enhance doctoral program by establishing a fully funded research year without TA or RA obligations, allowing students to conduct research in European archives and libraries

### 3. Faculty/Research

The reviewers observed the following **strengths**:

- Overall quality
  - Faculty value the intellectual vibrancy of the Centre and the stimulating connections it affords them in their research and teaching

- Many faculty are leading experts in their respective fields, and lead in North America in both publication and citation rankings
- Research
  - Significant cross-fertilization, with faculty engaged in numerous collaborative projects, such as the exemplary and ambitious digital initiative, “The Book and the Silk Road”; the Dictionary of Old English; and the Records of Early English Drama

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

- Faculty
  - Most faculty are jointly appointed with other units, which can result in heavy service loads
  - Retirements will need to be addressed
  - Lack of diversity among faculty in the Mediaeval Studies undergraduate program at St. Michael’s College
  - Dual responsibility of Angus Cameron Chair as Chief Editor of the Dictionary of Old English is unsustainable for one individual
  - Teaching Stream Medieval Latinist, who is critical to the success of the undergraduate MS program, is in the penultimate year of a three year CLTA

The reviewers made the following **recommendations**:

- Faculty
  - Pursue greater diversity in the faculty complement in the Mediaeval Studies undergraduate program at St. Michael’s College
  - Consider hiring faculty with expertise in Old French, Old Norse, liturgical studies, Eastern Orthodox Christianity and/or Jewish/Christian/Muslim relations
  - Make position of Teaching Stream Medieval Latinist in the Mediaeval Studies undergraduate program at St. Michael’s College permanent through dedicated fundraising
  - Separate the roles of Cameron Chair and Dictionary of Old English Editor to ensure long-term success of both

## 4. Administration

The reviewers observed the following **strengths**:

- Relationships
  - Faculty, staff and students exhibit high morale and pride in the programs
  - Generally amicable relationships between CMS and cognate units

- CMS promotes interdisciplinary collaboration and community among medievalists across the University, particularly through their leadership in digital medieval studies projects
- Fruitful partnerships with other universities in or near Toronto, with 18 medievalists currently available to work with CMS students on a status-only basis
- Centre has a strong reputation with medievalists worldwide, regularly hosting events for various international organizations, such as the Medieval Academy of America, the New Chaucer Society and the Société Rencesvals
- Organizational and financial structure
  - CMS enjoys strong, energetic leadership under its current Director
  - Professors and students at CMS able to work well within the complex and opaque financial structure of the University
  - Lillian Massey building serves CMS students and faculty well, and fosters a strong sense of community
- Long-range planning and overall assessment
  - Both the graduate Centre for Medieval Studies and the undergraduate Mediaeval Studies programs at USMC are in excellent shape and models of their kind
  - Faculty and students share a sense that the program is preparing the next generation of medievalists
- International comparators
  - CMS is an international colossus in medieval studies; one of very few programs in North America offering an MA and PhD in Medieval Studies, and exceeds US rivals (such as Notre Dame, Yale and Cornell) in size, scope and reputation
  - MA in Medieval Studies is the leading program in North America

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

- Relationships
  - Faculty in certain fields expressed concern that their disciplines were considered less central
- International comparators
  - Students at elite US competitors are eligible for major external fellowships that can extend research opportunities abroad; CMS students lack funding support to access original source materials abroad, thus imperilling the Centre's international standing

The reviewers made the following **recommendations**:

- Relationships
  - Increase lectures and events in such disciplines as medieval art history and musicology, where faculty can feel marginal to the CMS

- Strengthen relationship with Department of Near and Middle Eastern Civilizations, which could certify CMS students requiring Arabic, Hebrew, Persian, or Ge'ez for their research
- Maintain relationships with English, History and Philosophy, which are especially crucial to the mission of CMS
- Enhance alumni outreach to create a sense of community and potentially improve fundraising efforts
- Strengthen long-standing connections with PIMS, who could potential provide teaching relief for USMC faculty
- Long-range planning and overall assessment
  - Create long-range hiring plan
  - Invest at tri-campus level in dedicated resources to support Digital Humanities, in particular lab space





UNIVERSITY OF TORONTO  
FACULTY OF ARTS & SCIENCE

October 2, 2019

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

**Re: UTQAP cyclical review of Mediaeval Studies (SMC) and the Centre for Medieval Studies**

Dear Professor McCahan,

Along with the faculty, staff and students of the Mediaeval Studies program at St. Michael's College, and of the Centre for Medieval Studies, I am pleased with the external reviewers' assessment of Mediaeval Studies and the Centre and their programs: Mediaeval Studies, B.A., Hons., (Specialist, Major, Minor); and the Centre for Medieval Studies, MA and PhD, Medieval Studies. The reviewers complimented both as "*models of their kind*," noting that Mediaeval Studies is "*a uniquely ambitious undergraduate program*" and that the Centre for Medieval Studies is "*recognized internationally as North America's leading interdisciplinary centre for the study of the Middle Ages*."

The quality of these programs notwithstanding, as per your letter dated July 31, 2019, 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 (six months), medium (one to two years), and longer (three to five years) terms, where appropriate, along with who will take the lead in each area. The Dean's office has discussed the reviewers' comments through consultation with the Director of Mediaeval Studies and the Interim Director of the Centre for Medieval Studies to develop the following implementation plan incorporating the reviewers' recommendations.

**The reviewers encouraged the Centre to expand its focus on Digital Humanities, and they described ways to do this through appointments, curricular changes, and updates to spaces.**

**Immediate to medium term:** Several steps within the Centre for Medieval Studies (CMS) are being taken to enhance the Centre's focus on Digital Humanities. A recent faculty hire (start date July 1, 2018) will teach an undergraduate course MST300 (Alexander the Great in the Middle Ages) that incorporates digital humanities approaches. The MST300 course also will help to hone the digital expertise of CMS graduate students who serve as course TAs in the future.

**Long term:** CMS is exploring internally the possible development of a new MA concentration related to digital humanities in the Middle Ages, which also aligns with a theme for the CMS vision of faculty complement planning. Any changes to graduate concentrations would take place in consultation with the Faculty of Arts & Science (FAS), the School for Graduate Studies,

and relevant cognate units in advance of formal governance processes. FAS will consider any proposals for new faculty hiring through its standard process via the FAS Appointments Committee as described below in relation to complement planning.

**The reviewers also made some suggestions about how graduate curriculum could be improved, primarily to facilitate timely progress to degree. They suggested the creation of specific courses and encouraged the Centre to offer crucial manuscript courses on a more regular and predictable basis.**

**Immediate term:** The Centre is working to improve the graduate curriculum, time to completion, and course predictability through several concrete steps. First, the Centre is committed to maintaining up-to-date and in-depth information about student expectations and milestones on the Centre's website, and communicating with students about how to find that information through regular meetings and email reminders from the PhD Coordinator. These resources will continue to help guide students through their academic timeline to improving times to completion.

The Centre acknowledges the importance of stability and predictability in course offerings. The Centre is committed to offering at least one of two foundational courses in Latin Palaeography each year (MST1104, MST1105). They have identified an appropriate set of faculty and instructors who will balance teaching in these courses along with their other duties.

**Medium term:** To foster a culture of timely progress to completion over the medium to longer term, the Centre is in the process of establishing a collection of financial incentives for milestone completion to complement student mentoring. In particular, the Executive Committee of the Centre is in discussion about providing financial top-ups to students upon completion of their Special Field Proposal and Examination as motivators for key time milestones.

**The reviewers listed several ways in which graduate language instruction and assessment could be enhanced, including through working with cognate units and providing additional student support, opportunities for proficiency, and clarifying expectations.**

**Immediate term:** The Centre has improved the flexibility of language instruction options. For the last two years, CMS has adjusted the flexibility in graduate language requirements to permit replacement of one of the two modern languages (French and German); for example, Italian can now be accepted by CMS as an alternative to French or German for students working on medieval Italy. This increased flexibility is expected to have positive effects on PhD time to completion. In addition, in-depth details of expectations, milestones, and timelines for students are maintained on the Centre website and communicated to students by the PhD Coordinator.

**Medium to longer term:** The Centre will maintain open communication with cognate language departments who can offer language course instruction to CMS students. Currently, CMS is engaged in discussions with language departments with the aim of facilitating enrolment of CMS graduate students into their language course offerings.

**The reviewers also suggested that the Centre could improve support and mentoring around key graduate assessments, such as the field examination and the transition from coursework to dissertation research and writing.**

**Immediate term:** To improve student mentorship and career planning, the Centre is launching a new course to start in 2019-20, MST1003 “Professional Development for Medieval Studies.” This new course will help to formalize mentorship and expectations for successful degree completion and development toward alternative career trajectories following graduation. The PhD Coordinator meets individually with each student on an annual basis to discuss program progress which, in addition to online resources, will help improve student support and transitions through distinct dissertation stages.

The Interim Director also is initiating more informal “brown bag” lunches with faculty and students, with one of them focused on discussing challenges in the transition from coursework to dissertation writing. An expert on these issues from the School of Graduate Studies will be invited to share the resources outside of the Centre that students can access. FAS contributes support for unit-level initiatives for graduate mentoring and progress through its Milestones and Pathways Program, as well as writing and career exploration workshops.

**Medium to long term:** As described above, the Centre is in the process of planning for the implementation of financial incentives for students who complete milestones in a timely manner. These incentives will serve as tangible reminders of program expectations and pathways, and reward students who fulfill them.

**The reviewers recommended that the Centre focus on funding and other opportunities for graduate students so that it can remain competitive with U.S. institutions in admissions and facilitate doctoral research and completion.**

**Immediate to medium term:** The Dean and the Centre both recognize the challenges in graduate student funding. In the near term, the Centre is working to creatively allocate financial resources to help support MA students. In particular, the Centre has devised a plan to reallocate some internal fund sources to help support stipend packages for MA students. To further assist students in enhancing their funding, CMS’s new professional development course MST1003 will include sessions on applying for grants and scholarships, geared toward both PhD and MA students, as well as for obtaining postdoctoral funding after graduation.

To help maintain the long-term financial stability for PhD students, the Centre is currently working to devise strategies for improving time to completion so that financial resources are not stretched overly thin from long completion times. As described above, the Centre anticipates that financial incentives above base funding levels for timely completion of program milestones will help improve time to completion over the next few years.

**The reviewers observed that the Centre would benefit from increased capacity in communications and alumni outreach to bolster its online presence, improve fundraising, and facilitate record keeping.**

**Immediate term:** CMS is in the process of hiring a staff member to facilitate alumni communication and outreach, with 60% of their workload expected to be devoted to enhancing the Centre's online presence and outreach/tracking of alumni. In addition, CMS will work with the new A&S Director of Experiential Learning and Outreach Support (ELOS) to involve alumni in mentorship and experiential opportunities for students.

The Centre anticipates that the online profile of CMS will be enhanced in the **medium term** by the work conducted by the administrative staff member hired from the search in progress. Once this staff member is in place, it is expected that they will establish efficient procedures for maintaining records of past students to benefit alumni outreach of the Centre in an ongoing basis.

**The reviewers encouraged the Centre to formulate a long-range hiring plan that would take into account recent and impending retirements and lay the groundwork for diversifying the complement. They also noted the desirability of making some appointments permanent, and separating the Angus Cameron Chair in Old English from the position of Editor-in-Chief of the Dictionary of Old English to further stabilize the complement.**

**Medium to long term:** The Centre has recently been engaged in internal discussions regarding a vision for faculty complement planning. As discussed above, a key piece of this vision includes enhancing the role of digital humanities in the study of the Middle Ages, which will be reflected in proposals for any future faculty hires. The Faculty will consider any proposals for new faculty hiring through its standard process via the FAS 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 addition, as part of its current academic planning exercise, FAS is in the process of developing a unit-level academic planning template to assist units like CMS in articulating their 5-year vision.

CMS recognizes the challenge posed by the demands of the Cameron Chair and the Dictionary of Old English (DOE). The Centre is deliberating possible alternative solutions to hiring in the **medium term** to fill the Cameron Chair. The Centre aims to identify personnel resources who could provide long-term stability to the needs of the DOE as well as filling the Cameron Chair.

