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

TO: Academic Board

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

PRESENTER: See above
CONTACT INFO:

DATE: May 19, 2020 for May 28, 2020

AGENDA ITEM: 4

ITEM IDENTIFICATION:

Semi-Annual Report on the Reviews of Academic Units and Programs,
October 2019 – March 2020

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] (May 6, 2020)
2. Agenda Committee of the Academic Board [for information] (May 19, 2020)
3. **Academic Board [for information] (May 28, 2020)**
4. Executive Committee of the Governing Council [for information] (June 16, 2020)
5. Governing Council [for information] (June 25, 2020)

PREVIOUS ACTION TAKEN:

Governing Council approved the *Policy for Approval and Review of Academic Programs and Units* in 2010. The *Policy* outlines University-wide principles for the approval of proposed new academic programs and review of existing programs and units. Its purpose is to align the University's quality assurance processes with the Province's Quality Assurance Framework through establishing the authority of the University of Toronto's Quality Assurance Process (UTQAP).

The Semi-Annual Report on the Reviews of Academic Units and Programs (April 2019 – October 2019) was previously submitted to the Committee on Academic Policy and Programs on October 30, 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 six external reviews of units and/or academic programs are being submitted to AP&P for information and discussion. All reviews were commissioned by Deans. The signed administrative responses from each Dean highlight action plans in response to reviewer recommendations.

Overall, the themes raised in these reviews echoed those in previous compendia: the excellent quality of our programs, the talent and high calibre of our students, and the impressive body of scholarship produced by our faculty. In addition, this set of reviews highlighted the programs' interdisciplinary strengths and the many ways that the programs, and therefore students, benefitted from contributions across Faculties and Campuses.

As always, the reviews noted areas for development. The reviews identified the need for units to strengthen their communication and governance structures, and suggested ways to engage in meaningful discussions regarding student recruitment and faculty workload. The reviews also highlighted the need to ensure that diversity is reflected in faculty complement and curriculum.

FINANCIAL IMPLICATIONS:

Not applicable.

RECOMMENDATION:

This item is for information and feedback.

DOCUMENTATION PROVIDED:

Compendium of Reviews of Academic Programs and Units, October 2019 – March 2020

UNIVERSITY OF
TORONTO

OFFICE OF THE VICE-PROVOST,
ACADEMIC PROGRAMS

Reviews of Academic Programs and Units

October 2019 - March 2020

Report to the Committee on Academic Policy and Programs

March 31, 2020

Reviews of Academic Programs and Units

October 2019 – March 2020

Report to the Committee on Academic Policy and Programs

March 31, 2020

Decanal Reviews

Faculty of Arts & Science:
- Department of French
  - Undergraduate: French Language and French Linguistics, B.A. (Hons): Specialist, Major; French Language and Literature, B.A. (Hons): Specialist, Major; French Language Learning, B.A. (Hons): Major; French Studies: Minor; French Language: Minor; Practical French: Minor
  - Graduate: French Language and Literature: M.A., Ph.D.
- Institute for the History and Philosophy of Science and Technology
  - Undergraduate: History and Philosophy of Science and Technology, B.A. (Hons): Major, Minor; Science and Society: Minor
  - Graduate: History and Philosophy of Science and Technology, M.A., Ph.D.
- Finnish Studies program
  - Undergraduate: Finnish Studies, B.A. (Hons.): Major, Minor

University of Toronto Mississauga:
- Department of Philosophy
  - Undergraduate: Philosophy, B.A. (Hons): Specialist, Major, Minor; Philosophy of Science, B.A. (Hons): Minor; Ethics and Society, B.A., (Hons): Minor
- Master of Biotechnology program (MBiotech)

University of Toronto Scarborough:
- Department of Management
  - Undergraduate: Economics for Management Studies, B.A.: Major, Minor; Economics for Management Studies, B.B.A.: Specialist, Specialist Co-op; Management, B.B.A.: Specialist, Specialist Co-op; Management and Accounting, B.B.A.: Specialist, Specialist Co-op; Management and Finance, B.B.A.: Specialist, Specialist Co-op; Management and Human Resources, B.B.A.: Specialist, Specialist Co-op; Management and Information Technology, B.B.A.: Specialist, Specialist Co-op; Management and International Business, B.B.A.: Specialist Co-op; Management and Marketing, B.B.A.: Specialist, Specialist Co-op; Strategic Management, B.B.A.: Specialist, Specialist Co-op

Appendix I: Externally-commissioned reviews of academic programs, October 2019 – March 2020

UTQAP Cyclical Review: Final Assessment Report and Implementation Plan - <mark>DRAFT</mark>

1. Review Summary

Programs Reviewed:	French Language and French Linguistics, BA (Hons): Specialist, Major French Language and Literature, BA (Hons): Specialist, Major French Language Learning, BA (Hons): Major French Studies: Minor French Language: Minor Practical French: Minor French Language and Literature, MA, PhD
Division/Unit Reviewed	Department of French, Faculty of Arts & Science
Commissioning Officer:	Dean, Faculty of Arts & Science
Reviewers (Name, Affiliation):	1. Professor Renée Larrier, Department of French, Rutgers University 2. Professor Mireille Tremblay, Département de linguistique et de traduction, Université de Montréal 3. Professor Sante A. Viselli, Department of Modern Languages and Literatures, University of Winnipeg
Date of Review Visit:	March 21 – 22, 2019

Previous UTQAP Review

Date: March 9-10, 2011

Summary of Findings and Recommendations

1. Undergraduate Programs

The reviewers observed the following strengths:
- Innovative course content and modes of delivery
- Innovative research opportunities for students through work study programs
- Training in language pedagogy has been introduced for graduate student instructors

The reviewers identified the following areas of concern:
- Enrolment in language courses is far too high
- Students are not being placed at the appropriate level by the Online Placement Exam
- Course offerings have been substantially reduced in some areas

The reviewers made the following recommendations:
- Encourage students to take advantage of classroom technology in language courses

2. Graduate Programs

The reviewers observed the following strengths:
- Time-to-degree and program completion rates have improved
- Reviewers are positive about the proposed Professional Master's in French Language

The reviewers identified the following areas of concern:
- Applicant pool for doctoral program is small and lacks diversity
- Course offerings have been reduced in a number of areas
- Concerns raised regarding the availability of faculty for supervision

The reviewers made the following recommendations:
- Give more emphasis to the multiple potential outcomes of graduate education
- Develop strategies for admitting more international doctoral students

3. Faculty/Research

The reviewers observed the following strengths:
- Department is especially strong in linguistics
- Collaboration and research visibility is strengthened by two initiatives: the e-journal ARBORESCENCE and the GRELFA group

The reviewers made the following recommendations:
- Identify areas of concentration as comprehensive coverage is no longer feasible given the size of the faculty complement and the current state of the discipline
- Address workload equity for faculty

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4.   Administration

The reviewers observed the following strengths:

- Strong and productive relations with other units at the University and with governmental and Francophone communities
- Department's five-year plan clearly and effectively sets out priorities and strategic initiatives

The reviewers identified the following areas of concern:

- Discussions with faculty, staff, students and external members highlighted concerns around workload, budgetary uncertainty, transparency in governance and divisions between faculty in different areas
- The administration, professors, and graduate students are widely dispersed

The reviewers made the following recommendations:

- Hold scholarly workshops, colloquia and guest lecture series, and annual receptions to promote collegiality and cohesion
- Develop more exchange programs with other universities, especially in Quebec

Last OCGS review(s) date(s): 2004-05

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Current Review: Documentation and Consultation

Documentation Provided to Reviewers

Terms of reference; Self-study and appendices; Previous review report including the administrative response(s); Access to all course descriptions; Access to the curricula vitae of faculty.

Consultation Process

Reviewers met with the Dean, Faculty of Arts & Science, and Vice-Dean, Academic Planning, Faculty of Arts & Science; French Department Chair, Undergraduate Associate Chair, and Graduate Associate Chair; Tri-campus Faculty; Emeritus Faculty; Sessional and Part-time Lecturers; Administrative staff and senior program administrators; and members of relevant cognate units including Chairs from the Department of Italian Studies, Department of Spanish & Portuguese, Department of Slavic Languages and Literature, and Department of Germanic Languages & Literature.

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
    - Department has stellar domestic and international reputation
    - "Relentless commitment to promote the French Language and culture" reflects Department's understanding of unique political, economic and cultural status of French language in Canada
- Objectives
    - Undergraduate programs are consistent with general objectives and mission of both the Department and the University
- Curriculum and program delivery
    - Linguistics programs are effective in developing analytic and quantitative reasoning skills and reflective of recent developments in the discipline
    - Breadth of Linguistics course offerings is appropriate to faculty complement size
    - Individual project opportunities develop specialist program students' research skills and intellectual autonomy
    - 2018 departmental self-study resulted in several positive curriculum changes, including revisions to course titles, content, and delivery methods, and the creation of writing workshops and tutorials

- Innovation
    - *Table française* (gatherings for informal conversation in French) and online community provide innovative, outside-the-classroom learning opportunities
- Accessibility and diversity
    - Positive efforts to attract Anglo- and Francophone students from a variety of backgrounds
- Student engagement, experience and program support services
    - Departmental efforts to develop meaningful relationships with francophone community sectors enrich the programs and provide context for students
- Quality indicators – faculty
    - Committed, fully engaged French Language stream faculty

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

- Curriculum and program delivery
    - Some undergraduate language classes viewed as too large to allow "homogenous learning, in-class participation, and a relationship with the Instructor"

- Quality indicators – undergraduate students
    - o Language program faces attrition and retention challenges, due in part to gradual reduction of high school students' grammatical background preparation

The reviewers made the following **recommendations**:

- Curriculum and program delivery
    - o Design language courses for specific professional purposes
    - o Limit language class size to align more closely with current best practices at other Canadian institutions
- Innovation
    - o Continue efforts to integrate cultural components into language courses
    - o Online delivery of language curriculum should continue as supplementary only to in-class teaching
- Student engagement, experience and program support services
    - o Increase recruitment efforts to attract students preparing for teaching careers in Canada
- Quality indicators – undergraduate students
    - o Retention could be better supported by revisiting program admission rules, or encouraging persistence by offering beginner students some credit towards a minor or language citation.
    - o Increase recruiting efforts among international students coming to Canada to study English for the Language stream programs

2. Graduate Program
Unless otherwise noted, all bulleted comments apply to all programs reviewed.

The reviewers observed the following **strengths**:

- Objectives
    - o Graduate programs are consistent with Department's and the University's general objectives and mission.
- Admissions requirements
    - o Option for MA applicants to have up to 2 FCEs from cognate disciplines count toward the required 5 FCE in their intended area of study "introduces a welcome flexibility" in the admissions process
- Curriculum and program delivery
    - o Faculty's teaching style, close supervision, mentorship, and variety of course offerings are highly valued by students
- Innovation

- Addition of a seminar in experimental linguistics (to replace a seminar in morphology and semantics) enhances the program and reflects recent development of the discipline over the last two decades
- Student funding
  - Two newly-created additional research grants supplement the traditional funding package

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

- Admissions requirements
  - High core linguistics requirement in MA linguistics stream may pose recruitment challenges due to relatively small number of major/specialist undergraduate programs in French linguistics
- Curriculum and program delivery
  - Required 1.5 FCE in introductory linguistics in Linguistics stream MA and PhD is not well aligned with already relatively high admission requirement
  - Small number of available linguistics courses restricts options for students
  - Level and number of course offerings for PhD students in Linguistics may not be appropriate or sufficient
- Quality indicators – graduate students
  - Difficulty recruiting foreign students or attracting Francophone students, particularly from Quebec
  - Low MA and PhD enrolments, reflecting overall trends in the humanities
  - Time to completion rates are higher than university average

The reviewers made the following **recommendations**:

- Admissions requirements
  - Consider reducing MA program core linguistics requirement to address recruitment challenges
- Curriculum and program delivery
  - Consider more structured instruction in pedagogy for PhD students

3. Faculty/Research

The reviewers observed the following **strengths**:

- Overall quality
  - Stellar domestic and international reputation based on excellence in research and teaching
- Research
  - Faculty members are highly research productive and active in knowledge dissemination, nationally and internationally
  - Breadth of faculty knowledge shows shift in the discipline from traditional century-based coverage to more multi- and trans-disciplinary approaches

- Faculty
  - Department has identified an opportunity to pursue partnerships with the Centre for Indigenous Studies
  - Absence of specialized Canadian/Quebec Literature program offering
  - Productive, well-funded Linguistics stream faculty with effective administrative functioning and strong internal and external research collaboration
  - Faculty complement plan identifies opportunity to hire a specialist in either computational linguistics or bilingualism to complement existing strengths in theoretical and experimental linguistics
  - New initiative awarding small grants for research activity in French is a positive step to increase research output in this area and encourage faculty career advancement

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

- Research
  - Participation rates in funded research activity is lower than the number of opportunities might suggest.
- Faculty
  - Notable absence of faculty specializing in Canadian/Quebec literature and culture to teach required courses in these areas
  - Recent retirements have created an urgent shortage of Linguistics stream faculty members
  - Heavy teaching load limits time available for research, hindering career advancement for some faculty members
  - Frustration among some faculty members regarding unequal distribution of teaching load across the three campuses, an issue currently under consideration by the Dean

The reviewers made the following **recommendations**:

- Overall quality
  - New hires in both linguistics and literature are required to maintain department's reputation of excellence in research and teaching
- Research
  - Address gaps in faculty expertise in specific areas, e.g., French-Canadian Literature, Francophone Literature, 19th-Century Novel, and Early 20th-Century Literature
  - Explore the area of digital humanities to promote trans-disciplinarity and further develop computationally engaged research and teaching
  - Increase research funding application efforts
- Faculty
  - Pursue partnerships with the Centre for Indigenous Studies to create new opportunities for expansion and concentration on Canadian Studies

- o Address the absence of a specialized Canadian/Quebec Literature program offering
- o Pursue Linguistics stream hires (as proposed in the self-study) in Computational Linguistics or Bilingualism, in order to remain competitive and broaden the pool of high quality applicants
- o More teaching-stream faculty are needed to address issue of Language class size
- o Provide mentorship and guidance for junior faculty navigating the promotion process
- o Encourage associate professors to apply for more internal and external research funding

4. Administration

The reviewers observed the following **strengths**:

- Relationships
  - o Excellent relationships among faculty, students, and staff
  - o Department benefits from culture of professionalism, selflessness, and willingness to disseminate knowledge
  - o Commendable leadership of department Chair in program management, teaching, research, and administration
  - o The Department's online, peer reviewed journal is a model of a productive collaboration between French literature and French linguistics fields
  - o Department efforts to create sense of community among faculty spread across three campuses
  - o Excellent administrative staff are "a model of professionalism and collegiality"
  - o Strong, productive relationships with cognate departments
- Long-range planning and overall assessment
  - o Department benefits from strong leadership and willingness to innovate
  - o Positive steps (e.g., recruiting at other Ontario universities) to meet long-range planning challenge posed by declining humanities enrolments

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

- Relationships
  - o Communication difficulty and lack of departmental cohesion due to dispersion of faculty members and students across three campuses
  - o Uncertainty and anxiety among some faculty members as the department faces a period of transformation
- Organizational and financial structure
  - o Student demand for a common area to meet with other students and Faculty, share their experiences at the University, practice French and be more integrated in the university and departmental life

The reviewers made the following **recommendations**:

- Relationships
    - Additional training for staff to help them stay up to date with recent technological advancements

UNIVERSITY OF TORONTO
FACULTY OF ARTS & SCIENCE

February 25, 2020

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

Re: UTQAP cyclical review of the Department of French

Dear Professor McCahan,

Along with the faculty, staff, and students of the Department of French, I am pleased with the external reviewers' assessment of the Department and its programs: Hons. BA, French Language and French Linguistics (Specialist, Major); Hons. BA, French Language and Literature (Specialist, Major); Hons. BA, French Language Learning (Major); French Studies (Minor); French Language (Minor); Practical French (Minor); MA, PhD, French Language and Literature. The reviewers complimented the Department, noting that it "*enjoys a stellar reputation not only in Ontario and in Canada, but also internationally.*"

The quality of this program notwithstanding, as per your letter of January 23, 2020, 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 responses 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 (unit, Dean) 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 French and senior leadership within the Dean's office to develop the following implementation plan incorporating the reviewers' recommendations.

Implementation Plan

The reviewers expressed concern about high school students' readiness to study French at the undergraduate level, citing that "learning or re-learning French could become a daunting task" and linked this with "challenges related to attrition and retention of students."

Immediate-term response: The Department is currently working to address the challenges to changes in French grammar readiness of undergraduate students newly entering the university. In particular, the Department has made an intentional shift in pedagogical approach to coursework toward formative evaluations over the term that permit students to understand and improve their progress and abilities on an ongoing basis, rather than simply relying on summative assessments. The Department also has introduced new formative activities in language courses to foster student engagement with the material, including cultural projects, text analyses, and language portfolios. The Department also has initiated a review of its language offerings, both at the course and program levels, with the aim to improving student skills in French.

Medium-term response: The Department will assess over the next few years how student readiness for advanced language ability benefits from the coursework changes. Upon completing its curricular review, the Department will engage with the Dean's Office about implementing any changes or enhancements to course complement or program structure that may be identified.

Longer-term response: The Department and the Faculty of Arts & Science (A&S) will continue to monitor course and program enrolments to assess student retention.

The reviewers noted large class sizes in undergraduate language courses which, in particular, are too large to allow "homogenous learning, in-class participation, and a relationship with the Instructor." They recommend bringing class sizes "more in line with what it is done at other institutions in Canada."

Immediate-term response: The Department is in the final year of a four-year pilot project that had been initiated to explore a novel approach to language instruction. The goals of the pilot aimed to ensure that students had opportunity to interact with continuing faculty in addition to contract instructors, provide a more structured learning environment to enhance TA training and instruction experience, and to mitigate risk from an excessive number of course sections taught by graduate students while balancing available teaching resources. This pilot structure yields what superficially appears to be large language classes, but in practice they incorporate small class experiences. The pilot has undergone annual monitoring, and modification of the implementation to a 300-level course has already been made to a reduced class size.

Medium-term response: Upon completion of the pedagogical pilot for language instruction, the Department will reflect on the pros and cons of the approach to make a decision about whether to continue, what modifications might be required, or to return to past practice. Any changes that may be warranted would then proceed through standard channels of governance in the Faculty of Arts & Science (e.g. Curriculum Committee).

Longer-term response: Following any changes to curriculum that might result from the curricular review that is underway, the Department will continue to monitor their impact on an annual basis and introduce any necessary modifications to enhance student experience.

The reviewers noted the absence of a specialized Canadian/Quebec Literature program offering, and encouraged the department to pursue partnerships with the Centre for Indigenous Studies to create "new opportunities for expansion and concentration on Canadian Studies."

Immediate-term response: The Department recognizes the limited resources in the areas of Canadian, Indigenous, and Quebec literature in French. A recent CLTA hire has expertise in Indigenous literature in French, and the Department is in the process of seeking to engage with the Centre for Indigenous Studies to foster a mutually beneficial collaboration.

Medium-term response: The Department has identified Quebec/Franco-Canadian literature as an academic priority. A&S is in the process of developing a unit-level academic planning

template to assist units including French in articulating their 5-year vision, which includes faculty complement planning.

As the Department of French proposes complement planning positions, the Faculty of Arts & Science will consider any proposals for new faculty hiring through its standard process via the A&S Faculty Appointments Committee (FAC). Units submit requests in March of each year for consideration by the Faculty Appointments Committee, which includes faculty representatives from across the three A&S 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.

Longer-term response: 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. A&S will consider any proposals for new faculty hiring through its standard process via the A&S Appointments Committee as described above.

The reviewers suggested lowering the M.A. (Linguistics stream) admission requirement to 3.0 FCE in core Linguistics in order to increase the pool of eligible applicants; they also noted a lack of alignment between this relatively high Linguistics admission requirement and the program requirement of 1.5 FCE in introductory Linguistics courses in the Linguistics stream M.A. and Ph.D.

Immediate-term response: The Department acknowledges the challenge to recruitment of the high linguistics entry requirements, and has implemented greater flexibility to the FCE requirement to permit relevant course background from cognate disciplines since the completion of the external review. Unfortunately, this change did not yield the expected results, and so the Department will seek to modify the admission requirements to align with the recommendations of the review.

Medium-term response: The Department will work with the Faculty of Arts & Science to implement revisions to the graduate program admission requirements, as recommended by the review. Any changes that may be warranted would proceed through standard channels of governance in the Faculty of Arts & Science (e.g. Graduate Curriculum Committee).

The reviewers expressed concern about time-to-completion rates for Ph.D. students.

Immediate-term response: The Department acknowledges the issue of time-to-completion for PhD students, and has already struck a departmental steering committee to identify strategies aimed to improve the time to graduation. Specifically, the steering committee will aim to identify how shorter time-to-completion could be encouraged by enhancing graduate funding from within the departmental budget, providing enhanced training opportunities and academic supports to graduate students to prepare them for post-graduation careers, and by identifying ways to streamline program completion requirements. The analysis of program requirements will include assessing procedures and timeline milestones surrounding qualifying exams, thesis proposals, and the language requirement.

Medium-term response: A&S 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. A&S 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 suggested exploring the blending of expertise from other areas into the program to enrich the experience. For example, exploring the area of digital humanities to "promote trans-disciplinarity … and further develop computationally engaged research and teaching."

Immediate-term response: The Department and the Faculty recognize the growing importance of digital humanities research and teaching. The Department is in the process of recruiting a tenure-track assistant professor with a specialization in the area of computational linguistics. This new hire is expected to lead initiatives to further develop computationally engaged research and teaching.

Medium-term response: At the Faculty level, an A&S working group is in the process of developing a proposal for a new EDU to provide courses and instructional support in computational and data studies, targeted toward serving disciplines like French that lie outside the traditional home disciplines of computer science and statistical sciences. This new unit would engage closely with the Department of French, and other units across the Faculty, to support their needs and ambitions in computationally-enriched teaching.

The reviewers raised concerns regarding faculty complement (particularly in Linguistics and Literature) and tri-campus distribution of teaching responsibilities.

Immediate-term response: Since the completion of the external review, the Department has resolved this issue by harmonizing teaching loads across the three campuses.

Longer-term response: As mentioned above, A&S is in the process of assisting units including French in preparing a 5-year academic plan that would include faculty complement planning. A&S will consider any proposals for new faculty hiring through its standard process via the Faculty Appointments Committee as described above.