As part of the Centre's **longer term** vision for its faculty complement, in addition to academic priorities related to medieval topics in digital humanities, it hopes to improve faculty diversity. Diversity and inclusion have also been identified as priorities at the Faculty level. As part of the academic planning process, the Dean commissioned a Working Group on Equity, Diversity, and Inclusion in 2018. The Working Group met in 2018-19, and presented a report to the Dean in June 2019. The recommendations contained in the report, including those dealing with faculty diversity, will be implemented, as appropriate, in the 2020-25 A&S Academic Plan.

**The reviewers found the undergraduate programs offered through St. Michael's College to be very strong, but noted that students had trouble navigating the programs based on available documentation. They found room for improvement in student advising.**

**Immediate to medium term:** The Dean and St. Michael's College agree with the reviewers' assessment that students will benefit from strengthening their advising and navigation supports. To this end, SMC is initiating a faculty-led student advising program for all first-year SMC students.

SMC will be working with CMS leadership in the coming year to identify additional opportunities to engage faculty with expertise in the Middle Ages in the advising of undergraduates in the corresponding SMC programs of study. This consultation will also involve planning to create a student-friendly program brochure, both physical and online, to aid undergraduate navigation of academic and post-graduation trajectories, including opportunities for research supervision. These **immediate- to medium-term** approaches aim to establish improved student satisfaction with their academic experience in the SMC programs over the longer term.

**The reviewers suggested that the variety of classes offered would be broadened if the undergraduate program would hire more CMS graduate students as sessional instructors.**

**Medium to long term:** Greater engagement between CMS graduate students and the undergraduates in SMC programs clearly could yield academic benefits. Resourcing and collective agreement stipulations, however, present challenges in addressing such engagement through hiring of additional sessional instructor positions, despite the creative motivation underlying the reviewer recommendation. SMC will initiate discussion with the CMS leadership to explore possible ways that additional undergraduate courses with graduate student instructors supported by CMS might be able to enhance the experience of both graduate and undergraduate academic development.

In the event of identifying a workable path for involvement of additional CMS graduate student instruction, any associated course modifications would then proceed through the A&S curriculum governance processes.

**The reviewers noted that academic advising for undergraduate students could be improved; in particular, they noted that students can have a difficult time finding thesis supervisors.**

**Immediate to medium term:** As discussed above, SMC is in the process of implementing faculty-led advising for undergraduates in the current academic year. Part of this advising will involve help to students in identifying research advisors, which can involve faculty in CMS.

The Dean's office will monitor the implementation of recommendations, with, at minimum, a brief report to the Office of the Vice-Provost, Academic Programs, midway between the year of the review and the year of the next site visit.

The year of the next review will be **2026-27**.

To conclude, we appreciate that the external reviewers identified the strengths of the Mediaeval Studies program at St. Michael's College and of the Centre for Medieval Studies and noted a few areas for development. Both units have already begun to move forward with plans to address the recommendations as presented by the reviewers.

Sincerely,



Melanie Woodin  
Dean and Professor of Cell and Systems Biology

cc.

Isabelle Cochelin, Interim Director, Centre for Medieval Studies

Randy Boyagoda, Principal of the University of St. Michael's College, Director of Mediaeval Studies

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

Asher Cutter, Associate Dean, Undergraduate Issues and Academic Planning

Daniella Mallinick, 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 and Science

### **3 Committee on Academic Policy & Programs (AP&P) Findings**

*This section will be inserted after AP&P by the VPAP office using language verbatim from the approved Report of the meeting.*

#### **4 Institutional Executive Summary**

The reviewers had high praise for the Centre for Medieval Studies (CMS), its graduate programs, and the undergraduate programs in Mediaeval Studies, noting that programs at both levels to be outstanding and “models of their kind”; they affirmed that CMS is recognized internationally as North America’s leading interdisciplinary centre for the study of the Middle Ages, and similarly, they found the undergraduate students and supports offered through St. Michael’s College to be very impressive; they observed that faculty, students and staff have high morale, and are justifiably proud of their programs. The reviewers recommended that the following issues be addressed: expanding the Centre’s focus on Digital Humanities through appointments, curricular changes, and updates to spaces; improving the graduate curriculum, primarily to facilitate timely progress to degree; enhancing graduate language instruction and assessment; improving support and mentoring around key graduate assessments; focusing on funding and other opportunities for graduate students to remain competitive with U.S. institutions and facilitate doctoral research and completion; increasing capacity in communications and alumni outreach; formulating a long-range hiring plan to lay the groundwork for diversifying the faculty complement; enhancing student advising; hiring more CMS graduate students as sessional instructors to broaden variety of undergraduate classes. The Dean’s Administrative Response describes the Faculty, unit and programs’ responses to the reviewers’ recommendations, including an implementation plan for any changes necessary as a result.

#### **5 Monitoring and Date of Next Review**

The Dean’s office will monitor the implementation of recommendations, with, at minimum, a brief report to the Office of the Vice-Provost, Academic Programs, midway between the year of the review and the year of the next site visit.

The year of the next review will be 2026-27.

#### **6 Distribution**

On December 10, 2019, the Final Assessment Report and Implementation Plan was posted to the Vice-Provost, Academic Programs website and the link provided by email to the Dean of the Faculty of Arts & Science, the Secretaries to AP&P, Academic Board and Governing Council, and the Ontario Universities Council on Quality Assurance. The Dean provided the link to the Chair(s)/Director(s) of the Program(s)/Unit(s).

# UTQAP Cyclical Review: Final Assessment Report and Implementation Plan - DRAFT

## 1 Review Summary

<b>Program Reviewed:</b>	Renaissance Studies, B.A. (Hons.): Specialist, Major, Minor
<b>Division/Unit Offering Program:</b>	Faculty of Arts & Science (housed in Victoria College)
<b>Commissioning Officer:</b>	Dean, Faculty of Arts & Science
<b>Reviewers (Name, Affiliation):</b>	<ol style="list-style-type: none"> <li>1. Professor Katherine Acheson, Associate Dean of Arts, Undergraduate Programs, Department of English Language and Literature, University of Waterloo</li> <li>2. Professor Walter Stephens, Charles S. Singleton Professor of Italian Studies and Director of Graduate Studies for Italian, Department of German and Romance Languages and Literature, Johns Hopkins University</li> </ol>
<b>Date of Review Visit:</b>	September 24, 2018



## Previous Review

---

**Date:** Reviewed as part of the 2005-06 University review of Victoria College

### Summary of Findings and Recommendations

#### Undergraduate Programs

The reviewers observed the following strengths:

- Programs are distinguished and well-respected
- Graduates are of high quality with many going on to graduate programs
- Programs are flourishing, with plans to introduce a Specialist program soon

The reviewers made the following recommendations:

- Integrate Renaissance and Literary Studies programs more

#### Faculty/Research

The reviewers observed the following strengths:

- Award-winning faculty members

The reviewers made the following recommendations:

- Consider implications of upcoming retirements

#### Administration

The reviewers observed the following strengths:

- Excellent specialized library services

The reviewers made the following recommendations:

- Explore options for creating an Endowed Chair

## Current Review: Documentation and Consultation

---

### Documentation Provided to Reviewers

The reviewers were provided with:

- Terms of Reference
- Self-Study and Appendices
- Previous review report and response
- Library report
- Access to course descriptions
- Calendar entry
- Faculty CVs
- Syllabi

## Consultation Process

The reviewers met with:

- Dean, Faculty of Art & Science
- Vice-Dean, Academic Planning and Strategic Initiatives
- Principal, Victoria College
- Program Coordinator
- Program faculty
- Administrative staff
- Students
- Representatives from cognate units: Italian Studies, History; English; Art.

## Current Review: Findings and Recommendations

---

### 1. Undergraduate Program

The reviewers observed the following **strengths**:

- Overall quality
  - One of the signature programs offered at Victoria College; contributes to the College's rich history of excellence and international achievement
- Objectives
  - Meets University, Faculty, and College missions
- Curriculum and program delivery
  - Program works to ensure curriculum is current, even with limited resources
    - New curricular focus is problem- and concept-based rather than geographically or traditional author-focused
    - Topics in feminism, sexuality, global Renaissance, etc., have been added
  - Level of in-course research considered demanding but rewarding
- Innovation
  - Students have a variety of excellent opportunities to learn beyond the classroom: research opportunities, conference organization, interactions with visiting scholars, and different employment opportunities involving digitizing books, exhibition set up, etc.
  - Annual Student Association colloquia allow students to present their research outside the classroom to a wide audience of undergraduate and graduate students, postdocs, faculty and others from outside the program
- Assessment of learning
  - Course evaluations show that students rate the assessment methods with high satisfaction – assignments help better their understanding of material and accurately allow them to demonstrate what they have learned
- Student engagement, experience and program support services
  - Excellent library collection and services
  - Unique employment opportunities include Corbet Fellowships, and work-study positions

- Quality indicators – undergraduate students
  - Outstanding levels of student satisfaction, and students report:
    - Impressive faculty dedication, engaged with student research projects and are readily available for student consultation
    - Very satisfied with class size
    - Colloquia opportunity is seen as a major asset to their program
    - High praise for the program coordinator
  - High entering averages for students
  - Student morale is high and positive
- Quality indicators – alumni
  - Program stays in touch with graduates regarding events and other program activities

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

- Curriculum and program delivery
  - No program or degree objectives in addition to the standard Arts & Science degree level expectations
  - Difficulties in attaining “quantitative reasoning” core competency within the curriculum
  - Breadth course options need improved balance in catering to both science and humanities students Some students indicated an interest in expanding curricular focus from the emphasis on the Italian heart of the Renaissance
- Student engagement, experience and program support services
  - Students identified the need for more program, degree, and breadth requirement advising, especially given that not all courses are offered each year
- Quality indicators – undergraduate students
  - Enrolment numbers declining over the past few years
  - Faculty participate in recruitment events, but are unsure of the impact of their efforts
  - Students report wishing they knew about the program earlier in their University career

The reviewers made the following **recommendations**:

- Curriculum and program delivery
  - Develop course-specific learning outcomes and include the information on syllabi
  - Continue discussions with Material Culture program regarding mounting a course to address the quantitative reasoning core competency
    - Ensure success of course is measured
    - Consider development of other opportunities that may fulfill the core competency
- Student engagement, experience and program support services
  - Assist student degree and program tracking by:

- Creating a tracking list of requirements that is maintained and updated
  - Ensuring program advisors have an up to date list of annual course offerings, that includes which courses fulfill the breadth requirements and are relevant to the program
- Quality indicators – undergraduate students
  - Develop a promotion and recruitment strategy for the program, which may include:
    - Classroom visits
    - Student ambassadors
    - Social media and web presence

## 2. Faculty/Research

The reviewers observed the following **strengths**:

- Overall quality
  - Highly distinguished and accomplished faculty
  - Ranked in the top of their field with respect to quantity of publications and citations
  - Very active in national and international conferences and events
  - Many faculty are named to administrative and director roles within organizations, journals, and editorial boards
  - No significant difference in benefits and salary between faculty streams
- Research
  - Faculty members are also publishing in cognate areas such as history and Canadian history, immigration studies, and ethnic studies

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

- Faculty
  - Significant, pressing issue of faculty complement planning:
    - Consultations on hiring will require intensive consultation and cooperation from all concerned
    - Need to find suitable faculty leadership replacements
    - Current faculty are already stretched thin and are teaching on overload, and teaching stream faculty have little or no time for research
    - Delays in faculty renewal could affect program reputation
    - Struggle to lean on cognate departments for faculty

The reviewers made the following **recommendations**:

- Faculty
  - Faculty, College, cognate units, and leadership should work on plans for faculty complement and faculty renewal

### 3. Administration

The reviewers observed the following **strengths**:

- Relationships
  - Close and valuable relationship with the Centre for Reformation and Renaissance Studies
  - Leadership had good relationships with internal departments such as Art, History, and English, and external units such as the Royal Ontario Museum, the Gardiner Museum, and the Fisher Rare Book Library
- Organizational and financial structure
  - Victoria College staff view the program very positively and are comfortable with workload of advising, course scheduling, and other tasks associated with program support
- International comparators
  - Unique and exceptionally valuable program, that stands out among international peer institutions in all respects; comparators typically only offer graduate programming

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

- Organizational and financial structure
  - Program website has out of date curricular information
  - Unclear whether there is some type of program advisory board

The reviewers made the following **recommendations**:

- Organizational and financial structure
  - Program leadership should revise website to reflect current program content and highlight strengths

Consider establishing or revising a program advisory board that would meet regularly to consult on program promotion, relationship building, and other items related to program design and delivery



UNIVERSITY OF TORONTO  
FACULTY OF ARTS & SCIENCE

September 26, 2019

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

**Re: UTQAP cyclical review of Renaissance Studies**

Dear Professor McCahan,

Along with the faculty, staff and students of the Renaissance Studies program and Victoria College, I am pleased with the external reviewers' assessment of Renaissance Studies, B.A. (Hons.): Specialist, Major, Minor. The reviewers complimented Renaissance Studies as being "*a unique and exceptionally valuable*" undergraduate program.

The quality of this program notwithstanding, as per your letter dated July 31, 2019, 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 (six months), medium (one to two years), and longer (three to five years) terms, where appropriate, along with who will take the lead in each area. The Dean's office has discussed the reviewers' comments through consultation with the Principal of Victoria College to develop the following implementation plan incorporating the reviewers' recommendations.

**The reviewers made recommendations relative to developing a promotional strategy for the program, including updating the website to ensure its accuracy.**

As the College response notes, "the aim of a promotional strategy would not be to grow the program substantially but rather to ensure that students who may be interested in the Specialist, Major, or Minor are aware of Renaissance Studies early enough in their undergraduate career to benefit from the opportunity."

**Immediate term response:** Victoria College promotes the Renaissance Studies program at College and University-wide events, as well as external events such as the Ontario Universities Fair and international conferences of the Centre for Reformation and Renaissance Studies (CRRS). In addition, high-profile Renaissance Studies faculty who are affiliated with the program serve as "ambassadors" in their home units, including Art History, English, History, French, and Italian Studies.

The Dean holds regular meetings with the College Principals. At the regularly scheduled October meeting, the issue of the visibility of college programs to students will be discussed.

The website for the program has been revised, and will be relaunched as part of the new Victoria University website. Technical challenges have delayed the launch, but the website is expected to be up and running later in the fall of 2019. The new website will improve the visibility of the program to interested students.

**While the program has confirmed its alignment with the Faculty of Arts and Science Degree Level Expectations, the reviewers emphasized the need to develop specific program learning outcomes, and suggested that course-level learning outcomes could be included in course outlines.**

**Immediate term response:** When developing the self-study in advance of the external review, the Program Coordinator identified the ways in which the program's learning objectives fulfilled the Degree Level Objectives for Honours Bachelor Degrees as set out by the Faculty of Arts & Science. Within a six-month timeframe, the Renaissance Studies program committee will consider and, where necessary, update these learning objectives in order to reformulate them as program-specific learning outcomes.

**Medium term response:** In cases where course outlines do not already include course-level learning outcomes, the Program Coordinator will ensure that faculty add them for the 2020-21 academic year.

**The reviewers made suggestions relative to improving academic advising and curricular planning for students, including creating checklists, clarifying course availability, and communicating options for supporting quantitative and breadth requirements. They also recommended consideration of appropriate options for supporting the quantitative reasoning requirement.**

**Immediate term response:**

Quantitative Reasoning requirement. The College has now introduced two new courses, VIC242H "Scientific Worldviews of the Renaissance" and VIC442H "The Renaissance Book" (which includes a digital component); both courses are being offered as of Fall 2019. Renaissance Studies students can fulfill the quantitative reasoning requirement with either of these courses.

Academic Advising and Curricular Planning. Renaissance Studies students have extensive access to advising staff including the Program Coordinator and the Vic Programs Liaison Officer, as well as other staff in the Victoria College Principal's and Registrar's Offices. Tools for curricular planning are already available to students in Arts & Science (e.g., Degree Explorer); program staff will ensure that students are aware of these existing resources. The Program Coordinator will ensure that any specific suggestions made by the reviewers that would enhance clarity for students (e.g., checklists) are implemented in the short term.

**The reviewers suggested that the efforts of core participants in the program’s design and delivery could be amplified through the creation of an advisory board that could build relationships and promote opportunities for students.**

**Immediate term response:** The Renaissance Studies Program Committee, chaired by the Program Coordinator and including faculty from cognate departments (e.g., English, History, Art History, Italian Studies) meets at least once each semester to discuss program curriculum. The Program Coordinator works closely with the Director of the CRRS and the Principal of Victoria College; all of these individuals are in regular contact with the Chairs of cognate departments, including English, History, Art History, French, and Italian Studies. The external reviewers may not have been fully aware of the mandate or activities of this Program Committee, which indeed serves as an advisory board carrying out the functions identified by the reviewers.

**The reviewers recommended prioritizing shared faculty complement planning, given the demands on faculty time from cognate units. They noted that professors in both the tenure and teaching streams are stretched thin by overloads.**

**Immediate term response:** The College has now appointed a full-time teaching-stream Assistant Professor as a multi-year CLTA in Renaissance Studies and Literature & Critical Theory. In addition, the College has set up cooperative arrangements with the Department of English making possible regular on-load teaching by English Department faculty. As a result, new English faculty are now teaching courses in Renaissance Studies in 2019-20.

**Medium to longer-term response:** The Dean is aware of the challenges faced by College-sponsored programs in obtaining teaching commitments from cognate units. As part of the A&S planning process, the Faculty is exploring new ways to provide better connections between multi-disciplinary programs, such as Renaissance Studies, and Departments, which hold the bulk of faculty lines. The Faculty will work with Victoria College to facilitate relationships with cognate units.

The Dean’s office will monitor the implementation of recommendations, with, at minimum, a brief report to the Office of the Vice-Provost, Academic Programs, midway between the year of the review and the year of the next site visit.

The year of the next review will be **2026-27**.



To conclude, we appreciate that the external reviewers identified Renaissance Studies' strengths and noted a few areas for development. Renaissance Studies 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 "M Woodin". The letters are cursive and fluid.

Melanie Woodin  
Dean and Professor of Cell and Systems Biology

cc.

Angela Esterhammer, Principal, Victoria College, Professor, Department of English  
Poppy Lockwood, Vice-Dean, Academic Planning and Strategic Initiatives, Faculty of Arts & Science  
Asher Cutter, Associate Dean, Undergraduate Issues and Academic Planning  
Daniella Mallinick, 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 and Science

### **3 Committee on Academic Policy & Programs (AP&P) Findings**

*This section will be inserted after AP&P by the VPAP office using language verbatim from the approved Report of the meeting.*

#### **4 Institutional Executive Summary**

The reviewers noted that the Renaissance Studies program “stands above all comparators, national and international, in all respects.” They praised the curricular focus of the program, which is problem and concept based, and supported the introduction of new content in areas of feminism, sexuality, and global Renaissance. The reviewers highlight several excellent opportunities for experiential learning including the annual Student Association colloquium. Overall, the reviewers were impressed by the high level of student satisfaction, which included reports from the students of excellent faculty and staff dedication to the programs. The reviewers recommended that the following issues be addressed: developing a promotional strategy for the program; developing specific program learning outcomes and including course-level learning outcomes in course outlines; improving academic advising and curricular planning for students; creating a program advisory board to build relationships and promote opportunities for students; and prioritizing shared faculty complement planning. The Dean’s Administrative Response describes the Faculty, unit and programs’ responses to the reviewers’ recommendations, including an implementation plan for any changes necessary as a result.

#### **5 Monitoring and Date of Next Review**

The Dean’s office will monitor the implementation of recommendations, with, at minimum, a brief report to the Office of the Vice-Provost, Academic Programs, midway between the year of the review and the year of the next site visit.

The year of the next review will be 2026-27.

#### **6 Distribution**

On December 10, 2019, the Final Assessment Report and Implementation Plan was posted to the Vice-Provost, Academic Programs website and the link provided by email to the Dean of the Faculty of Arts & Science, the Secretaries to AP&P, Academic Board and Governing Council, and the Ontario Universities Council on Quality Assurance. The Dean provided the link to the Chair(s)/Director(s) of the Program(s)/Unit(s).

# UTQAP Cyclical Review: Final Assessment Report and Implementation Plan - DRAFT

## 1 Review Summary

<b>Program Reviewed:</b>	Speech Language Pathology, MHSc
<b>Unit Reviewed:</b>	Department of Speech Language Pathology
<b>Commissioning Officer:</b>	Dean, Faculty of Medicine
<b>Reviewers (Name, Affiliation):</b>	<ol style="list-style-type: none"> <li>1. Professor Marc Pell, School of Communication Sciences and Disorders, McGill University</li> <li>2. Professor Natacha Trudeau, L'École d'orthophonie et d'audiologie, Université de Montréal</li> <li>3. Professor Patricia Zebrowski, Department of Communication Sciences and Disorders, University of Iowa</li> </ol>
<b>Date of Review Visit:</b>	January 25, 2019

## Previous Review

**Date:** April 2011

### Summary of Findings and Recommendations

#### 1. Undergraduate Programs (n/a)

#### 2. Graduate Programs (MHSc)

The reviewers observed the following strengths:

- Highly selective admissions for high quality students
- Innovative components to the curriculum

The reviewers identified the following areas of concern:

- Enrolment perhaps too large given market saturation
- Student funding has not kept up with the cost of living

The reviewers made the following recommendations:

- Reduce enrolment
- Ensure remediation is made available to struggling students

### Faculty/Research

The reviewers observed the following strengths:

- Impressive research reputations and record of funding

The reviewers identified the following areas of concern:

- Concerns about faculty complement impacting the operations of the department, including upcoming sabbaticals, loss of faculty to long-term research and administrative release, a long standing faculty position vacancy, and the search for a Chair

The reviewers made the following recommendations:

- Consider expanding in the areas of acquired language disorders and neurolinguistics, perhaps through increased collaboration with other areas of neuroscience at the University

### **Administration**

The reviewers made the following recommendations:

- Ensure development/fundraising is a top priority in the future
- Ensure that the contributions of clinical educators are more recognized and appreciated and that they feel more connected with the Department
- Increase collaboration with other units

**Last OCGS review date: 2005/06**

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

---

### **Documentation Provided to Reviewers**

Confirmation/Agreement Letter; Terms of Reference; Self-Study Report (including latest CACUP-ASLP accreditation documents); Faculty CVs; Schedule; Previous External Review Report (2010-11) and the Dean's and Chair's Responses; Dean's Report 2018; Faculty of Medicine's Strategic Priorities; University of Toronto Towards 2030; Access to all course descriptions

### **Consultation Process**

The reviewers met directly with the following individuals/groups:

1. Dean and Vice Provost, Relations with Health Care Institutions
2. Vice Dean, Graduate and Academic Affairs
3. Chair
4. Senior Advisory Committee
5. Core Faculty
6. Departmental coordinators | Clinical Education
7. Educators + Site Coordinators | Clinical Education
8. Course Instructors + Status-Only Professorial Faculty
9. MHSc Students
10. Cognate Department Chairs

11. Administrative Staff

12. Faculty of Medicine Advancement Officers + SLP Alumni Association

## Current Review: Findings and Recommendations

---

### 1. Undergraduate Program (n/a)

### 2. Graduate Program

*Unless otherwise noted, all bulleted comments apply to all programs reviewed.*

The reviewers observed the following strengths:

- Objectives
  - Curriculum aligns well with the vision and mission of the department
  - Student handbook contains clear but broad objectives for courses and outplacements in both academic and clinical units
- Admissions requirements
  - Rigorous and appropriate given the learning objectives of the curriculum and accreditation standards and the need to attract students who can achieve them
  - Commendable consideration of relevance by the Admissions and Awards Committee, which is considering changes to prerequisite requirements and the possible replacement of the letter of intent
- Curriculum and program delivery
  - Highly innovative curriculum, attracting strong students year after year
  - Organization of placements in sequence with the coursework is beneficial for students
  - Creative and effective teaching methods
  - Faculty re-examined curricular changes to increase efficiency without sacrificing quality; continuous quality enhancement efforts are impressive and have had positive impacts on the curriculum
  - Comprehensive curriculum meets accreditation standards for the profession; faculty working to align curriculum with 2020 competency frameworks
  - Faculty looking to add a stronger research emphasis to the program
- Innovation
  - Innovative modular curriculum framework sequentially links five academic units of coursework with four full-time clinical placements in the areas just studied
  - Three novel learning experiences—Integrative Learning Experiences (ILEs), Teaching Clinics, and the University’s Interprofessional Education (IPE) Curriculum—help students consolidate and integrate their developing knowledge and skills
- Accessibility and diversity
  - Department has worked hard to recruit students from diverse communities and ensure the success of students who require accommodation
- Assessment of learning

- U of T's leadership role in developing the national competency-based clinical assessment tool is well aligned with its cutting-edge curriculum and confirms the prominent place that U of T occupies in SLP clinical training
- Student achievement is assessed at multiple points using a variety of methods and tools
- Improvement in reducing amount of paperwork required for assessments of student performance at clinical placements since last review
- Innovative portfolio capstone requirement
- Quality indicators – graduate students
  - Recent period of progressive expansion of enrolment; no further enrolment increases are planned
  - Almost no variation in time to completion due to lockstep nature of the program
  - Consistently high ratings from students on the quality of their education

The reviewers identified the following areas of concern:

- Curriculum and program delivery
  - Program is packed tightly with little room for deviation, which makes it difficult to pause for reflection/remediation
- Student engagement, experience and program support services
  - Difficulty in remediating student performance in a timely manner due to lockstep nature of curriculum, lack of timely information about student accommodation needs, short duration of placements, and turnover and other changes in the department
  - Increase in mental health support needs
  - Some students find certain classes too large, high workload in some of the academic units; changes in class sizes have created changes that are less than ideal for student learning
- Quality indicators – graduate students
  - Faculty concerned that decreased number of applicants and increased enrolment may lead to lower quality students
- Student funding
  - Concerns about lowered provincial funding, high cost of living in Toronto, and need to support an increasing number of students
  - More funding is needed to be able to continue to attract excellent students

The reviewers made the following recommendations:

- Student engagement, experience and program support services
  - Consider how to effectively accommodate students requiring remediation/support
  - Take advantage of embedded mental health supports for students
- Student funding

- Continue to work with Alumni Association and University Office of Advancement to increase the number and size of scholarships provided by individual and organizational donors

### 3. Faculty/Research

The reviewers observed the following **strengths**:

- Overall quality
  - Faculty members expressed a deep sense of belonging and dedication to the unit, a sense of optimism for the future, and a positive and constructive rapport with the Chair
- Research
  - Very high ongoing reputation in the speech area, and recently in swallowing
  - MHSc students are exposed to basic and applied research in the courses taught by research faculty and have the opportunity to gain research experience in faculty laboratories

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

- Overall quality
  - Strong national and international position of the department cannot be sustained without the addition of new faculty members
  - Complement size—the biggest issue facing the department—impacts the morale of faculty, staff, clinical educators and students; program delivery including placement pressures and workload for clinical educators
- Research
  - With the PhD students now belonging to a different unit, some faculty have reported that their research students are less integrated in the SLP program activities
- Faculty
  - Particular need for more clinically-trained faculty in child language and acquired language disorders—a previous recommendation that has only been partly met
  - UCDF courses no longer taught in department of Linguistics because of small number of tenure-stream faculty (also results in lost pipeline of undergraduate students who could apply to SLP master's)
  - Tenure-stream participation in teaching in RSI is outside regular workload
  - Dean has made strategic decisions about faculty replacements; previous decisions were made not to replace two retired tenure-stream faculty members (only one was replaced with a status-only hire)
  - Responsibilities of teaching-stream faculty are too great in light of the expansion of the student body

The reviewers made the following **recommendations**:

- Faculty
  - Take urgent action to address the issue of the faculty complement size, which has created pressures compounded by the increase in student cohorts
  - Pursue replacement of tenure-stream appointments of faculty members who retired since the last review
  - Add third full-time teaching-stream position to maintain departmental excellence and facilitate reaching its goals

## 4. Administration

The reviewers observed the following **strengths**:

- Relationships
  - Department has built fruitful relationships with several partners, including other academic units (RSI, OT, PT, Linguistics), affiliated centres (e.g., Bloorview, Sick Kids, etc.), other clinical settings (e.g., GTSB), and organizations such as the SLP alumni association
  - Positive dedication to improving communication and connection to stakeholders within and outside of the University
- Organizational and financial structure
  - Highly impressive dedication and quality of contributions by everyone involved in the department's mission
  - Recent changes to the unit were met with great solidarity and optimism
  - Current resources, space, and infrastructure are appropriate and have been recently reconfigured to house the increased class sizes
  - Research space available to faculty, as well as classrooms and other spaces, are adapted to the size of the unit and have kept pace with current technology
  - Support staff meet the needs of the current program and have manageable workloads
  - Financial structure is appropriate; chair engages in annual budgeting and quarterly reporting, and prioritizes resources to maximize the department's potential
  - Shared RSI physical resources are well-managed to the benefit of all programs, and shared administrative personnel are highly satisfied
  - Merit to the proposal to generate revenues from the clinical community by offering professional development opportunities
  - Justifiable and appropriate move of PhD and MSc programs to RSI
- Long-range planning and overall assessment
  - Faculty and students have a long and rich history of contributing to the University's mission of excellence through their teaching, research and service; Department excels in all aspects of its mission
  - Chair will ensure continued monitoring and sound management of the unit
  - Vision of the department and clear priorities have been collectively articulated in the Strategic Plan which was adopted last year, providing a clear path forward



for the next five years (2018-2023); priorities in the plan are appropriate and necessary to sustain the Department's level of excellence, and are in line with the Faculty of Medicine's Strategic Priorities and the University of Toronto's Strategic Research Plan

- Strategies to generate alternative sources of revenue proposed by the department are reasonable and worth pursuing; department and chair have strong relationship with Senior Development Officer in RSS and the dynamic SLP alumni association
- International comparators
  - Program enjoys a very high ranking nationally and internationally, on many fronts (curriculum, research, high-quality students, etc.)
  - Quality and quantity of the research led by tenure stream faculty, joint appointments, and status-only faculty compares favourably to similar programs in Canada and North America, ranking at top levels in Canada and top five internationally both in publication rankings and citation rankings
  - Current curriculum model is unique in Canada, and possibly the U.S.
  - U of T's leadership role in developing the national competency-based clinical assessment tool is well aligned with its cutting-edge curriculum and confirms the prominent place that U of T occupies in SLP clinical training

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

- Relationships
  - Challenges related to moving the MSc and PhD into the Rehab Sciences Institute have not been fully resolved
  - Inability to teach within the Linguistics department could damage relationship, collaboration, and student pipeline for recruitment
  - Significant revenues generated from Graduate Expansion Funding to support general operating expenses and special projects; unclear of the certainty of this funding arrangement
  - Capacity of the unit to secure UCDF revenue in the future is constrained until the shortage of core tenure-stream faculty is addressed
- Organizational and financial structure
  - Some budgetary decisions may be potentially damaging the otherwise stellar activities and reputation of the SLP; Chair must account for cost-cutting measures undertaken by the Faculty of Medicine
  - SLP program has to manage with the reduced budget resulting from the loss of research (MSc & PhD) students in their unit
  - Clinical site payments (\$10/student/day) from the Ministry of Training, Colleges and Universities are considered insufficient by the department as a major incentive to take SLP trainees, and do not compare favourably to what clinical sites are receiving to train students in other professions or to train SLP students in other jurisdictions in Canada

- To generate revenue, department chose to expand its class size to historic numbers to cover their budget shortfall (120 students in total, the largest of all SLP English programs in Canada)
- Failure to harmonize budgetary decisions to increase students with increasing investment in full-time faculty, if sustained, will jeopardize the quality of education and program delivery that the department can offer
- Number of signs that the department is involuntarily beginning to take “short-cuts” in how they assess students, which may be an early sign of how budgetary decisions taken at different levels are progressively impacting high quality education
- Chair has strategically allocated funds to a 0.6 Clinical Coordinator to address some of the burden of clinical coordination and teaching
- Long-range planning and overall assessment
  - Department is now facing a crucial breaking point, which requires immediate and substantial action in order to maintain the favourable reputation and ranking that it has enjoyed
  - Department is not in a position to take advantage of the many opportunities that present themselves, for lack of resources to assign to new initiatives and development
- International comparators
  - Other SLP programs in Canada which have fewer students but more tenure-track faculty members; dire situation is a direct threat to RSI and SLP’s missions, in spite of two upcoming faculty recruitments

The reviewers made the following **recommendations**:

- Relationships
  - Maintain collaboration with RSI colleagues given small SLP complement
  - Appropriately allocate funding for faculty’s RSI grad students
  - Offer some continuing education opportunities to practicing clinicians, if complement size changes
  - Engage in discussions to alleviate concerns regarding funding, contributions to teaching and its recognition, and promoting interactions between the students enrolled at RSI and the students in the clinical program
- Organizational and financial structure
  - Pursue fundraising opportunities for student scholarships
- Long-range planning and overall assessment
  - Remediate the urgent faculty complement and budgetary issues to enable the department to remain a national and international leader in the field



UNIVERSITY OF TORONTO  
FACULTY OF MEDICINE

L. Trevor Young, MD PhD FRCPC

Dean

Vice Provost, Relations with Health Care Institutions

September 25, 2019

Professor Susan McCahan  
Vice-Provost, Academic Programs  
University of Toronto  
Room 225, Simcoe Hall  
27 King's College Circle  
Toronto M5S 1A1

Dear Professor McCahan,

I am responding to your request for a Decanal Administrative Response to the External Review of the Department of Speech-Language Pathology (SLP) and its Master of Health Science (MHSc) Graduate Program.

On behalf of the Faculty of Medicine, I would first like to thank the three external reviewers, Professors Marc Pell (School of Communication Sciences and Disorders, McGill University), Natacha Trudeau (L'École d'orthophonie et d'audiologie, Université de Montréal) and Patricia Lebowski (Dept. of Communication Sciences and Disorders, University of Iowa) for a rigorous and comprehensive review of the Department of Speech-Language Pathology on January 25, 2019. The reviewers referred to the Department as:

*"A department that excels in all aspects of its mission. U of T offers a highly innovative curriculum, attracting strong students year after year. The continuous efforts invested in quality enhancement of the program are impressive and have had positive impacts on the curriculum through the years. The quality and quantity of the research led by tenure-track faculty members, joint appointments, and status-only faculty ..... presents an impressive level of achievement, among the top ranks nationally and internationally."*

I would also like to thank, on behalf of the Faculty, Professor Pascal van Lieshout, Chair of the Department, the administrative staff of the Department and all those who contributed to the preparation of the comprehensive self-study. I also thank the many faculty members and students who met with the external reviewers; their input was invaluable for this review. The Faculty of Medicine greatly appreciates the time and effort of the reviewers in providing a written report that is comprehensive and thoughtful.

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

- ***While the reviewers commended the innovative curriculum, they were concerned that these innovations and the quality of the programs may not be sustainable with current faculty-student ratios. They recommended additional hires, especially in the areas of child language and adult language disorders, and distributing administrative duties more broadly. They also recommended that future tenure-stream faculty members be trained speech-language pathologists.***

**Immediate Term/Medium Term:** The Faculty has approved two new tenure-track positions for the Department, one to be hired this year and one to be hired in 2020-21.

Following the review of the faculty-student ratios in the Rehabilitation Sector that was conducted with Professor Linda Johnston, Dean of the Faculty Nursing, it was recommended that, because of the growth in status-only and adjunct lecturer appointments, consideration should be given to reviewing the current appointments policy and teaching expectations for status-only adjunct appointments to be utilized in the delivery of courses. New guidelines have now been put into place regarding the appointment and expectations for status-only faculty.