The reviewers noted communication challenges within the graduate department, both among faculty and between faculty and students, due to the tri-campus nature of the department.

Immediate-term response: Faculty and graduate students from all three campuses are welcome participants in Departmental events, with invitations and information communicated to members based on all campuses. The two Departmental standing committees, Curriculum and Executive, have seats for representatives from UTM and UTSC. Similarly, Graduate committees have seats for UTM and UTSC representatives. The Department will continue to ensure that faculty and graduate student email lists are up-to-date to assure timely awareness across the three campuses.

Medium-term response: To further facilitate collegial and pedagogical interactions across the campuses, the Department is planning to arrange an office-sharing system to provide office space to UTM and UTSC-based faculty for days in which they teach on the St. George campus.

The reviewers noted challenges linked to availability of space, particularly common areas where students can "meet with other students and Faculty, share their experiences at the University, practice French and be more integrated in the university and departmental life."

Immediate-term response: The Department and Faculty both recognize the challenges and importance of space to enhancing academic work and building community, given the physical and resource constraints of the St. George campus. In addition to the office-sharing space usage plan that the Department is developing, described above, it is working to develop creative and low-cost proposals to improve existing spaces with the goal of providing welcoming multi-function rooms for students and for faculty. The Dean's Office will engage with the Department and other stakeholders about any proposals that arise.

Medium-term response: The University is currently engaged in a review of the Colleges, with St. Michael's College hosting the physical location of the French Department. Upon completion of the College review, the Faculty anticipates engaging with leadership at the Provostial and college principal levels along with unit heads to act on recommendations that arise from the review, including any issues related to improving space.

Longer-term response: The Faculty of Arts & Science has identified space as one of its key academic priorities. The Faculty is actively pursuing a long-term space and infrastructure plan which, over time, will significantly improve space available to Arts & Science units, including French.

The Dean's office will monitor the implementation of recommendations through ongoing meetings with the Chair, as well as the A&S unit-level planning process. A brief report to the Office of the Vice-Provost, Academic Programs, midway between the March 21-22, 2019 site visit and the year of the next site visit, will be prepared.

The year of the next review will be **2026-27**.

To conclude, we appreciate that the external reviewers identified the Department of French'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.
Anne-Marie Brousseau, Interim Chair, Department of French, Faculty of Arts & Science
Poppy Lockwood, Vice-Dean, Academic Planning, Faculty of Arts & Science
Asher Cutter, Associate Dean, Undergraduate Issues and Academic Planning, Faculty of Arts & Science
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

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

4. Institutional Executive Summary

The reviewers praised the Department's stellar national and international reputation, and excellence in research and teaching; they described a comprehensive, supportive environment that encourages strong relationships and collaboration, both internally and with cognate units; they noted the Department's dynamic leadership, and the exceptional research productivity of its literary scholars; the reviewers also found the Department well-equipped to meet current challenges faced by many language departments, noting their recruiting efforts at other Ontario universities and praising their efforts to strengthen links with the wider francophone community; finally, they were impressed by the Department's enthusiastic pursuit of pedagogical innovations in response to student demand and the rapidly changing landscape in education. The reviewers recommended that the following issues be addressed: addressing concerns about high school students' grammatical background preparation to study French at the undergraduate level; bringing class sizes "more in line with what it is done at other institutions in Canada"; pursuing partnerships with the Centre for Indigenous Studies; lowering the M.A. (Linguistics stream) admission requirement to increase the pool of eligible applicants; addressing concerns about time-to-completion rates for Ph.D. students; promoting trans-disciplinarity, and further developing computationally engaged research and teaching; addressing concerns regarding faculty complement (particularly in Linguistics and Literature) and tri-campus distribution of teaching responsibilities; addressing communication challenges within the graduate department due its tri-campus nature; and examining challenges linked to availability of space, particularly common areas.

5. Monitoring and Date of Next Review

The Dean's office will monitor the implementation of recommendations through ongoing meetings with the Chair, as well as the A&S unit-level planning process.

The Dean will provide an interim report to the Vice-Provost, Academic Programs midway between the March 21-22, 2019 site visit and the year of the next site visit on the status of the implementation plans.

The next review will be commissioned in 2026-27.

6. Distribution

On <mark>date</mark>, 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 and Science, the Secretaries of AP&P, Academic Board and Governing Council, and the Ontario Universities Council on Quality Assurance. The Dean provided the link to the Chair of the Department.

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

1. Review Summary

Program(s) Reviewed:	History and Philosophy of Science and Technology, BA (Hons): Major, Minor Science and Society: Minor History and Philosophy of Science and Technology, MA, PhD
Unit Reviewed:	Institute for the History and Philosophy of Science and Technology, Faculty of Arts and Science
Commissioning Officer:	Dean, Faculty of Arts & Science (FAS)
Reviewers (Name, Affiliation):	Professor Don Howard, Professor of Philosophy, Department of Philosophy, University of Notre Dame Professor Eda Kranakis, Department of History, Faculty of Arts, University of Ottawa Professor Robert Smith, Department of History and Classics, University of Alberta
Date of Review Visit:	November 15 – 16, 2018

Previous UTQAP Review

Date:

Summary of Findings and Recommendations

1.   Undergraduate Programs
The reviewers observed the following strengths:
- The reviewers highlighted that IHPST is "uniquely positioned" within the university to offer "courses that are rigorous and offer students not only insight into the practices of history and philosophy as methods of inquiry, but also into the methods and practices of the natural sciences and mathematics."

The reviewers made the following recommendations:
- The reviewers recommended that the undergraduate program be broadened, building on strengths in life sciences in particular
- There are other opportunities for development of history of technology, in particular development in areas related to scientific instruments and museums
- The reviewers recommended that the Institute should evaluate the nature and content of undergraduate courses "especially in the light of new hires, seeking to renew and if possible expand its teaching mission

2.   Graduate Programs
The reviewers observed the following strengths:
- The reviewers report that the Institute has responded to the recommendations of the 2007 OCGS appraisal including major additions to the philosophical content of the program, especially in the philosophy of biology, and the overall strength of the faculty
- Overall, "the students were very satisfied with the level of education they were receiving, and their levels of accomplishment certainly attested to the fact that they were being well mentored and encouraged."

The reviewers identified the following areas of concern:
- The reviewers reported that graduate students were unclear about how teaching assistantships were assigned and the timeliness of information concerning course planning was not available in a timely manner
- Given the expansion of the Institute's graduate program, there are at times not enough teaching assistantships for them

The reviewers made the following recommendations:
- The "robust affiliation" with medicine should continue and perhaps connections with public health can be explored
- The reviewers suggested that the "Institute may have to consider what level of graduate admission is appropriate for the job market, and perhaps think more strategically about how it is preparing students for employment" especially in

non-academic career paths

Faculty/Research

The reviewers observed the following strengths:

- The history and philosophy of science faculty have an excellent record of publication and a high level of funding. Senior faculty members have a good international reputation, and junior faculty members are highly productive.

Administration

The reviewers observed the following strengths:

- "In recent years the Institute has excelled in building relations to external academic organizations." The reviewers commented that such connections greatly "benefit the graduate students at IHPST, not only in their research training but also in their professionalization."
- The Institute's administrative structure (director, graduate director, undergraduate director, and various administrative committees) is working well. The reviewers recommended that the current Director be reappointed to a second term.

The reviewers identified the following areas of concern:

- "In the last five years the Institute has almost doubled its number of graduate students and increased its faculty number by one third. The reviewers note that, given Institute's operating budget has remained the same, it is unclear how the unit is able to maintain its activities."

Last OCGS review(s) date(s): 2007

Current Review: Documentation and Consultation

Documentation Provided to Reviewers

Terms of reference; Self-study and appendices; Previous review report including the administrative response; Access to all course descriptions; Access to the curricula vitae of faculty.

Consultation Process

Reviewers met with the Dean, Faculty of Arts & Science, and Vice-Dean, Academic Planning, Faculty of Arts & Science; Principal, Victoria College; Director, IHPST; Director of Undergraduate Studies; Director of Graduate Studies; Junior and senior faculty, Chairs/Directors of cognate units including the Centre for Medieval Studies, Department of History, Mathematics Department, Department of Philosophy; Associate Director, Jackman Humanities Institute; Undergraduate and graduate students; administrative staff, and business manager.

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
    - Course content is well-aligned with Faculty's undergraduate learning objectives for courses in the areas of depth of knowledge, critical and creative thinking, communication, information literacy and social and ethical responsibility
    - Upper level courses appropriately focus on writing, oral presentation, and emphasizing clear and logical exposition
- Curriculum and program delivery
    - Recent focus on enhancing undergraduate programs has led to introduction of new and popular courses
    - Course content covers a range of scientific, historical, and philosophical areas and engages with a variety of primary and secondary sources, including texts, artifacts, images and film
- Innovation
    - Impressive collaborative effort with Victoria College to offer attractive interdisciplinary minor in Science and Society
    - Institute's Scientific Instrument Collection provides opportunities for learning beyond the traditional classroom in the growing area of material culture
- Student engagement, experience and program support services
    - Undergraduate student society is active and enthusiastic; and activities include supporting journal for publication of undergraduate papers
- Quality indicators – undergraduate students
    - Course enrolments have increased at a time of declining humanities enrolments

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

- Curriculum and program delivery
    - Recent effort to increase course enrolments has not been accompanied by the development of a fully coherent and well-integrated set of undergraduate courses
- Quality indicators – faculty
    - Fewer than half of the undergraduate courses offered in 2018-19 academic year, and only two at the 100-level, were taught by tenure-stream faculty

The reviewers made the following **recommendations**:

- Objectives
  - Shift program focus to offering unique, high-quality curriculum in the history and social study of science and technology; de-emphasize philosophy component of curriculum in order to avoid duplication of effort with FAS Philosophy Department
- Curriculum and program delivery
  - Prioritize enhancements to program quality; e.g., increase emphasis on honing of critical thinking and research skills that help students understand how the worlds of science and technology intersect with the worlds of politics, governance, etc., and the implications of these interactions
  - Continue to develop the Scientific Instrument Collection, as well as to develop Museum Studies, as major resources for teaching purposes
  - Conduct a curriculum review in the near future with emphasis on re-examining overall structure of course offerings, creating more coherent and more thought-provoking course titles, increase course offerings to cover more diverse (non-Western) cultural contexts, and improvements to introductory-level courses in history of science and technology, and coordinate better with the Department of Philosophy.