**Long Term:** We plan to address the long-term faculty needs through additional hires to assure the sustainability of the professional master's program. New revenue will be needed, and one possibility is to seek additional government funding for the clinical professional master's programs. Currently it is the same level as research master's programs and thus inadequate to support a course intensive program with multiple clinical placements. A strong case for increased funding could be made, given that the SLP program graduates students are 100% employable and serve a great provincial need for quality healthcare in relevant areas.

- ***While the reviewers judged the quality and quantity of research to be excellent, they were concerned about a drop in tri-council funding and in tri-council applications.***

The drop in grant applications and subsequent funding relates, in part, to the retirement of two professors in the past five years, and to another senior professor holding a central administrative role in the university for the past six years. In addition, one faculty member left for a new position overseas and replacing her with a new junior faculty member created a gap for at least one year. The new faculty member has, however, already been quite successful in attracting new funding from NSERC and CFI.

**Immediate Term:** One new clinician scientist was hired in collaboration with the Holland Bloorview Research Institute to address the need for more SLP capacity at clinical sites. This person is in part meant to fill some of the teaching and research needs related to child communication disorders in the Department. The Chair also hired (on a 0.6 FTE contract basis) a clinical faculty member to assist the existing two teaching-stream faculty in organizing and managing the clinical placements in response to the 20% increased student enrolment.

**Medium Term:** The Department will begin a search in the next two years for two full-time tenure-track faculty (as noted above), preferably in areas of identified need, such as research in language disorders in both adult and pediatric populations. In addition, the Department will continue to work with the Dean's Office to transform the 0.6 FTE contract position for a clinical coordinator into a full-time teaching faculty-stream position where financially feasible.

- ***The reviewers identified challenges with finding and supporting high quality clinical placements.***

**Immediate Term:** As part of the ongoing curriculum review, the Integrated Learning Experiences (ILE) in the curriculum will provide new opportunities for students to apply newly acquired knowledge in an applied context.

**Medium Term:** As mentioned in the previous section, the Department will work to find ways to transform the 0.6 FTE contract position for a clinical coordinator into a full-time teaching faculty stream position over the next three years in order to handle the increased number of students seeking high-quality placements in specific areas of care.

- ***The reviewers noted missed opportunities for collaborative teaching with Linguistics through Undergraduate Course Development Fund (UCDF) courses, and for offering continuing education to clinicians. Both of these activities could also generate additional revenue for the department.***

In terms of undergraduate teaching:

**Medium Term:** Because only core tenure-stream faculty could teach in UCDF supported courses, the Department was not able to continue teaching these courses as it did not have enough core faculty. The Vice-Provost, Innovations in Undergraduate Education, made changes to these requirements last year, allowing status-only faculty to teach as well. However, the amount of compensation provided for these instructors would barely cover the instructor stipend. Most recently the University decided it would begin to roll eligible St. George campus UCDF courses into the Interdivisional Teaching Agreement following Faculty of Arts & Science approval, with no restrictions on which faculty can teach in these courses. The Department will therefore plan to renew undergraduate teaching in the 2020-21 academic year.

In terms of continuing education:

**Immediate Term:** The Department has created a partnership with the Ontario Association of Speech-Language Pathologists and Audiologists (OSLA) to provide accredited CE courses for clinicians. As part of this partnership, the Department and OSLA have been supporting a year-long accredited course on literacy over the past two years.

**Medium Term:** In partnership with OSLA, the Department will explore other topics that would be of interest to clinicians.

- ***The reviewers noted a number of unresolved challenges related to moving the MSc and PhD into the Rehabilitation Sciences Institute that stand in the way of full collaboration among and support of faculty and students in the sector. The reviewers recommended engaging in discussions to alleviate concerns regarding funding; ensure teaching and supervision in RSI are appropriately recognized; and promote interactions between the students enrolled at RSI and the students in the clinical program.***

**Immediate Term:** The research students in RSI who are supervised by SLP faculty are part of a distinct SLP stream. The Department will increase its efforts to communicate all major achievements of research students to all members of the SLP Department. In addition, there is a Departmental celebratory event whenever one of the RSI-SLP students successfully completes the research program. Supervision of research students for full-time faculty is a required part of their workload and is rewarded through the

PTR process. Likewise, for status-only faculty, teaching in the RSI stream is recognized as part of their status renewal application.

**Medium Term:** Over the next year, the Department will be integrating RSI graduates into the SLP alumni group.

- ***The reviewers made suggestions about how to improve the student experience in the MHSc, including improving remediation for students in academic difficulty, ensuring access to appropriate mental health supports, and pursuing fundraising opportunities for student scholarships.***

**Immediate Term:** The mental health needs of the MHSc SLP students are now being addressed by an embedded MSW counsellor at 500 University who is available to meet with graduate students in the Rehab Sector, including those in the MHSc SLP program. The University has recently hired additional staff specifically to provide support to students in need of academic remediation, not only for academic issues but also for clinical placements. The Department has successfully engaged with a senior Advancement Officer and with the Alumni Association to increase the number of student scholarships.

**Medium Term:** The Department will continue in the near future to evaluate policies and procedures to assure that students in clinical placements who are facing challenges are identified early and that an appropriate remediation plan is put into place.

The next UTQAP review of SLP is scheduled in 2023-23. In 2020-21 we will follow up with the Chair on the implementation of the external reviewers' recommendations and, later that year, provide you with an interim report on the status of the implementation plan.

Sincerely,



L. Trevor Young

### **3 Committee on Academic Policy & Programs (AP&P) Findings**

*This section will be inserted after AP&P by the VPAP office using language verbatim from the approved Report of the meeting.*

#### **4 Institutional Executive Summary**

The reviewers remarked on the impressive research achievements of the Speech Language Pathology (SLP) faculty. The reviewers stated that they were highly impressed with the commitment and dedication of the SLP community, noting that, “All faculty members expressed a deep sense of belonging and dedication to the unit, a sense of optimism for the future, and a positive and constructive rapport with the Chair of the department.” They praised the highly innovative curriculum of the MHSc, which attracts strong students. The reviewers recommended that the following issues be addressed: improving current faculty-student ratios; increasing tri-council applications and tri-council funding; finding and supporting high quality clinical placements; capitalizing on opportunities for collaborative teaching with Linguistics through Undergraduate Course Development Fund (UCDF) courses, and for offering continuing education to clinicians; unresolved challenges related to moving the MSc and PhD into the Rehabilitation Sciences Institute; and improving the student experience in the MHSc, including improving remediation for students in academic difficulty, ensuring access to appropriate mental health supports, and pursuing fundraising opportunities for student scholarships. The Dean’s Administrative Response describes the Faculty, unit and programs’ responses to the reviewers’ recommendations, including an implementation plan for any changes necessary as a result.

#### **5 Monitoring and Date of Next Review**

In 2020-21 the Faculty will follow up with the Department Chair on the implementation of the external reviewers’ recommendations and, later that year, provide an interim report on the status of the implementation plan.

The next review will be commissioned in 2023.

#### **6 Distribution**

On December 10, 2019, the Final Assessment Report and Implementation Plan was posted to the Vice-Provost, Academic Programs website and the link provided by email to the Dean of the Faculty of Medicine, the Secretaries to AP&P, Academic Board and Governing Council, and the Ontario Universities Council on Quality Assurance. The Dean provided the link to the Chair(s)/Director(s) of the Program(s)/Unit(s).

# UTQAP Cyclical Review: Final Assessment Report and Implementation Plan - **DRAFT**

## 1 Review Summary

<b>Programs Reviewed:</b>	Biology, BSc (Specialist, Major, Minor) Biology for Health Sciences, BSc (Major) Biomedical Communications, BSc (Minor) Biotechnology, BSc (Specialist) Comparative Physiology, BSc (Specialist) Ecology & Evolution, BSc (Specialist) Molecular Biology, BSc (Specialist) Paleontology, BSc (Major)
<b>Unit Reviewed:</b>	Department of Biology, University of Toronto Mississauga (UTM)
<b>Commissioning Officer:</b>	Angela Lange, Acting Vice-Principal Academic and Dean, UTM
<b>Reviewers (Name, Affiliation):</b>	1. Professor Gregor Fussmann, Chair, Department of Biology, McGill University 2. Professor Eve Marder, Victor and Gwendolyn Beinfield Professor of Neuroscience, Department of Biology, Brandeis University
<b>Date of Review Visit:</b>	October 1 – 2, 2018

## Previous Review

**Date: November 9-10, 2010**

### Summary of Findings and Recommendations

#### 1. Undergraduate Programs

The reviewers identified the following areas of concern:

- Learning objectives and degree-level expectations not being fully met for most students
- Steep 62.3% increase in student:faculty ratio between 2004-05 and 2009-10
- Large class sizes with limited opportunities for writing exercises
- Limited opportunities for experiential learning due to lab space and equipment limitations

The reviewers made the following recommendations:



- Conduct a comprehensive review and revision of the undergraduate programs to better meet learning objectives and expected outcomes
- Consolidate courses with overlapping goals and/or content

### **Administration**

The reviewers identified the following areas of concern:

- Insufficient space for teaching, research and socializing
- Outdated teaching equipment

The reviewers made the following recommendations:

- Further growth should be limited and/or additional faculty hired

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

---

### **Documentation Provided to Reviewers**

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

### **Consultation Process**

The reviewers met with Acting Vice-Principal, Academic and Dean; Acting Vice-Dean, Teaching & Learning; the Chair of the Department of Biology; the Associate Chairs of the Department of Biology; the Graduate Chairs representing the Institute for Medical Sciences, Ecology and Evolutionary Biology, and Cell & Systems Biology; junior and senior research stream faculty members; teaching stream faculty members; emeritus faculty; contractually limited term appointment instructors; undergraduate students; graduate students; departmental administrative staff; teaching lab technicians.

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

---

### **1. Undergraduate Program**

*Unless otherwise noted, all bulleted comments apply to all programs reviewed.*

**The reviewers observed the following strengths:**

- Objectives
  - Department is at the forefront of developing and maintaining a curriculum map that helps to track course level objectives and assessments against program-level

learning outcomes and informs about congruence with the DLEs; map is a powerful tool that can help detect shortcomings and gaps in the current curriculum

- Curriculum and program delivery
  - Courses adhere to program-level learning outcomes and modern principles of biology
  - Courses reflect the breadth and knowledge of teaching and tenure stream faculty, with particular strengths in neurobiology, in the biology of unicellular organisms and viruses, climate change, and ecology and evolution
  - Excellent program delivery, despite substantial enrolment increase in the past two years
  - Very strong Major in Biology; the Major in Biology for Health Sciences has been a successful recent addition
  - Significant and positive increase in undergraduate research opportunities in recent years
- Innovation
  - Successful addition of Health Sciences major and planned additional programs in this area
- Student engagement, experience and program support services
  - Undergraduate students are highly engaged, interactive and outspoken and appear largely satisfied with the quality of education they are receiving

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

- Curriculum and program delivery
  - Course prerequisites are unnecessarily rigid and rigorously enforced by the department
  - Foundational classes are often too large for even the largest classroom
  - Extremely high enrolment, including in many advanced courses
  - Specialist Program in Ecology and Evolution suffers from severe undersubscription
  - Major in Paleontology has sizable enrolment, but low graduation rates
  - Student:faculty ratios remain very high and could potentially act as a deterrent for both prospective students and faculty hires
  - Mapping exercise identifies computational skills as a key element missing in the curriculum, and graduate TAs confirm that many UTM undergraduates lack quantitative and computational skills
- Student engagement, experience and program support services
  - Undergraduate advising may be strained due to large student numbers and limited advising staff; unreasonable expectation placed on limited advising staff to counsel full breadth of disciplines and career paths within department
  - Student concern over rigidity of course requirements and late dismissal from courses where prerequisites are lacking
  - Departmental undergraduate student association exclusive, and not connected with or representative of the undergraduate student body

The reviewers made the following **recommendations**:

- Curriculum and program delivery
  - Use curriculum mapping to consider the necessity of all existing courses and explore the possibility of curricular simplification
  - Evaluate long-term sustainability of programs with low enrolment and/or graduation rates
  - Increase laboratory and field courses if possible
  - Increase flexibility of course prerequisites and choice to benefit student experience
  - Increase TA support to offset difficulties caused by large enrolments
  - Consider offering more summer courses as a solution to the issue of high enrolment
  - Continue promoting opportunities for undergraduate research and encourage students to spend longer periods in a single laboratory where their work could result in being part of a publication
  - Use potential future faculty departures as an opportunity for flexible re-evaluation of course offerings
  - Encourage student acquisition of quantitative and computational skills to increase employment prospects of UTM Biology graduates
- Student engagement, experience and program support services
  - Address deficiencies in student advising, alumni tracking and help for students with mental health concerns; consider adding staff capacity
  - Adopt democratic rules of candidacy and appointment to office for the undergraduate student association, to better represent the student body and promote a collegial environment between students and departmental stakeholders
- Quality indicators – alumni
  - Track long-term outcomes of graduates (career paths, graduate education pursued) to help to assess whether the department is providing relevant training to students and to benefit future potential alumni fundraising

## 2. Graduate Program (n/a)

## 3. Faculty/Research

The reviewers observed the following **strengths**:

- Overall quality
  - Faculty dedicated to maintaining and advancing the department's teaching and research missions
- Faculty
  - Capable and engaged teaching stream faculty
  - Positive consideration of curriculum when making faculty hiring decisions

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

- Research
  - Challenging to maintain research excellence while supporting the undergraduate teaching mission in the face of high student enrolments and a large number of undergraduate programs
  - Teaching stream faculty lack direct access to their research portals to track grant expenditures
- Faculty
  - Self-identified disciplinary gaps among faculty complement include developmental biology, microbiology, conservation biology, biodiversity and computation and systems analysis

The reviewers made the following **recommendations**:

- Research
  - Grant teaching stream faculty direct access to research portals so that they can plan accordingly
- Faculty
  - Prioritize faculty hiring in the areas of theoretical biology and computation and systems analysis to address disciplinary gaps identified by the department

#### 4. Administration

The reviewers observed the following **strengths**:

- Relationships
  - Outstanding administrative staff who are dedicated to the welfare of students and the support of faculty
- Long-range planning and overall assessment
  - Department is benefitting from the leadership and vision of the recently appointed chair
  - Recently renovated teaching and research laboratories are well equipped and maintained
  - Expert technical staff responsible for computing infrastructure for teaching and research

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

- Relationships
  - Departmental culture and structure on campus inhibits interdisciplinary teaching and research
- Organizational and financial structure

- Building exists in permanent state of repair with frequent and unpredictable power outages negatively impacting continuity of research and teaching
- Serious problems with the functionality of key services such as electricity, plumbing and HVAC
- Long-range planning and overall assessment
  - Department has suffered from lack of leadership continuity, with frequent chair turnover in recent years. This has negatively impacted intermediate and long-term strategic planning, curriculum development and morale among department faculty and staff
  - Departmental staff, while excellent, are over-tasked

The reviewers made the following **recommendations**:

- Relationships
  - Encourage interdepartmental interaction to strengthen interdisciplinary exchange with departments such as Chemistry and Psychology
- Organizational and financial structure
  - Encourage steady and consistent leadership to ensure the department's to progression



UNIVERSITY OF  
**TORONTO**  
MISSISSAUGA

OFFICE OF THE DEAN

October 23, 2019

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

Dear Professor McCahan:

We are writing to provide an administrative response to the External Review of UTM's Department of Biology, which was held in October of 2018. This Department includes programs in Biology, Biology for Health Sciences, Biomedical Communications, Biotechnology, Comparative Physiology, Ecology & Evolution, Molecular Biology, and Paleontology. Overall, the reviewers found that the Department was providing "a quality education from highly qualified and dedicated teachers that are, in most cases, also world-class researchers." The reviewers commended the Department's innovative approach to teaching and pedagogy, the growth of research opportunities, as well as the strong leadership and committed administrative and technical staff. This is a strong foundation for the Department to build on as they plan for the next five years and beyond.

Below you will find a brief discussion on specific areas raised by the external reviewers followed by an implementation plan identifying action items and timelines. This response was developed in consultation with the Department, through a Town Hall held on September 9, 2019, as well as from a Chair's Administrative Response submitted by Prof. Joel Levine, Chair of Biology. Progress checks and monitoring of the implementation plan will occur through the Chair's Annual Report to the Dean. The next external review of the Department of Biology is scheduled for the 2023-2024 academic year, with a midway report submitted to your Office in 2020-2021.

***The reviewers identified a number of curricular issues and encouraged mapping the curriculum to address gaps and overlaps, identify the best areas for hiring, and create flexibility in sequencing.***

UTM Biology has been a pioneering department in the development of course curriculum maps at the University of Toronto. As the reviewers noted, they are now in a position to leverage their mapping work and apply it at the programmatic level. The department proposes to update their existing programs by identifying program-level expectations, including the skills and knowledge expected of graduates. Faculty within the units are typically best-suited for such work, as they know the material and the programs, and many departments make such projects a significant part of faculty workload assignments. At the Decanal Townhall for the Biology review (held on September 9, 2019), difficulties with access and usability of the departmental

curriculum map were raised, and the possibility of applying for a university grant or fund to develop curriculum mapping software was discussed. Biology was very keen to capitalize on such opportunities to continue to provide leadership and demonstrate innovation in this area. Recognizing this strength and expertise in Biology, the Dean's Office strongly supports these efforts. Departmental planning that is informed by curriculum mapping analysis is discussed below for issues of hiring and program gaps.

***The reviewers noted that certain programs offered by the department have much lower enrolment or completion rates relative to the other offerings, and encouraged consideration of the viability of the Specialist in Ecology and Evolution and the Major in Paleontology.***

While enrolment levels are important, the Dean's Office as well as the Department acknowledge that there are complexities of student desires and career concerns that may be affecting their choices in non-obvious ways. The Dean's Office has encouraged Biology to try to understand why students are, in some cases, enrolling in large numbers in ecology, evolution, and paleontology courses but not the programs themselves; and in other cases, enrolling in the program yet not taking the required courses, and therefore not completing the program. The services of the analysts within the Academic Planning, Policy and Research Unit in the Dean's Office have been offered to help analyze existing data, as noted below, and the department is encouraged to undertake informal and formal surveys of their students around these points. The department is also undertaking a social media project to enhance student knowledge of the curriculum, including the programs noted by the reviewers and the areas they cover. Biology's existing Biocareers Project where ROP students interview alumni about their undergraduate experience may provide some helpful insights for enhancing student awareness of how their degree requirements translate into careers.

***The reviewers encouraged student participation in research and lab experiences, and the expansion of field course offerings.***

Biology offers a relatively large number of intensive experiences in research lab and field projects at present; for example, over 80 ROPs per year as well as a thesis and an internship course. Given the very large number of students enrolled in Biology programs, however, there is simply not capacity to provide these intensive research experiences to all students. To allow more students to gain direct field experience, in addition to increasing the number of field courses offered by UTM faculty, the Department plans to increase student awareness of their existing opportunities through the Ontario Universities Program in Field Biology (OUPFB), which provides students with relatively easy access to a wide range of field courses offered by multiple universities in Ontario.

***The reviewers endorsed the creation of a strategic plan for research, hiring (both faculty and administrative staff), and curriculum for the next five years.***

Biology has indicated that they would like to work with the Office of the Dean to create a long-term plan. They have already begun a long-term plan to address gaps in quantitative and computational biology in their program offerings, faculty expertise, and research efforts. The department emphasizes that this is not simply the addition of a new research focus; quantitative and computational biology permeates many aspects of the discipline and needs to be incorporated into the curriculum and hiring process from this perspective. They are already implementing curriculum changes at multiple levels of instruction and have been approved for a new hire in this field. Their current goal is to ultimately hire a total of five faculty positions with this focus to bolster quantitative approaches from a systems perspective. The Dean's Office will expect to see and assess these requests during the forthcoming annual faculty complement planning cycles. In terms of staff hiring requests, the Director, Strategic Initiatives within the Office of the Dean will be consulted to assist with the normal review process for any staffing requests brought forward by the department.

***The reviewers proposed a number of solutions for the unit and the campus to consider to address the impact of high enrolment, given its impacts on educational quality and potential faculty recruitment.***

The department would also like to work with the Academic Planning, Policy and Research Unit within the Office of the Dean to evaluate various data relating to their student enrolment numbers from different perspectives, including but not limited to, student-faculty ratios overall and by sub-divisions, and potential ways of assessing student interest in various fields beyond simple program enrolment counts.

***The reviewers identified some barriers to research excellence and collaboration and emphasized the importance of access to the research portal and the need to facilitate research.***

Both the department and the Dean's Office see this comment as relating specifically to the problem of Teaching Stream faculty access to the University of Toronto research portal for management of grants received and application for ethics reviews. It is imperative that all permanent faculty be able to manage their grants properly, and the University obviously wishes to see that ethics reviews are held for research conducted by its faculty. We jointly hope that this access issue is solved soon.

***The reviewers recommended urgent action to address building problems, as they impact the teaching and research quality and ability to recruit top faculty.***

The dominant problem facing all Biology faculty and staff, and expected to become a greater problem with new faculty in computational biology, is the constant flux of power in the



building, especially but not only due to construction. Facilities, Management and Planning, under the auspices of the CAO, and together with the Vice-Principal, Research, are assessing a range of models for power backup at the present time. This working committee is scheduled to meet again at the end of this month (September 2019) to determine the optimal strategy for resolution. The department prefers a model for a unit-wide power backup that would provide both uninterrupted and clean power at all times. Although recognizing the high cost of such a solution, department members pointed out the high cost to the university in research and faculty recruitment losses that have been incurred and will continue if power instability in their discipline continues. Depending on the solution that is ultimately implemented, completion of the work can take between a few months to over a year.

***The reviewers encouraged minimizing any further leadership interruptions to facilitate stability within the department.***

The department and the Office of the Dean are in agreement with this recommendation. The Chair is committed to developing a shared vision for the department, and continued regular departmental retreats may be helpful, as well as encouraging and recognizing junior and senior faculty who take on a range of leadership roles within the department.

***Other issues raised by department:***

Biology noted that unfortunately the reviewers did not include any discussion of the role of lab and greenhouse technicians in their assessment of teaching, in spite of the participation of these staff members in the review process. It will be important to include these staff in any assessment of TA and instructor teaching support needs.

Finally, the department would like to note their concerns over the increasing levels of mental health issues affecting students, and in turn their entire community of students, staff and faculty. They appreciate the university's new initiative on mental health and hope the effect on faculty and staff as well as students in the wider university community will also be addressed.

**Implementation Plan - Department of Biology, UTM**

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

**Immediate Term (6 months)**

- Identify program learning expectations/objectives for each undergraduate program offered. *[Department]*

- Begin process of identifying assessment methods in core/ foundational courses (including efficacy in measuring student achievement against identified program learning outcomes). *[Department]*
- Investigate funding options and opportunities to improve/ develop curriculum mapping software. Apply for available opportunities, as appropriate. *[Department, with support from the Dean's Office]*
- Begin analysis and assessment of enrolment and completion rate issues in Department (including low enrolment and completion rates in the Ecology & Evolution Specialist and Paleontology Major programs and faculty-student ratios). *[Department, with support from the Academic Planning, Policy & Research unit in the Dean's Office]*
- Launch search for two new faculty hires – one microbial biologist; one systems biologist with advanced computational and theoretical approaches. *[Department, with support from Dean's Office]*
- Submission of draft proposal for specialist program in Biology for Health Sciences to the Dean's Office. *[Department with the assistance of Program & Curriculum Officer, Dean's Office]*
- Continue promotion of Ecology, Evolution, Paleontology, and field courses to students via social media. *[Department]*
- Continue and complete development of Python modules; propose and implement resulting curricular changes to first year courses. *[Department]*
- Request assessment of need for new community development administrative staff member. *[Department, with support from Dean's Office and Human Resources]*
- Finalization of plans by Working Committee to resolve power issues. *[CAO and Vice-Principal Research]*

#### Medium Term (1-2 years)

- Complete process of identifying assessment methods in all courses. *[Department]*
- Identify areas/ courses where assessment methods may require additional review and revision. Develop new assessment methods in identified areas. *[Department]*
- Propose and implement curricular changes, as required, as a result of program learning outcomes and assessments review. *[Department]*
- Propose and implement new computational courses. *[Department]*
- As a result of in-depth analysis of the Ecology & Evolution and Paleontology programs, develop and implement strategies that may better appeal to undergraduates while still allowing for the achievement of program learning outcomes. *[Department, with support of the Dean's Office]*
- From results of previous analysis (above) of faculty-student ratios and other data, develop and implement strategies to manage impact of high enrolment rates within Biology. *[Department, with support of the Dean's Office]*
- If approved through the UTM complement planning process, hire new faculty with an emphasis on systems thinking to strengthen Biology's computational and quantitative work. *[Department, with support from the Dean's Office]*
- Review effectiveness of Python modules in first year courses in preparation for expansion into 200-level courses. *[Department]*

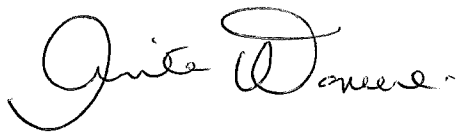
- Propose and implement curricular changes to introduce Python modules into 200-level courses. *[Department]*
- Pending governance approval, implement new specialist program in Biology for Health Sciences. *[Department]*
- Continue student outreach and community building through social media initiatives. This includes promotion of Ecology, Evolution, Paleontology, and field courses and opportunities. *[Department]*
- Completion of backup power system in Biology research wing. *[CAO and Vice-Principal Research]*

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

- Complete an informal curriculum/ program review to ensure alignment of recent curriculum changes to program learning outcomes. Propose and implement new curricular changes, as appropriate. *[Department]*
- Continue to pursue complement requests related to computational and quantitative hires, as desired. *[Department, with the support from the Dean's Office]*
- Propose and implement curricular changes to introduce advanced Python modules to specialist students, as appropriate. *[Department]*
- Assess effectiveness of new strategies to manage enrolment issues. Propose new strategies, as appropriate. *[Department, with support from the Dean's Office]*
- Continue student outreach and community building through social media initiatives. This includes promotion of Ecology, Evolution, Paleontology, and field courses and opportunities. *[Department]*

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

Sincerely,



Amrita Danieri  
Vice-Principal, Academic & Dean



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

## **3 Committee on Academic Policy & Programs (AP&P) Findings**

*This section will be inserted after AP&P by the VPAP office using language verbatim from the approved Report of the meeting.*

## **4 Institutional Executive Summary**

The reviewers identified the programs' strengths as the faculty's creative approaches to teaching and modern pedagogy; the welcome growth of student research opportunities and increased clarity in courses and syllabi; the strong departmental leadership; and the outstanding administrative and technical staff in the department. The reviewers recommended that the following issues be addressed: mapping the curriculum to address gaps and overlaps, identify the best areas for hiring, and create flexibility in sequencing; considering the viability of the Specialist in Ecology and Evolution and the Major in Paleontology; encouraging student participation in research and lab experiences, and expanding field course offerings; creating a strategic plan for research, hiring (both faculty and staff), and curriculum; addressing the impact of high enrolment on educational quality and potential faculty recruitment; enhancing research excellence and collaboration; taking urgent action to address building problems; minimizing further leadership interruptions to facilitate stability within the department. The Dean's Administrative Response describes the campus, unit and programs' responses to the reviewers' recommendations, including an implementation plan for any changes necessary as a result.

## **5 Monitoring and Date of Next Review**

Progress checks and monitoring of the implementation plan will occur through the Chair's Annual Report to the Dean.

The Dean will provide an interim report to the Vice-Provost, Academic Programs on the status of the implementation plans, due midway between the year of the last and next site visits.

The next external review is scheduled for the 2023-2024 academic year.

## **6 Distribution**

On December 10, 2019, the Final Assessment Report and Implementation Plan was posted to the Vice-Provost, Academic Programs website and the link provided by email to the Vice-Principal and Dean of the University of Toronto Mississauga, the Secretaries to AP&P, Academic Board and Governing Council, and the Ontario Universities Council on Quality Assurance. The Dean provided the link to the Chair(s)/Director(s) of the Program(s)/Unit(s).

# UTQAP Cyclical Review: Final Assessment Report and Implementation Plan - DRAFT

## 1 Review Summary

<b>Programs Reviewed:</b>	Behaviour, Genetics and Neurobiology, BSc: Specialist Exceptionality in Human Learning, BSc: Specialist and Major Psychology, BSc: Specialist, Major, and Minor
<b>Unit Reviews:</b>	Department of Psychology, University of Toronto Mississauga (UTM)
<b>Commissioning Officer:</b>	Amrita Daniere, Vice-Principal Academic and Dean, UTM
<b>Reviewers:</b>	<ol style="list-style-type: none"> <li>1. Professor Tara Perrot, Department of Psychology and Neuroscience, Dalhousie University</li> <li>2. Professor Jeffrey A. Simpson, Department of Psychology, University of Minnesota</li> </ol>
<b>Date of Review Visit:</b>	January 31 – February 1, 2019

## Previous Review

---

Date: January 3-4, 2012

### Summary of Findings and Recommendations

#### 1. Significant strengths of the program:

- Integration of outstanding research programs with teaching, including research teaching at the undergraduate level
- Faculty members' exemplary ability to teach undergraduates not only empirically based causal reasoning, but also the process of laboratory research itself
- Department's grace and collegiality in handling enrolment expansion

#### 2. Opportunities for program improvement and enhancement. The reviewers recommended that the program consider:

- Ensuring that the curriculum structure can accommodate larger enrolments
- Reviewing and revising admission requirements as planned to ensure sufficient student preparation in math and science
- Examining the adequacy of technical and administrative staffing resources to support teaching and research
- Reviewing space plans with respect to communal meeting areas and research labs that support teaching and research

## Current Review: Documentation and Consultation

---

### Documentation Provided to Reviewers

Terms of Reference; Department of Psychology Self-Study, 2019; Previous Review Report and Administrative Responses; Department of Psychology, Faculty CVs; UTM Degree Level Expectations, 2016; UofT Facts & Figures, 2016; UTM Divisional Academic Plan, 2017; UTM Vision Statement, 2017; UTM Academic Calendar, 2018-2019; UTM Viewbook, 2018-2019; UofT Domestic Viewbook, 2018-2019; Tri-Campus Framework.

### Consultation Process

The reviewers met with the Vice-Principal, Academic and Dean; the Acting Vice-Dean, Teaching & Learning; the Vice-Principal, Research; the Chair of the Department of Psychology, UTM; junior and senior research stream faculty members; teaching stream faculty members; sessional and contractually limited term appointment instructors; undergraduate students; graduate and postdoctoral students; departmental administrative staff; teaching lab technicians.

# Current Review: Findings and Recommendations

---

## 1. Undergraduate Program

*Unless otherwise noted, all bulleted comments apply to all programs reviewed.*

**The reviewers observed the following strengths:**

- Overall quality
  - Programs provide valuable experiences for students
  - Extremely strong foundation of research-based teaching
- Objectives
  - Course offerings are consistent with departmental objectives to provide both comprehensive and specialized programs
  - Hands-on research participation opportunities align with the University's goals of incorporating research and experiential learning into the undergraduate experience
  - Positive program name change to Neuroscience reflects faculty members' research
  - Psychology programs are in line with University objectives and provide a broad overview of the discipline
- Admissions requirements
  - Consistent with standards across Canada
  - Increased admissions requirements since the last review to ensure students are prepared for rigors of the discipline
- Curriculum and program delivery
  - Excellent breadth and depth of curriculum
  - Variety of research and experiential learning opportunities in the form of Research Opportunity Programs (ROP), Individual Research Projects (IRP), and undergraduate student theses
  - Positive decision to remove major in Exceptionality in Human Learning, while continuing to offer the specialist
- Innovation
  - Experiential learning opportunities include access to state-of-the-art labs and world-renowned researchers
- Quality indicators – undergraduate students
  - Program is among a select few across North America providing hands-on research experience at every year of study
  - Student ratings are consistently higher than average
- Quality indicators – faculty
  - Faculty complement increased from 24 to 27 since 2012, allowing for increased opportunity for student ROPs, IRPs, and theses

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

- Objectives
  - Faculty members identified a discrepancy between the University's mission to increase Psychology program enrolments vs. the high standards and requirements of the UTM Psychology programs
- Curriculum and program delivery
  - High number of courses offered each year
  - Faculty are concerned about balancing conflicting expectations of research productivity and increasing amounts of undergraduate supervision
- Innovation
  - Faculty feel overwhelmed by the number of institutional initiatives aimed at enhancing the undergraduate experience
- Student engagement, experience and program support services
  - Maintaining the overall quality of undergraduate students while faced with declining enrolments is a concern for the department
  - Lack of clarity regarding the division of advising between the first-year course coordinator and the undergraduate advisor/coordinator; advisor/coordinator is over worked
- Quality indicators – undergraduate students
  - Declining enrolment in recent years, despite class size increases instituted in 2011

The reviewers made the following **recommendations**:

- Objectives
  - Develop a strategic plan to effectively balance the desire for larger student enrolment with the unique requirements of each of these programs
- Admission requirements
  - Consider removing the minimum cGPA requirement for enrolment in the Minor program, and lowering this requirement for the Major program, to increase overall program enrolments
- Curriculum and program delivery
  - Reduce annual third-year lecture course offerings; offer some on a biannual basis
  - Amend the existing Research Design and Analysis in Psychology II course to better articulate design and methodology content. Make this course required for all Major and Specialist students, to provide foundation for third-year lab courses
  - Offer more (and require some) standing lab courses in both the Major and Specialist programs
  - Convert some current third-year lecture courses to labs with a hands-on element, to increase experiential learning opportunities without substantially increasing faculty workload
  - Pursue plans to add a Neuroscience major, which will likely increase enrolment; collaborate with Biology on shared courses and research opportunities as the program grows



- Innovation
  - Investigate new innovations in instructional methods (e.g., flipped classroom)
- Assessment of learning
  - Identify critical general skills being taught in courses; develop more refined course evaluations to assess whether relevant skills are being gained
- Student engagement, experience and program support services
  - Increase communication with undergraduate students, including a 'roadmap' from the first to the fourth year
  - Increase graduate students' involvement in teaching and teaching-training, in addition to marking and proctoring
  - Consider adding capacity in student advising and redistributing responsibilities

## 2. Graduate Program (n/a)

## 3. Faculty/Research

The reviewers observed the following **strengths**:

- Research
  - Stellar researchers in the Department, including recent hires

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

- Overall quality
  - Faculty are stretched too thinly with competing demands for research productivity and providing experiential learning for undergraduate students; disconnect between how faculty are evaluated and actual expectations for work in this area
- Faculty
  - Increasing faculty complement will be difficult unless student program enrolments begin to rise

The reviewers made the following **recommendations**:

- Faculty
  - Streamline research and teaching duties of faculty; consider giving course teaching credit for undergraduate research project supervision on a rotating basis
  - Amalgamate sessional appointments into more stable limited-term appointments

## 4. Administration

The reviewers observed the following **strengths**:

- Relationships
  - Congenial atmosphere among faculty and staff
- Long-range planning and overall assessment
  - Faculty members are happy with recent excellent hires
- International comparators
  - Among the best research-intensive psychology departments in North America

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

- Relationships
  - Communication within the department, as well as with the Office of the Dean and other units, could be improved upon
- Organizational and financial structure
  - Staff workload is problematic, particularly for the undergraduate advisor/coordinator who is performing some tasks that should be handled by course instructors

The reviewers made the following **recommendations**:

- Relationships
  - Implement regularly scheduled activities to bring department members physically together more often, given the department's current multiple building configuration
  - Improve communication between the Dean's office and the Department
  - Expand relationship with the Department of Biology, especially as Neuroscience program is further developed
- Organizational and financial structure
  - Improve staff resource management:
    - Hire an undergraduate assistant, the norm for similarly sized Psychology departments
    - Determine appropriate capacity of technical and financial personnel to support the programs and the department
    - Consider appropriate work arrangements for the academic counsellor's assistant and the assistant to the chair
- Long-range planning and overall assessment
  - Hire two research-stream faculty to replace retiring members within the PCL group
  - Develop a strategic plan for the next 5-10 years, involving all relevant members of the department
  - Seek approval for an additional hire once strategic planning is complete

## 2. Administrative Response & Implementation Plan

212



UNIVERSITY OF  
**TORONTO**  
MISSISSAUGA

OFFICE OF THE DEAN

October 23, 2019

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

Dear Professor McCahan:

We are writing to provide an administrative response to the External Review of UTM's Department of Psychology, which was held in January-February of 2019. This Department includes programs in Behaviour, Genetics and Neurobiology; Exceptionality in Human Learning; and Psychology. Overall, the reviewers found the Department to be a strong unit that compares favourably to the best research-intensive psychology departments in North America and is able to carry out its academic and research missions. The excellent breadth and depth of curriculum, the unique focus on hands-on research experience throughout a student's undergraduate program, and the high caliber of tenure-stream hires were highlighted by the reviewers. These features set a strong foundation for the Department to build on as they plan for the next five years and beyond.