2. Graduate Program

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

The reviewers observed the following strengths:

- Overall quality
  - Graduate programs have a long and distinguished history, with several strong and creative attributes
- Curriculum and program delivery
  - Positive change to MA curriculum to offer new, required proseminar course introducing core theoretical frameworks in history and philosophy of science
- Student engagement, experience and program support services
  - "Active, creative, valued" graduate student organization provides mentoring for incoming students, manages a successful online journal, and collaborates with cognate graduate student association at York University to offer an annual conference
  - Generous allocation of dedicated study space for graduate students
- Quality indicators – alumni
  - Distinguished Ph.D. alumni have since become leaders in various fields
- Student funding
  - Funding system for domestic graduate students is a program strength, providing base funding, fellowships, and additional funds for travel and research

The reviewers identified the following areas of concern:

- Objectives
  - IHPST is navigating a transitional period in the discipline, from an earlier focus on the intellectual history and philosophy of science to a newer model with links to other social science disciplines (e.g., sociology, anthropology); current strategy to increase faculty complement, without meaningful curricular adjustments to keep pace with overarching trends in the discipline, is unsustainable and risks weakening the graduate programs
- Admissions requirements
  - Concerns regarding communication of availability of faculty members for supervision of incoming doctoral students
- Curriculum and program delivery
  - No significant restructuring of the MA curriculum for a long time
  - Required proseminar course for MA students may not adequately cover theoretical frameworks necessary for further study in the discipline
  - Student concerns about the lack of courses dealing with gender and science/technology or with non-Western science and technology
  - Many IHPST courses seem not to be taught on a regular basis
- Accessibility and diversity
  - Strong interest from graduate students in finding ways to "to welcome and to mentor a more diverse and more international student population"
- Student engagement, experience and program support services
  - Concerns about clarity and consistency of communications regarding important rules and deadlines affecting students, as well as year-to-year variability of incoming student orientation program
- Quality indicators – graduate students
  - Recent strategy of increasing undergraduate enrolments has a cascading effect of creating pressure to admit more, and possibly less well-prepared, students to graduate programs; IHPST PhD offer rate is higher than rates of SGS Humanities Division and U of T overall
  - IHPST has a significantly higher ratio of graduate students relative to the size of its tenure-stream faculty than other comparable programs
- Quality indicators – alumni
  - Low rate of placement in tenure-track positions for recent Ph.D. graduates
- Quality indicators – faculty
  - Some doctoral dissertations are supervised by non-tenure stream faculty members or by professors from other universities
  - Nearly one-third of graduate courses offered in 2018-19 were taught by non-tenure steam faculty
- Student funding
  - Concerns about funding structure for international students limiting ability to attract strong international applicants; issue at least partly resolved by university's recent decision to reduce tuition for international PhD students

The reviewers made the following recommendations:

- Objectives
  - Expend more effort to determine how the programs can improve intellectual coherence and excellence
- Admissions requirements
  - Ensure that incoming graduate students are paired with supervisors who are core, tenured or tenure-track IHPST faculty; "in general, students whose scholarly interests do not fit appropriately with the expertise of core IHPST faculty should not be admitted to the IHPST doctoral program."
- Curriculum and program delivery
  - Graduate curriculum should be updated with the following aims:
    - Achieve greater coherence in the structure of graduate course offerings in line with the current state of the discipline
    - Avoid duplication with the Philosophy Department in offering philosophy of science courses
    - Expand course offerings dealing either with gender and science/technology, or with non-Western science and technology
    - Develop more thought-provoking course titles
    - Update IHPST graduate course catalog to more accurately reflect the courses that are taught on a regular basis
  - Consider organizational solutions to problem of duplication of effort between IHPST and the Philosophy department, including restructuring the Ph.D. program as a collaborative effort of the two departments, and generally encourage collaboration with other departments
- Accessibility and diversity:
  - Encourage collaboration between students and faculty to address student concerns about the need to better welcome and mentor a more diverse and more international student population
- Student engagement, experience and program support services
  - Develop a consistent orientation program for incoming graduate students, including written materials, to ensure understanding of rules, deadlines traditions, and the availability of student support services
- Quality indicators – alumni
  - Designate a placement officer to provide career development guidance (e.g., constructing CVs, mock interviews) to improve placement record for Ph.D. graduates

3. Faculty/Research

The reviewers observed the following **strengths**:

- Faculty
  - Institute has distinguished 50-year history, having been home to a number of the world's most prominent historians and philosophers of science

> o   Current faculty includes some superbly talented and highly regarded scholars

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

- Overall quality
    - o   Reputation for leadership in research and teaching has declined in recent years
- Faculty
    - o   Procedures for mentoring junior faculty are not functioning properly
    - o   Serious concerns about seemingly regular practice of having administrative and doctoral supervision duties being performed by faculty who are not full-time, tenured or tenure-stream
    - o   Serious concerns about the overall lack of full professors

The reviewers made the following **recommendations**:

- Faculty
    - o   Urgent need to address shortage of full-time, tenured or tenure-stream faculty

4.   Administration

The reviewers observed the following **strengths**:

- Organizational and financial structure
    - o   Current space allocation and staff complement are "more than generous"

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

- Relationships
    - o   Status and profile of Philosophy in the Institute's vision has deteriorated significantly; due in part to a strained relationship between IHPST and the Philosophy Department
    - o   Relationship with Philosophy Department raises three issues with significant negative impacts on IHPST:
        - Faculty members with joint appointments at both departments have divided allegiance
        - Possible duplication of teaching effort with graduate students studying philosophy of science in two separate graduate programs
        - Collaborative tensions between the two programs
- Organizational and financial structure
    - o   Lack of senior leadership at the full professor level puts future of IHPST at risk
    - o   Absence of clear internal governance and record-keeping procedures
    - o   Lack of transparency and consultation in preparation of the Institute's self-study suggests disturbing lack of trust and collegiality in the unit
    - o   Concerns regarding equitable use and allocation of space, as well as the distribution of responsibilities among staff and faculty complements

- International comparators
  - "Although straight comparisons between programs are complicated by differences in size, mission, organization, and other variables, we would be inclined to place the IHPST in the second tier of such programs in North America."

The reviewers made the following **recommendations**:

- Organizational and financial structure
  - Ensure that senior leadership is in place to take IHPST into the future
  - Immediate attention is required from both the IHPST and the Faculty to address "remarkable and unacceptable" issues around governance and administration and lack of trust and collegiality
  - Improve record-keeping procedures for the graduate programs; graduate director should produce a standardized report annually to collect and preserve essential data and statistics
- Long-range planning and overall assessment
  - "major changes are needed to sustain…[IHPST's] record of achievement and to maintain the IHPST's relevance in a rapidly evolving scholarly and institutional landscape, changes that will affect every aspect of the IHPST's structure and functioning"
  - Committee strongly recommends that IHPST focus mainly on the history of science and technology and that philosophy of science be taught primarily by the Philosophy Department
  - Explore new directions in teaching and research in the history of science and technology, e.g., museum studies, science and technology policy studies, the social impacts of science and technology, and medical humanities

UNIVERSITY OF TORONTO
FACULTY OF ARTS & SCIENCE

February 27, 2020

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

Re: UTQAP cyclical review of the Institute for the History and Philosophy of Science and Technology (IHPST)

Dear Professor McCahan,

I am writing in response to the external reviewers' assessment of the IHPST and its programs: Hons. BA, History and Philosophy of Science and Technology (Major, Minor); and MA, PhD, History and Philosophy of Science and Technology. The reviewers complimented the IHPST on its "*proud history, having been home to a number of the world's most prominent historians and philosophers of science.*"

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 responses 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 (unit, Dean) will take the lead in each area. The Dean's office has discussed the reviewers' comments through consultation with the Acting Director of IHPST and senior leadership within the Dean's office to develop the following implementation plan incorporating the reviewers' recommendations.

Implementation Plan

The reviewers "strongly recommend…that the IHPST reconceive itself as focusing mainly on the history of science and technology as well as, perhaps, the social study of science and technology", and recommend that responsibility for philosophy of science (undergraduate and graduate) should reside in the Department of Philosophy. The reviewers identify opportunities for new directions and urge that planning "look less toward older ways of parsing the field of science studies and more toward the new ways in which science studies is developing"; they state that "[a]t the very least, there must be more effort to determine how the IHPST graduate programs can maintain intellectual coherence and excellence" given changes in the discipline and the IHPST's relationships with other units.

The IHPST has engaged in a series of in-depth consultations regarding the review, including the possibility of reconceiving itself as focusing primarily on history of science and technology. In consultation with the Department of Philosophy, the two units together decided not to pursue this

direction. Instead, the Director has been working with the Dean's office and with the Chair of Philosophy to respond to the curricular concerns raised by the reviewers, and to establish more effective internal and external relationships. The Dean is satisfied that the unit has made remarkable progress over the past year in addressing the reviewers' comments.

Immediate-term response: The program has successfully submitted five new courses and modifications to two existing courses through A&S governance. The new courses address the ways in which the discipline is developing.

Medium-term response: The Acting Director of IHPST has engaged with the Chair of the Department of Philosophy to initiate more direct collaborations between the Department and the IHPST. The two units plan to submit a proposal for graduate program modifications that will enhance ties between the two units. In addition, the Department of Philosophy is planning to submit a new Philosophy of Science minor that will include a requirement for 1.0 FCE in IHPST, and IHPST will more formally draw on philosophy of science courses in the Department of Philosophy, both undergraduate and graduate. The Acting Director of IHPST has initiated discussions with the Chair of the Department of History to establish similar curricular collaborations. Any proposed undergraduate curricular changes will be developed in consultation with the Vice-Dean, Undergraduate, and will be reviewed through the A&S Curriculum Committees and Faculty Council.

Taken together, these curricular changes will build important connections between the IHPST and cognate units and will ensure that IHPST is offering programs that are at the forefront of developments within the discipline.

The reviewers stated that "immediate attention" was required to address the lack of procedures for "coherent, internal governance," "gathering and preserving" graduate program records, and "mentoring of junior faculty"; and the "lack of trust and collegiality" reflected by the lack of a "consultative and collaborative" processes for developing a self-study*.*

Immediate-term response: The Institute has already gathered records related to the graduate programs, including a placement record of graduate students from 1971 to present, time-to-completion, and scholarships. The IHPST has also instituted a more formal record-keeping system.

The Institute has already engaged in several processes to address and begin building collegiality. First, the previous Director conducted numerous meetings with faculty and with graduate students in late 2018 and early 2019. Working with the Office of the Dean and the Vice-Dean, Graduate, eight consultation meetings led to the formation of four working groups, comprising faculty, staff, undergraduate, and graduate students, to consider the IHPST's Intellectual Mission and Vision, its Graduate Programs, its Undergraduate Program, and its Governance and Administration. The Acting Director then met with each faculty member individually in the fall of 2019 and held a graduate town hall for further feedback and clarification in these areas. As well, a collegial and consultative approach to producing the response to the reviewer report, working with the senior leadership team in the Faculty of Arts & Science, reflected the increased sense of trust and collaboration being cultivated within the unit.

A governance review has been conducted and implemented.

Medium-term response: The IHPST has started the process of improving mentorship. Pre-tenure faculty will be assigned a senior faculty member as a mentor, with a scheduled set of meetings to monitor progress and provide sustained support through the tenure process.

The reviewers stated "strongly and unanimously that the IHPST, as currently constituted and staffed, lack[ed]…the kind of senior leadership at the full professor level…necessary to take it into the future" and, given pending retirements and the "comparative professional youth" of current faculty, recommended "a targeted, senior search to identify a new, long-term director of the IHPST."

Immediate-term response: A targeted senior search has been concluded and we expect that a new Director will be appointed, subject to Agenda Committee approval, effective July 1, 2020. The new Director will be mentored by the outgoing Acting Director.

The reviewers expressed concern about the overall lack of full professors in the complement, and the proportion of graduate courses taught by non tenure-stream faculty. They also expressed concern that it appears to be common practice to entrust faculty who are not full-time, tenured or tenure-stream with administrative duties and dissertation direction.