Below you will find a brief discussion on specific areas raised by the external reviewers followed by an implementation plan identifying action items and timelines. This response was developed in consultation with the Department, through a Town Hall held on August 8, 2019, as well as from a Chair's Administrative Response submitted by Prof. Ashely Monks, Chair of Psychology. Progress checks and monitoring of the implementation plan will occur through the Chair's Annual Report to the Dean. The next external review of the Department of Psychology is scheduled for the 2024-2025 academic year, with a midway report submitted to your Office in 2021-2022.

***The reviewers suggested a number of ways to facilitate sustainable levels of faculty engagement with teaching and research while ensuring continued student opportunities for research and experiential learning, including offering fewer/less frequent 300-level courses, and more lab courses.***

Psychology plans to have their curriculum committee review course offerings on an on-going basis, with attention to the recommendation to offer fewer 300-level courses, balancing this with the need to maintain sufficient diversity in course offerings to meet program learning objectives and requirements. In terms of lab course and directed-research offerings, Psychology is in the process of introducing curriculum changes to add lab sections to existing courses, and has increased research opportunity program offerings. Support for these changes will flow

through the established channels at UTM (i.e. resource implications related to curriculum review and ROP Funding Requests via the ROPAPP).

***The reviewers found that the participation of graduate students in the programs could be increased, and they encouraged finding ways to get graduate students more involved in teaching and teaching-training.***

The planned introduction of practical instruction in existing courses is expected to increase the opportunities for classroom/ lab teaching for graduate students. Psychology could choose to explore some of the GEF-funded events and workshops introduced in other units that have successfully overlapped graduate and undergraduate interactions with visiting scholars, in addition to their recent successful graduate-focused workshops.

***The reviewers also suggested that the faculty could receive course credit on a rotating basis for significant amounts of directed research.***

While there was support for this suggestion among Psychology faculty, there are appropriate concerns about ensuring that a fair and transparent policy is created detailing conditions for any credit or release system. The department and the Dean's Office are in agreement that any system increasing reliance on LTAs may have negative impacts on course and program quality, so want to pursue options that would avoid this. Psychology proposes exploring options through their curriculum committee and through discussions with the Dean's Office for best-practice ideas. Examples drawn from other units include having students enroll in a research seminar course with an overall instructor, but with various faculty taking on supervision for sub-groups of projects within the course relating to their own specialties.

***They also suggested offering an expanded research methods course, and capstone-like courses to further support undergraduate research opportunities, independent studies projects, and theses.***

There is considerable discussion in Psychology about the nature of their 200- and 300-level research design and statistics courses, and the department intends to strike a sub-committee to their curriculum committee to focus on this topic. Capstone courses and independent studies, in relation to undergraduate research opportunities, are also under discussion as an intertwined part of the process of revising faculty credit for directed research, as mentioned above.

***The reviewers observed that staff as well as faculty are stretched too thin and suggested evaluating the duties assigned to staff versus faculty and how those could be better distributed.***

There are various aspects related to staffing needs in the department. The Psychology lab technician position was recommended for increase from 0.8 to 1.0 by the reviewers, and this has already been done. The change in workspace for the Assistant to the Chair recommended by the reviewers is underway, with a project request to modify the space to a private office being submitted in September (once construction drawings are complete). Psychology has suggested some changes to staff positions that will be evaluated within the Dean's Office (in conjunction with Human Resources, as appropriate) following the standard staffing review model currently in place at UTM. Expected changes to online syllabus systems at UTM may also help reduce the work done by the Undergraduate Counsellor in providing template syllabi and other tasks.

***The reviewers encouraged the department to re-evaluate program admissions requirements in relation to their goals and potentially increase enrolment as a result.***

Psychology is opposed to simply reducing admission standards until enrolment targets are met; rather, they propose ensuring that their admission standards are consistent with those of UTM more generally and also appropriate for the pedagogical goals for their students. The department does wish to undertake a long-term strategic plan relating to enrolment targets, in association with the Dean's Office.

***The reviewers recommended developing ways to assess students' development of critical general skills.***

The department recognizes that this recommendation relates to needed improvements in their learning objectives and curriculum mapping projects, in which they identify their goals for skills instruction. The reviewers' comments and suggestions will be considered more fully as the department undergoes curriculum alignment. Psychology further noted that while they find the use of student opinion surveys as a method of assessment of skill acquisition problematic, they do periodically survey their graduates to assess their perceived preparation for the job market.

***The reviewers found that the department could improve its communication and collaboration, and found that the unit would benefit from the creation of a strategic plan to prioritize initiatives.***

In alignment with this recommendation, the department held a retreat on May 31, 2019, at which some progress was made to articulate vision, goals and strategies, but Psychology felt that this single retreat was not sufficient and suggests having a series of more focused retreats in future. In the meantime, the department has committed to undertaking the following to help improve communication and collaboration within the unit:

- Increase practical instruction and experiential learning opportunities in existing courses to increase student engagement and contact with faculty and/ or graduate mentors;


- collaboration with Biology (*Department, with assistance of Dean's Office through Programming and Curriculum*)
- Implement recommendations of curriculum sub-committee to review 200- and 300-level research design and statistics courses (*Department*)
  - On-going addition of practicals to existing courses (*Department, with assistance of Dean's Office through Curriculum Change and TA Rationale processes*)
  - Implement curriculum committee recommendations related to assessment of skills in courses and throughout programs (*Department*)
  - Explore use of Graduate Expansion Funds (GEF) for events encouraging graduate and undergraduate engagement (*Department, with advice from Associate Dean, Graduate if desired*)
  - Explore options for development of policy to recognize faculty commitment to directed-research projects (*Department with assistance of Dean's Office, including both Vice-Dean, Faculty and Vice-Dean, Teaching and Learning*)
  - Change in workspace for Chair's Assistant to private office (*Facilities, Management and Planning and Department*)
  - Evaluation of departmental staffing levels and needs (*Dean's Office and Department*)
  - Hold additional faculty retreats to develop departmental strategic plan (*Department*)
  - Request additional LTA and faculty appointments through normal UTM complement planning processes (*Department to Dean's Office*)

Long Term (3-5 years)

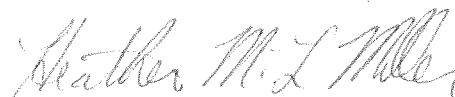
- On-going curriculum review of course offerings against program learning objectives and requirements (*Department*)
- Implementation of new Major in Neuroscience in collaboration with Biology (*Department, with assistance of Dean's Office*)
- Implementation of policy to recognize faculty commitment to directed-research projects (*Department*)
- Implementation of results of evaluation of departmental staffing levels and needs (*Dean's Office and Department*)
- Creation of long-term strategic plans for enrolment targets and associated faculty complement planning (*Department, in association with Dean's Office*)

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

Sincerely,



Amrita Daniere  
Vice-Principal, Academic & Dean



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

### **3 Committee on Academic Policy & Programs (AP&P) Findings**

*This section will be inserted after AP&P by the VPAP office using language verbatim from the approved Report of the meeting.*

#### **4 Institutional Executive Summary**

The reviewers found the department to be strong in relation to many of the best research-intensive psychology departments in Canada and North America. They found a “strong and fairly cohesive unit” that offers excellent breadth and depth of curriculum in its academic programs. They found the undergraduate learning experience to be unique in its focus on hands-on research experience at every year of study. They highlighted the excellent tenure-stream hires and stellar research activities of the department’s faculty. The reviewers recommended that the following issues be addressed: facilitating sustainable levels of faculty engagement with teaching and research while ensuring continued student opportunities for research and experiential learning; increasing participation and involvement of graduate students in the undergraduate programs; providing faculty with course teaching credit for significant amounts of directed research; offering an expanded research methods course and capstone-like courses to further support undergraduate research opportunities; evaluating distribution of duties assigned to staff versus faculty; re-evaluating program admission requirements in relation to admission goals; developing ways to assess students’ development of critical general skills; enhancing departmental communication and collaboration; and creating a strategic plan to prioritize initiatives. The Dean’s Administrative Response describes the campus, unit and programs’ responses to the reviewers’ recommendations, including an implementation plan for any changes necessary as a result.

#### **5 Monitoring and Date of Next Review**

Progress checks and monitoring of the implementation plan will occur through the Chair's Annual Report to the Dean.

The Dean will provide an interim report to the Vice-Provost, Academic Programs no later than 2021-22 on the status of the implementation plans.

The next review will be commissioned in 2024-25.

#### **6 Distribution**

On December 10, 2019, the Final Assessment Report and Implementation Plan was posted to the Vice-Provost, Academic Programs website and the link provided by email to the Vice-Principal, Academic and Dean of the University of Toronto Mississauga, the Secretaries to AP&P, Academic Board and Governing Council, and the Ontario Universities Council on Quality Assurance. The Dean provided the link to the Chair(s)/Director(s) of the Program(s)/Unit(s).

## 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
FASE	Chemical Engineering Civil Engineering Computer Engineering Electrical Engineering Engineering Science Industrial Engineering Materials Engineering Mechanical Engineering Mineral Engineering	Canadian Engineering Accreditation Board (CEAB)	Granted full accreditation for a period of six years, ending June 30, 2025.
Faculty of Architecture, Landscape and Design	Landscape Architecture (M.L.A)	Canadian Society of Landscape Architects	Granted full accreditation for a period of six years, ending September 2024.
Faculty of Architecture, Landscape and Design	Architecture (M.Arch)	Canadian Architectural Certification Board	Granted full accreditation for a period of six years, ending June 30, 2025.
Faculty of Nursing	Post-Master's Nurse Practitioner Diploma, with Emphases in: Adult; Paediatric; and, Global Health	College of Nurses of Ontario	Granted full accreditation with next comprehensive review in 2025.
Medicine	UHN Michener Institute/U of T Medical Radiation Sciences program: (Radiological Technology, Radiation Therapy and Nuclear Medicine, and	Accreditation Canada	Granted full accreditation for a period of six years, ending April 30, 2025.



	Molecular Imaging Technology streams)		
Medicine	Master of Science in Physical Therapy (M.Sc.P.T.)	Physiotherapy Education Accreditation Canada (PEAC)	Granted “fully compliant” accreditation status until April 30, 2022.
Rotman	Commerce, MBA, EMBA, OMNIUM Global MBA, MF, PhD, JD/MBA, BAsC/MBA	Association to Advance Collegiate Schools of Business	Accredited in March 2019 for a five year period, with the next on-site continuous improvement review in 2023-24.
UTSC	Graduate Department of Psychological Clinical Science	Canadian Psychological Association	Accredited in April 2019 for 4 year period.
UTSC	Chemistry, Specialist Chemistry, Specialist Co-op Biological Chemistry, Specialist Biological Chemistry, Specialist Co-op	Canadian Society for Chemistry	Granted accreditation for 2018-2023, 1 <sup>st</sup> Cycle.