Immediate-term response: The Acting Director has already had one-on-one meetings with each Associate Professor to plan a route to full professorship. The Acting Director has also confirmed that only tenure-stream faculty are teaching graduate courses.

Flagging "intellectual-academic problems that must be addressed to maintain excellence and enhance the potential of the IHPST graduate programs," the reviewers noted that the MA curriculum had not been restructured in some time and recommended updating it: to achieve greater coherence in structure and create conceptual space for science, technology, and society (STS); avoid duplication with the Department of Philosophy; address student concerns about the lack of courses on gender and science/technology or non-Western science/technology; improve course titles; and pare down the course list to reflect actual offerings.

Immediate- to medium-term response: As discussed above, the MA program will, in cooperation with the Department of Philosophy, undergo restructuring to broaden its scope as well as to eliminate duplication of courses. The curriculum will be scrutinized to determine where courses may be eliminated and/or renamed to better reflect the topics taught, the expertise of faculty, and student interest.

The Institute is in the process of completing a search for a tenure-stream faculty member in science, technology, and society (STS) to broaden its expertise in the societal and ethical impact

of emerging technologies. This new faculty member will provide teaching capacity in areas relevant to gender and non-western science.

They also recommended that the IHPST offer a consistent graduate student orientation from year to year; improve graduate record keeping; ensure that doctoral students are only admitted if they fit appropriately with supervisors who are core, tenured or tenure track IHPST faculty; and improve services to assist with post-graduate placements for PhDs. They recommended that students and faculty should collaborate on finding better ways to welcome and mentor a more diverse and international student population.

Immediate-term response: The Institute has already gathered records related to the graduate programs as discussed above. The incoming graduate cohort in 2020-21 will experience a new orientation program, which will remain relatively consistent from year to year.

Medium- to longer-term response: For the 2020-21 cohort and moving forward, graduate students will be admitted only if a suitable tenured graduate supervisor can be identified. Supervisory capacity will be monitored by paying close attention to the size of incoming graduate cohorts. The Institute is appointing a dedicated placement officer to redesign and implement the placement process, and it is a priority for the incoming Director and the Director of Graduate Studies to foster and support a more diverse graduate population in the next couple of years.

The reviewers recommended that the IHPST focus on "developing high-quality undergraduate programs that help students understand conceptual changes in science and how the worlds of science and technology (and their systems of knowledge and practice) intersect with the worlds of politics, governance, institutions, culture, environment, etc." They recommended conducting a curriculum review addressing the overall structure of course offerings, course titles, the teaching of courses that deal with geographical regions beyond Europe and North America, and strategies for introducing students to the history of science and technology to draw them into further study in the area.

Immediate-term response: As noted above, a review of the undergraduate curriculum is now underway. For instance, the online HPS 100 course will no longer be offered. The Acting Director has reviewed and made changes to teaching assignments, which has allowed for more senior and tenure-stream faculty to teach the introductory courses.

Medium-term response: Once the new Director is in place in July 2020, a more extensive curriculum review, including an extensive curriculum mapping exercise, will take place to further develop and refine program learning outcomes at the undergraduate level and how course offerings will support these. This review will include considering options for courses that deal with "geographical regions beyond Europe and North America."

In addition, the IHPST is currently working with Victoria College to determine the best model for delivering the Science and Society minor. Together with Victoria College, the Institute is exploring options to enhance the minor as needed to further attract students to the discipline.

The Dean's office will monitor the implementation of recommendations through ongoing meetings with the IHPST Director, and through the A&S unit-level planning process. A brief report to the Office of the Vice-Provost, Academic Programs, between the November 15-16, 2018 site visit and the year of the next site visit, will be prepared.

To conclude, we appreciate that the external reviewers identified the IHPST's strengths and noted significant areas for development. Given the concerns raised in the review, the next review will take place in **2021-22.** The IHPST 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.
Cheryl Misak, Acting Director, IHPST, Faculty of Arts & Science
Poppy Lockwood, Vice-Dean, Academic Planning, Faculty of Arts & Science
Asher Cutter, Associate Dean, Undergraduate Issues and Academic Planning, Faculty of Arts &
    Science
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

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

4. Institutional Executive Summary

The reviewers underscored that IHPST has a record of achievement that is worth celebrating, having been home to a number of the world's most prominent historians and philosophers of science. They highlighted the Institute's distinguished Ph.D. graduates, who have gone on to become leaders in their fields, the programs' impressive resources, including the IHPST scientific instrument collection, the active graduate and undergraduate student organizations, and the collaborative effort between Victoria College and the IHPST to deliver the undergraduate program. The reviewers recommended that the following issues be addressed: focusing mainly on the history of science and technology and possibly the social study of science and technology; addressing the lack of procedures for coherent internal governance, maintaining graduate program records, and mentoring of junior faculty; the lack of a consultative and collaborative process for developing the unit's self-study; the lack of senior leadership at the full professor level and the proportion of graduate courses taught by non tenure-stream faculty; the need to avoid duplication with the Department of Philosophy; addressing student concerns about the lack of courses on gender and science/technology or non-Western science/technology; offering a consistent graduate student orientation from year to year; improving graduate record keeping; and conducting a curriculum review addressing the overall structure of course offerings and strategies for introducing students to the history of science and technology to draw them into further study in the area.

5. Monitoring and Date of Next Review

The Dean's office will monitor the implementation of recommendations through ongoing meetings with the IHPST Director, and through the A&S unit-level planning process. A brief report to the Office of the Vice-Provost, Academic Programs, between the November 15-16, 2018 site visit and the year of the next site visit, will be prepared. The next review will take place in 2021-22.

6. Distribution

On <mark>date</mark>, 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 of AP&P, Academic Board and Governing Council, and the Ontario Universities Council on Quality Assurance. The Dean provided the link to the Chair of the Department.

UTQAP Cyclical Review: Final Assessment Report and Implementation Plan <mark>- DRAFT</mark>

1. Review Summary

Program Reviewed:	Finnish Studies, BA (Hons): Major, Minor
Division/unit in which program is housed:	Department of Slavic Languages and Literatures Faculty of Arts & Science
Commissioning Officer:	Dean, Faculty of Arts & Science
Reviewers (Name, Affiliation):	Professor Andrew K. Nestingen Department of Scandinavian Studies University of Washington Professor Geoffrey Winthrop-Young Department of Central, Eastern, and Northern European Studies University of British Columbia
Date of Review Visit:	March 18, 2019

Previous Review

Date: November 2004

Summary of Findings and Recommendations

1.   Undergraduate Programs

The reviewers observed the following strengths:

- Unique program is an asset for the University, "a major contributor to the study of Finland in North America and beyond"
- Commendable breadth and range of language and cultural courses

The reviewers identified the following areas of concern:

- Reviewers expressed concern about the emphasis upon grammar instruction in language courses

The reviewers made the following recommendations:

- Adopt proficiency goals for undergraduate language program and follow University's Language Task Force recommendations

2.   Graduate Programs (n/a)

Faculty/Research

The reviewers observed the following strengths:

- Strong leadership role of the program director in developing and sustaining the program and in promoting this field of studies throughout North America

The reviewers identified the following areas of concern:

- Upcoming retirement of the director of Finnish Studies and sole full-time faculty member in the Program

The reviewers made the following recommendations:

- Careful planning for smooth transition to next program director

Administration

The reviewers observed the following strengths:

- Reviewers felt the Program was well housed in the Department of Slavic Languages and Literatures and that good collegial relationships prevailed.
- Laudable and timely goal of establishing a chair of Finnish Studies

The reviewers made the following recommendations:

- Encourage more cross-fertilization between Finnish and Estonian Studies
- Strengthen Finnish language and literature library resources
- Establish a five-year plan for fundraising for the program

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

Current Review: Documentation and Consultation

Documentation Provided to Reviewers

Terms of reference; Self-study and Appendices; Previous review report including the administrative response(s); Access to all course descriptions; Access to the curricula vitae of faculty.

Consultation Process

Reviewers met with the Dean, Faculty of Arts & Science, and Vice-Dean, Academic Planning, Faculty of Arts & Science; Chair, Department of Slavic Languages and Literatures; Finnish Studies Program Lead; Administrative staff including Undergraduate Coordinator, Graduate Coordinator, Department Administrator, and Business Officer; members of relevant cognate units including Chairs from Estonian Studies (Munk School of Global Affairs and Public Policy), Chair of History, Undergraduate Coordinator, Department of Linguistics, Acting Chair, Department of East Asian Studies; and undergraduate students.

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
    - Impressive, high-quality program with strengths in course design and delivery
    - Positive image of the program as developed in the self-study is "fully justified"
    - As the sole Canadian source for university-level Finnish Language study in Canada, program's existence speaks to the University's commitment to language education and the "vibrant, culturally rich environment" of Toronto
    - "The University -- and the Faculty of Arts and Science in particular -- are to be commended for their almost three decades of support and they rightfully should take pride in this program."
- Curriculum and program delivery
    - Language course content situates Finnish language within contemporary culture and students engage with modern, everyday usage including blogs and social media
    - Popular, appealing "gateway" courses in topics such as Vikings, Scandinavian crime fiction, Scandinavian cinema, and Old Norse Mythology attract students and increase program visibility

- Innovation

- o Innovative course instruction methods include community interaction, online communication, and inter-institutional projects
- Student engagement, experience and program support services
  - o Students expressed deep commitment to their studies and to the program
  - o Student-organized clubs enhance student experience and help to sustain their commitment
- Quality indicators – undergraduate students
  - o Students praised the program and expressed interest in further course delivery innovations

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

- Curriculum and program delivery
  - o All course content is developed and delivered by one faculty member
- Quality indicators – undergraduate students
  - o No increases expected in low program enrolments

The reviewers made the following **recommendations**:

- Curriculum and program delivery
  - o Continue developing and offering attractive "gateway" Finnish and Swedish courses to help grow program enrolment
  - o Program would benefit from additional perspectives and teaching methods

2. Graduate Program (n/a)

3. Faculty/Research

The reviewers observed the following **strengths**:

- Research
  - o Program is delivered by director who maintains active, productive research program on functionality in language, which supports innovative Finnish program curriculum and contributes to the broader field of second language acquisition studies

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

- Faculty
  - o Concerns regarding workload capacity, lack of support, and long-term sustainability for program director and sole faculty member
  - o Unlike other North American Finnish language programs, the program cannot currently leverage the availability of graduate student interns funded by the Finnish government to support the delivery of its program

The reviewers made the following **recommendations**:

- Research
  - Provide teaching relief for program director to support continuing research and new course development
- Faculty
  - Explore ways to leverage graduate student interns funded by the Finnish government to support the delivery of the program

4. Administration

The reviewers observed the following **strengths**:

- Relationships
  - Impressive energy, commitment, and collegiality among faculty members in the Slavic Department, where the Finnish program is housed.
  - Size of program enables close relationships between students and program director as well as connections to external Finnish community
  - "One of the great strengths of the program is its combination of core energy and close relationship to local institutions"
- Long-range planning and overall assessment
  - Excellent work of program director and sole faculty member
  - Relatively low cost to operate program aligns with program enrolment
- International comparators
  - One of eight Finnish Studies programs in North America
  - Program offers exceptionally high-quality Finnish language instruction; "unique in Canada and equivalent to several Research 1 universities in North America."

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

- Relationships
  - Lack of integration of Finnish program within the Department of Slavic Languages and Literatures
  - Program students do not feel a strong connection with the Department, which can negatively impact student morale
- Organizational and financial structure
  - Issues around communications (e.g., emails and social media announcements), and the general position of the program as a small minority within the larger department, can lead to perceptions of neglect of the program by the department
- Long-range planning and overall assessment
  - Program lacks a permanent funding arrangement; currently funded with short-term grants from the Finnish National Agency for Education and the Canadian Friends of Finland

The reviewers made the following **recommendations**:

- Organizational and financial structure
    - Encourage open and/or mediated communication between representatives of the program and the department, to establish shared best practices and common goals and to help the program become more fully integrated within the department
    - "Despite current climate difficulties we recommend that the Finnish Program continue to be housed in the Department of Slavic Languages and Literatures"
- Long-range planning and overall assessment
    - Establish a long-term funding stream for the Finnish Studies program through collaboration between the university, the department, the local Finnish community, and the Finnish Ministry of Education

UNIVERSITY OF TORONTO
FACULTY OF ARTS & SCIENCE

February 25, 2020

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

Re: UTQAP cyclical review of Finnish Studies

Dear Professor McCahan,

Along with the faculty, staff and students of Finnish Studies, I am pleased with the external reviewers' assessment of Finnish Studies and its programs: Hons. BA, Finnish Studies (Major); Finnish Studies (Minor). The reviewers complimented Finnish Studies as it *"speaks to the University of Toronto's commitment to language education, and it reflects the vibrant, culturally rich environment of its home city ... and they rightfully should take pride in this program."*

The quality of this program notwithstanding, as per your letter dated January 10, 2020, 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 responses 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 Slavic Languages and Literatures and senior leadership within the Dean's office to develop the following implementation plan incorporating the reviewers' recommendations.

Implementation Plan

The reviewers encouraged finding ways to consolidate support for Finnish Studies at U of T, while acknowledging the current program has seen fluctuating and low enrolment.

Immediate-term response: We are pleased to see that the reviewers emphasized the achievements and successes of the Finnish Studies major and minor. Nevertheless, the review has highlighted the overall low student interest in this area. Total enrollments across years 2-4 of the program have been consistently low, ranging from 2 majors in Fall 2009, to 4 majors and 7 minors in Fall 2019. Finnish Studies typically admits 1-2 new students each year to each of the major and minor. It is not clear that enrolment is fluctuating to any significant degree, given these very low numbers where an increase of one student can amount to a 100% increase in enrolment in any given year. We do note that the major was successful in attracting 2 new students in 2019. Small numbers in individual courses can be beneficial for students; when they lack a cohort group, however, they may lose out on some of the important academic enrichment that comes from class discussion and engagement. We will be working with the Chair to discuss

curricular options that will provide core curriculum shared with other streams in Slavic Languages and Literatures. This will lead to a more stable and sustainable curriculum and will enable Finnish Studies students to be part of a larger student cohort.

Medium- to longer-term response: A&S is home to a number of small programs and recognizes the value of teaching less commonly taught languages. Nevertheless, it will be important for the Dean's office to work with the Chair to evaluate whether changes to the current program design will yield a more sustainable future for the program. If it appears that the major will not be viable in the longer-term, it may be more beneficial to focus efforts on supporting the minor.

The reviewers noted that despite high praise for their courses, the students voiced concerns that all teaching in the program is done by a single instructor: "The only critical comment we heard from them was…that they would appreciate a second, different take on cultural matters." The reviewers also observed that reliance on a single instructor also impacts the sustainability of the research that is done in relation to the undergraduate program. The reliance on a single faculty member also does not provide the diverse perspectives expected in a program of study.

We share the reviewers' concerns about a program in which the curriculum is delivered by a single instructor. This is problematic from a pedagogical perspective. As the reviewers note, students are learning about subject matter from only one perspective. In addition, one person cannot possibly be an expert in all subject matter included in a program. Moreover, this puts the program on unstable footing, making it impossible for one instructor to take any kind of leave without putting the program in jeopardy.

Immediate- medium-term response: We will work with the Chair to look at curricular options that would draw on the expertise of other faculty members in A&S. For example, the Chair is exploring the possibility of including courses from other units that would complement the Finnish language courses anchoring the program. We appreciate the Program Lead's use of guest lecturers but note that students would benefit further from courses delivered in full by other faculty members with a more diverse set of research programs and teaching styles.

The Chair is working with the Associate Dean, Teaching and Learning, to explore these and other curricular options that will provide more stability in the program curriculum.

The reviewers raised a number of concerns regarding the majority/minority dynamic between the Department of Slavic Languages and Literatures and the Finnish Studies program, including issues with intra-departmental communication and student morale; they recommended improving communication and integration between the department and the program to "remove mutual misperceptions" and improve morale in the program.

Immediate- to medium-term response: Finnish Studies is administered through the Department of Slavic Languages and Literatures but is not considered to be a Slavic POSt. The Chair has initiated discussions to integrate the Finnish Studies major and minor into the suite of Slavic programs, including the development of shared core curriculum. This would connect the Finnish

faculty member and students in Finnish Studies to the larger Department, enhancing communication and providing a greater sense of community.

The reviewers recommended that the department consider allowing graduate student interns from Finland to teach Finnish language courses, as has been done successfully at comparator institutions in the U.S.

Immediate- to medium-term response: The Chair is actively pursuing the option of bringing in graduate students from Finland. We note that this initiative, if feasible, would have the potential to enrich the program but will not address the more serious issues associated with the program being delivered by one person.

The reviewers raised concerns regarding workload for the program lead who is also the sole faculty member.

Immediate- to medium-term response: The Program Lead holds an appointment as a CLTA, teaching steam. This faculty member currently teaches 3.0 FCEs, which is typical of teaching stream faculty in A&S. Several of these courses involve enrolments of fewer than 10 students. The workload concerns appear to arise from additional activities relating to community engagement. The Chair will work to ensure that these activities are reasonable and within the job description for the CLTA.

The reviewers recommended finding a permanent financial arrangement to fund a continuing appointment for this position.

Immediate- to medium-term response: The position is currently funded through an endowment, the community, and the government of Finland. We appreciate this community engagement in our academic mission. The Dean's Office will work with the Chair of Slavic Languages and Literatures to examine options for a more stable arrangement in the future.

The Dean's office will monitor the implementation of recommendations through ongoing meetings with the Chair, as well as the A&S unit-level planning process. A brief report to the Office of the Vice-Provost, Academic Programs, midway between the year of the March 18, 2019 site visit and the year of the next site visit, will be prepared.

The year of the next review will be **2026-27**.

4

To conclude, we appreciate that the external reviewers identified Finnish Studies' strengths and noted areas for development. Finnish 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.
Donna Orwin, Chair, Department of Slavic Languages and Literatures, Faculty of Arts & Science
Poppy Lockwood, Vice-Dean, Academic Planning, 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

4. Institutional Executive Summary

The reviewers praised the program as productive and vital, noting its unique status as the only university level Finnish studies program in Canada, and one of only eight in North America; they viewed the program as a reflection of Toronto's vibrant and culturally rich environment, and commended the commitment and innovation of the program's sole faculty member, who has introduced cutting-edge instruction methods to the Finnish classroom, and made impressive efforts to better publicize the program and increase course enrolment; finally, the reviewers noted the great enthusiasm and commitment of the program's students, who enjoy close connections to one another, the program director and the broader Finnish community. The reviewers recommended that the following issues be addressed: finding ways to consolidate support for Finnish Studies at U of T; addressing student concerns that all teaching in the program is done by a single instructor; addressing concerns regarding the majority/minority dynamic between the Department of Slavic Languages and Literatures and the Finnish Studies program by improving communication and integration between the department and the program; considering allowing graduate student interns from Finland to teach Finnish language courses; addressing concerns regarding workload for the program lead who is also the sole faculty member, and finding a permanent financial arrangement to fund a continuing appointment for this position.

5. Monitoring and Date of Next Review

The Dean's office will monitor the implementation of recommendations through ongoing meetings with the Chair, as well as the A&S unit-level planning process.

The Dean will provide an interim report to the Vice-Provost, Academic Programs midway between the year of the March 18, 2019 site visit and the year of the next site visit on the status of the implementation plans.

The next review will be commissioned in 2026-27.

6. Distribution

On date, 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 of AP&P, Academic Board and Governing Council, and the Ontario Universities Council on Quality Assurance. The Dean provided the link to the Chair of the Department.

UTQAP Cyclical Review: Final Assessment Report and Implementation Plan - <mark>DRAFT</mark>

1. Review Summary

Program(s) Reviewed:	Philosophy, HBA (Specialist, Major & Minor) Philosophy of Science, HBA (Minor) Ethics and Society, HBA (Minor)
Unit Reviewed:	Department of Philosophy University of Toronto Mississauga
Commissioning Officer:	Vice-Principal Academic & Dean University of Toronto Mississauga
Reviewers (Name, Affiliation):	1. Professor Marguerite Deslauriers Department of Philosophy McGill University 2. Professor Gary Ebbs Department of Philosophy Indiana University, Bloomington
Date of Review Visit:	February 28 - March 1, 2019

Previous UTQAP Review

Date: January 12 and 13, 2012

Summary of Findings and Recommendations

1. Undergraduate Programs

The reviewers observed the following strengths:

- Well-conceived specialist and major programs that contribute to the development of both reasoning and communication skills

The reviewers made the following recommendations:

- Revise the undergraduate curriculum to create more clarity between levels and flexibility by addressing course overlap, the structure of the introductory course, and scheduling conflicts; by aligning the requirements of the specialist with those of other campuses; and by introducing a required fourth year seminar in the major program to create a capstone experience
- Increase the number of small group interactive experiences to create more opportunities for discussion and exchange

2. Graduate Programs

- N/A

Faculty/Research

The reviewers observed the following strengths:

- High quality of faculty and commitment to students and UTM

Administration

The reviewers observed the following strengths:

- Very high morale among students, staff and faculty

The reviewers made the following recommendations:

- Review the commitment to the Logic major given low enrolment and limited faculty resources

Current Review: Documentation and Consultation

Documentation Provided to Reviewers

Terms of reference; Philosophy Self-study; Previous review report including the administrative response(s); Access to all course descriptions; Access to the curricula vitae of faculty. 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, 2017-2018; UofT Domestic Viewbook, 2017-2018; Tri-Campus Framework.

Consultation Process

The reviewers met with the Vice-Principal, Academic and Dean; the Associate Dean, Undergraduate; the Department Chair; Acting Chair of the Graduate Department of Philosophy; Director of Graduate Studies for the Graduate Department of Philosophy; Assistant and Associate Professors; Sessional Instructors & Part-time Lecturers; Current undergraduate and graduate students; and administrative staff.

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
  - Degree programs are sound, teaching is effective, and the morale of teaching staff and students is good
  - Programs are on par with the very best undergraduate programs at top research institutions in the U.S. in terms of coverage of topics, skills taught, quality of instruction, and unique in their offering of the Specialist
  - Department has acted on most of the recommendations made in the previous review, and made notable improvements to their programs and their curriculum delivery
  - Programs contribute substantially to strengthening students' Creativity, Innovation, and Communication (in line with the objectives of UTM's Academic Plan)
- Objectives

- o Offers undergraduate degree programs that contribute to [UTM's overall] goals, by teaching students how to reflect honestly and critically on a wide range of topics, including the values of integrity, democracy, and academic freedom
  - o Provides students with critical tools to search for new ways of understanding old philosophical problems, and for novel solutions to these problems
  - o Learning objectives and degree-level expectations are appropriate
- Admissions requirements
  - o Admissions requirements are appropriate
- Curriculum and program delivery
  - o The curriculum is designed to provide students with strong foundation in writing and speaking clearly and effectively about difficult philosophical topics - communication skills that can ultimately be applied more broadly
  - o Curriculum and program requirements are rigorous and appropriate, reflecting the structure and breadth requirements of other Canadian research universities
  - o Specialist and Major programs provide a solid grounding in the history of philosophy as well as logic, metaphysics and epistemology, and social and political philosophy, including (where appropriate) the latest scholarship in these fields
  - o Program structure and curriculum, learning outcomes and degree level expectations are all very clear, and are well-communicated to students
  - o Enrolment in the Ethics, Law and Society minor has grown impressively in recent years, indicating strong student interest
  - o The Department aims (with UTM's Political Science Department) to introduce a new joint major in Politics and Philosophy, which would create a strong link between the two units
  - o Valuable year-long experiential learning course for 4th year student involves in-depth philosophical research and leading tutorial sections in introductory courses (this also frees up graduate students to TA in more advanced courses)
- Innovation
  - o Minors in Philosophy of Science, and in Ethics, Law, and Society are innovative programs tailored to attract students from a wide range disciplines (including both Social Sciences and STEM) who have interests that intersect with Philosophy
- Assessment of learning
  - o Courses employ a range of evaluation methods, tailored to the subject matter and the level of the course. These methods all seem appropriate; some are innovative
- Student engagement, experience and program support services
  - o Philosophy Club members clearly feel valued and supported
  - o There is a centrally located office designated for the Philosophy Club's use, where students enjoy frequent, informal interactions with faculty
  - o Students appreciate events organized by the faculty and also are engaged in organizing events, both to build community, and to serve as means to attract students from other disciplines into Philosophy

- o Reviewers were impressed by the students they met with: all were well-prepared and engaged
  - o Students report great satisfaction with the teaching in the department, and interactions with faculty, lecturers and teaching assistants; they also express great confidence in the undergraduate advisor, as do faculty members
  - o Orientation and advising are carried out with competence and compassion
  - o Individual Philosophy faculty and students have undertaken several initiatives to increase student-faculty informal contact, including: a speaker series in which visiting speakers give guest lectures in classes; undergraduate debates and panel discussions on philosophical issues of general interest; meet-and-greet events at the beginning of each term. These initiatives also serve to increase undergraduate interactions with graduate students, and with members of the public
  - o The department participates in UTM open house events, and is making additional efforts to recruit high-school students to the study of philosophy, spearheaded by the UTM Philosophy Club
- Quality indicators – undergraduate students
  - o The New Subject Post Enrolment and Mean Entering Average of New Enrolments for students entering directly out of Ontario high schools shows averages above eighty, and a steady trend of higher averages since 2010
  - o The count of completions has been largely steady since 2010
  - o The final-year academic achievement of students in Philosophy at UTM has risen slightly since 2010

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

- Student engagement, experience and program support services
  - o UTM Philosophy NSSE score for Quality of Interactions is low (25.7% compared with 37.6% for U15 Philosophy departments and 37.2% for all U of T disciplines), however reviewers recognize that this measure concerns interactions beyond those between Department students and faculty, and thus seem to be a broader reflection of students' overall experience with other individuals at the University
- Quality indicators – undergraduate students
  - o Overall Philosophy enrolments have been steady over the past five years, despite a 45% increase in undergraduate enrolments at UTM
- Student funding
  - o Modest student awards are available, but there is no significant funding for undergraduates through the Department (though this is typical of Canadian undergraduate Philosophy programs)

The reviewers made the following **recommendations**:

- Curriculum and program delivery

- o Following significant increases in enrolment in two deductive logic courses and two inductive logic courses, the Department should work collaboratively to identify ways of expanding the number of seats it offers each semester in areas that have proven attractive to UTM students
  - o Continue to experiment with new courses, in an effort to discover which courses are most attractive to UTM students
- Student engagement, experience and program support services
  - o Noting that the Department of Philosophy cannot be responsible for all negatively perceived interactions, it should investigate the reasons for the low NSSE score on this measure, in particular carrying out the planned monitoring of teaching quality
  - o Institute regular, Department-wide efforts to increase response rate on teaching evaluations, to ensure that results accurately reflect student experience
  - o Regularly review comments on course evaluations and identify any trends or themes of student dissatisfaction to address (the Teaching and Learning Collaboration group at UTM may be able to provide data summaries and other resources for this exercise)
  - o Increase faculty participation (from a range of different sub-fields) in outreach efforts
- Quality indicators – undergraduate students
  - o Develop a strategy for increasing enrolment

2. Graduate Program (n/a)

3. Faculty/Research

The reviewers observed the following **strengths**:

- Research
  - o Faculty research is of very high quality, and contributes to a wide range of important topics in contemporary Philosophy and the History of Philosophy
  - o Faculty research is published by first-rate philosophy journals and university presses, and members regularly present at refereed conferences
  - o Faculty research contributions are highly ranked, both nationally and internationally
  - o The scope of areas covered by the faculty is impressively wide, and directly relevant to the teaching mission of the department
  - o UTM Philosophy faculty are an essential part of the tri-campus U of T philosophy faculty
  - o UTM philosophy faculty have won an impressive number of competitive research grants (19 grants, including 11 SSHRC Insight Grants since 2014)
- Faculty
  - o Faculty bring a high-level of professional expertise to their classroom teaching and thesis supervising

        o Faculty enrich the education opportunities of both their undergraduate and graduate students by inviting philosophers from other institutions to meet with UTM students, and organizing conferences at U of T to which students are invited
        o Faculty have held many prestigious visiting professorships at other leading institutions

The reviewers identified the following **areas of concern**:
- Faculty
  - Challenges related to faculty complement planning (additional faculty or replacement of retiring faculty) in light of low enrolments relative to other UTM departments.
  - Department is top-heavy: there is currently only one tenure-stream assistant professor, who will soon be considered for tenure.

The reviewers made the following **recommendations**:

- Faculty
  - Develop a comprehensive five-year complement plan that sets priorities on hiring requests, and addresses challenges of stagnant enrolments and possible retirements
  - Prioritize hiring in Asian philosophy
  - Include in complement plan a request and rationale for making at least one hire at the tenure-stream assistant professor level

4. Administration

The reviewers observed the following **strengths**:

- Relationships
  - Department contributes to Sustainability and Community (objectives highlighted in UTM's Academic Plan)
  - Sessional Instructor and Part-time Lecturers uniformly pleased with the department, and happy to be teaching at UTM
  - Faculty and staff work very effectively to further the teaching mission of the department, and morale across the department (students included) is very high
  - Internal relationships are excellent: faculty express respect and affection for one another, and demonstrate a shared sense of community; students satisfied with courses and expressed respect for the faculty; the work of staff is valued by both students and faculty; teaching staff all spoke warmly of students
  - Department has organized events on important current issues and questions

- Organizational and financial structure

- o Department makes good use of its human resources, as is evident in the high quality programs, recent improvements to curriculum, degree requirements, and course design, and the high level of student satisfaction
  - o Number and organization of department's staff seems adequate for its needs
  - o The Maanjiwe Nendamowinan building (where the department is housed) is beautiful and comfortable, with ample space for faculty, staff, and students
  - o Chair does the majority of the work of managing the department, allowing faculty focus on their research and teaching
- Long-range planning and overall assessment
  - o Department is healthy and productive
  - o Steady and growing interest in philosophy among UTM students: each semester there are waiting lists for many philosophy courses, and rapid rise in enrolments in deductive and inductive logic courses
  - o Department is well poised to continue to successfully recruit first-rate new faculty, as positions in philosophy at UTM are currently very attractive
- International comparators
  - o U of T tri-campus philosophy faculty ranked 10th overall in the English-speaking world and 1st overall in Canada by the Philosophical Gourmet Report
  - o Considered on its own, the UTM philosophy faculty is strong in many central areas of philosophy (such as philosophy of mind, philosophy of language, epistemology, ethics and meta-ethics, ancient philosophy, and 17th-18th century philosophy) and compares favorably with all Canadian philosophy departments, and most U.S. ones of a similar size

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

- Relationships
  - o Co-curricular and extra-curricular events are excellent and integral to department life, but are often organized by faculty independently, without knowledge of what others are organizing for their own classes
- Organizational and financial structure
  - o In Winter 2019, 8 faculty members (out of 15 total) were on leave; loss of over half of the faculty in one semester weakens course offerings
  - o Lack of nearby, dedicated common space in the Maanjiwe Nendamowinan building where philosophy faculty can congregate, and share ideas with each other and with students
  - o Faculty have not reached consensus about the problems the department faces and how best to address them
  - o Too much responsibility falls to the Chair, with very few well-established departmental procedures for making collaborative broad-scale strategic decisions (for example, regarding curriculum development and hiring priorities)
  - o Goal of increasing faculty-student engagement is commendable but may be constrained by necessarily solitary aspects of philosophical enquiry

The reviewers made the following **recommendations**:

- Relationships
  - Develop a system for planning, tracking, and advertising co-curricular events, to increase their visibility and avoid duplication of efforts
  - Increase faculty participation in departmental governance
  - Increase faculty efforts to recruit new students and faculty-student engagement where possible
  - Consider an association with the U of T's Centre for South Asian Civilizations
- Organizational and financial structure
  - Develop a fair procedure for prioritizing leave requests, so that no more than 25% of faculty are on leave simultaneously
  - Reviewers recommend UTM provide the department with a common space for faculty and students to gather; consider reconfiguring existing departmental spaces to achieve this
  - Reconsider current departmental management and leadership structure, to encourage collective strategic decision-making
  - Consider appointing a director of undergraduate studies to assist the Chair in course scheduling, oversight of curriculum, organizing co-curricular and extra-curricular events, and leading department-wide strategic discussions
- Long-range planning and overall assessment
  - Use strategic course scheduling and staffing to expand overall enrolment, while also strengthening the curriculum
  - Create an appropriate detailed complement plan, including clear hiring priorities, to strengthen the already excellent faculty

UNIVERSITY OF
TORONTO
MISSISSAUGA

OFFICE OF THE DEAN

February 25, 2020

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 Philosophy, which was held in February and March of 2019. This Department includes programs in Philosophy, Philosophy of Science, and Ethics, Law and Society. Overall, the reviewers found that the Department is "healthy and productive" and highlighted very high quality research being produced by the faculty. The reviewers further commented that the programs being offered are sound with effective teaching, specifically commenting on the good morale among teaching staff and students. 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 November 28, 2019, as well as from a Chair's Administrative Response submitted by Prof. Diana Raffman, Chair of Philosophy. 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 Philosophy is scheduled for the 2025-2026 academic year, with a midway report submitted to your Office in 2022-2023.

The reviewers observed that NSSE scores for Quality of Interactions in the department were below the University and U15 averages. They encouraged taking measures to monitor the quality of teaching, including increasing the response rate on course evaluations and regularly reviewing the comments on course evaluations to identify and address any areas of student dissatisfaction.

The Department of Philosophy has recently implemented a variety of (empirically validated) techniques for increasing response rate, including some suggested by the U of T Centre for Teaching Support & Innovation. They are particularly interested in the use of *micro-incentives*, as detailed by their colleague Alex Koo in a primer "Course Evaluation Response Rate Tips". In terms of NSSE scores, given that departmental teaching evaluation scores are at or above the UTM means and medians, we agree with Philosophy that this discrepancy is probably not due to the quality of their teaching *per se* but rather refers to a specific type of interaction that students would like to see

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Final Assessment Report and Implementation Plan: Department of Philosophy (UTM)

more of – that is co-curricular experiences with faculty outside of the classroom. The Department is currently working with their student association, the "Undergraduate Philosophy Society", to increase these opportunities. Since the Review, the Club has been very active in promoting student activities with faculty. In addition, the Department is re-purposing the current 'TA Room' to also serve as a seminar and meeting room where both students and faculty can congregate, to build a better sense of community.

The reviewers encouraged developing a system for planning, tracking and advertising co-curricular events to engage as many departmental and community members as possible. They also praised the positive efforts of students in conducting outreach to local high schools, and encouraged faculty to regularly join them and build on these efforts.

The Department has just hired a part-time Recruitment & Communications Officer who, with some assistance from the Chair's Assistant, will be responsible for planning, tracking, and producing publicity and recruitment materials for Philosophy's academic programs and events. Drawing on the successful student outreach to high schools noted above, since July 2019 the Department has run three very successful high school outreach events on the UTM campus with faculty participation. Further events of this nature are already planned. The Dean's Office has also advised working with the UTM Centre for Student Engagement for involvement in additional outreach and engagement initiatives for current students and alumni.

The reviewers found that, overall, the department makes good use of its human resources, but could improve in one key respect, namely by developing a fair procedure for prioritizing leave requests to ensure strong course offerings and student access to the courses they need to complete their programs.

During the period of the Review, more than half of the faculty were, very unusually, on leave or administrative secondments. To avoid this in the future the Department has constructed a shared calendar in which faculty members record their preferred sabbatical terms for the next ten years. Sabbaticals will be scheduled to minimize the number of faculty, especially in a single sub-field, going on leave at the same time. We do not foresee difficulties in this regard for at least the next few years. When conflicts are anticipated, the Chair will form an ad hoc committee of faculty *not* requesting leave during the period in question, to propose possible resolutions based on the details of the particular cases at issue.

Though the new Maanjiwe Nendamowinan Building meets many of the department's needs, the reviewers noted a lack of dedicated common space close to faculty offices to support informal faculty engagement.

Philosophy is resolving this issue with the UTM Space Planning and Management Committee and will be repurposing several rooms in the Department, including the TA Room mentioned above. At the Departmental Town Hall, faculty also confirmed that the existing Collaborative Research Space for Humanities on the third floor of the new Maanjiwe Nendamowinan Building is much appreciated and functions well.

The reviewers encouraged the development of a more comprehensive faculty complement plan that prioritizes a list of potential hires and addresses the current "top-heavy" complement.

The Department of Philosophy has developed a detailed complement plan, which they have shared with the Dean's Office. They expect three retirements in the near future in the core topics of Philosophy of Language, Epistemology, Metaphysics and Mind, and propose replacing these with one junior and one senior hire. In addition, they propose hires in new areas such as Political Philosophy, South Asian Philosophy, and Chinese Philosophy. Hire proposals will be evaluated as part of UTM's annual complement planning exercise. The Department agrees with the Reviewers' recommendation to focus on junior hires, but is emphatic that at least one senior-level hire is very important to the unit.

The department's success with new courses that appeal to students in STEM and other growth disciplines means that there is an opportunity to grow enrolment in the department. The reviewers encouraged expanding the number of seats offered in courses attractive to students and continuing to experiment with new courses.

The Department agrees entirely with the reviewers in this recommendation and will continue their efforts to make their programs and course offerings as attractive, varied, and edifying as possible. The Department's current PHL204H5, Philosophy in Everyday Life, which was designed specifically to attract STEM students has expanded from 90 to 140 seats in the last three years. Several more initiatives are already in operation, have been formally proposed, or are being designed. One such example is the introduction of a "Philosophy 1" program (modeled on the program at University of Toronto St George) that assigns senior philosophy students as mentors to junior students. Another example is their Modern Symbolic Logic course (PHL245H5), which has been transformed into a flipped, hybrid format, and has increased its enrolment from an average of about 170 to over 300. Finally, Philosophy is developing a proposal for a minor program in logic, designed to attract students in Math and Computer Science while also appealing to philosophy students interested in formal areas of philosophy.

The reviewers identified the need for the department to "rethink its management and leadership structure" to support shared responsibility for decision making in areas such as enrolment, curriculum, and complement planning. To that end, they encouraged creating a director/ associate chair of undergraduate studies.

The Department's first Associate Chair, Undergraduate, has been appointed for the 2019-2020 academic year to oversee curricular and other matters concerning academic programs. The arrangement is working extremely well and we expect it will become a permanent position. Starting in 2020-21, several other departmental functions previously handled by the Chair will be transferred to Departmental committees. These will include the distribution of faculty research funds, awarding of student prizes, and selection of public speakers.

Implementation Plan - Department of Philosophy, UTM

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

Immediate Term (6 months)
- Development of new and additional co-curricular opportunities with faculty *(unit)*
- Re-purposing of the 'TA room' *(unit with support from the UTM Space Planning and Management Committee)*
- Hiring of Recruitment and Communications Officer *(unit with support from Dean's Office)*
- Development of new high school outreach events *(unit)*
- Setup of sabbatical calendar and conflict resolution process *(unit)*
- Repurposing of several departmental rooms to resolve space concerns *(unit with support from UTM Facilities and Planning)*
- Submission of relevant hire proposals to annual UTM faculty complement planning exercise *(unit and Dean's Office)*
- Introduction of Philosophy 1 Program *(unit)*
- Changes and updates to courses to appeal to STEM-focused students *(unit and Dean's Office)*
- Addition of new Associate Chair, Undergraduate *(unit and Dean's Office)*

Medium Term (1-2 years)
- Continue high school outreach events *(unit)*
- Continue faculty-student co-curricular activities *(unit)*
- Submission of relevant hire proposals to annual UTM faculty complement planning exercise *(unit and Dean's Office)*
- Continue implementing changes and updates to courses to appeal to STEM-focused students *(unit and Dean's Office)*
- Development and submission for Minor in Logic proposal *(unit and Dean's Office)*
- Continuation of Associate Chair, Undergraduate position *(unit and Dean's Office)*

- Establishment of departmental committees *(unit)*

Long Term (3-5 years)
- Submission of relevant hire proposals to annual UTM faculty complement planning exercise *(unit and Dean's Office)*
- Implementation of Minor Program in Logic after governance approval *(unit and Dean's Office)*
- Continued establishment of additional departmental committees, as needed *(unit)*

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

Sincerely,

Amrita Daniere
Vice-Principal, Academic & Dean

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

AD/hm

Enc: Chair's Response to the 2019 External Review of the Department of Philosophy, UTM

CC: Diana Raffman, Chair of Philosophy

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

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

4. Institutional Executive Summary

The reviewers found the Department of Philosophy to be healthy and productive, with good morale among teaching staff and students; they praised the well-prepared and engaged students, who benefit from the department's rigorous degree programs; they were impressed with the faculty's effective teaching and high-quality research, noting strengths in many central areas of philosophy; and found that the department compares favourably with all Canadian philosophy departments and most U.S. philosophy departments of similar size. The reviewers recommended that the following issues be addressed: taking measures to monitor the quality of teaching, including increasing the response rate on course evaluations and regularly reviewing the comments on course evaluations; developing a system for planning, tracking and advertising co-curricular events; increasing faculty efforts in conducting outreach to local high schools; developing a fair procedure for prioritizing leave requests; addressing a lack of dedicated common space close to faculty offices; developing a more comprehensive faculty complement plan; exploring opportunities to grow enrolment in the department; "[rethinking the department's] management and leadership structure" to support shared responsibility for decision making, and creating a director/ associate chair of undergraduate studies.

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 2022-23 on the status of the implementation plans*.*

The next review will be commissioned in 2025-26.

6. Distribution

On <mark>date</mark>, 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 University of Toronto Mississauga, the Secretaries of AP&P, Academic Board and Governing Council, and the Ontario Universities Council on Quality Assurance. The Dean provided the link to the Chair of the Department.

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

1. Review Summary

Program Reviewed:	Master of Biotechnology (MBiotech)
Division/Unit Reviewed OR Division/Unit Offering Program(s):	Institute for Management and Innovation (IMI), University of Toronto Mississauga (UTM) [Program only review]
Commissioning Officer:	Vice-Principal Academic & Dean, UTM
Reviewers (Name, Affiliation):	1. Professor Janice E.A. Braun, Department of Biochemistry & Molecular Biology, University of Calgary 2. Professor Jocelyn Rose, Director, Institute of Biotechnology, Cornell University 3. Professor Reza Salavati, Graduate Program Director, Institute of Parasitology, McGill University
Date of Review Visit:	March 25 – 26, 2019

Previous UTQAP Review

Date: May 23-24, 2012

Summary of Findings and Recommendations

1.   Graduate Programs

The reviewers observed the following strengths:

- Strong applicants and students
- Innovative program with strong interdisciplinary focus and training
- High quality internships facilitated by strong extramural industrial relationships and support
- Focus on knowledge translation and problem solving

The reviewers made the following recommendations:

- Review the curriculum, including establishing clear knowledge and skills objectives that align with methods of assessment
- Identify prerequisite knowledge and skills in the biological sciences and chemistry to ensure that students can draw on a common body of knowledge
- Coordinate a North America-wide recruitment effort to raise the program's profile and increase the quality of students to an even higher level
- Build relationships between disciplines and with other programs and departments within the University to increase interaction across disciplines, build community for students and drive improvement and sustainability

Faculty/Research

The reviewers observed the following strengths:

- Excellent, engaged and enthusiastic teaching staff

Administration

The reviewers made the following recommendations:

- Adjust governance and administrative structures to facilitate discussion of the program's future directions and scope

Last OCGS review date: August 2007

Current Review: Documentation and Consultation

Documentation Provided to Reviewers

Terms of reference; MBiotech Program Self-Study 2019; Previous review report including the administrative response(s); Access to all course descriptions; Access to the curricula vitae of

faculty; 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 Director of the Institute for Management & Innovation (IMI); the Director of the MBiotech Program; the Associate Director of the MBiotech Program; Science and Management teaching stream faculty members; current students; program alumni; program administrative staff; and IMI administrative staff.

Current Review: Findings and Recommendations

1. Undergraduate Program (n/a)

2. Graduate Program

The reviewers observed the following **strengths**:

- Overall quality
  - Excellence of the MBiotech is widely recognized, both regionally and nationally
- Objectives
  - Effectively prepares students for diverse careers in biotechnology, with particular impact in the pharmaceutical industry
  - Students develop leadership skills to strategically innovate, collaborate, and execute biotechnology projects
  - Program objectives are consistent and clearly articulated
- Admissions requirements
  - Program attracts very high-quality applicants
- Curriculum and program delivery
  - The new Digital Health Technologies field is well conceived and has great potential for training students in an important emerging technology sector
  - Innovation, creativity and team work are evident in the curriculum
  - Successful implementation of collaborative research projects with industry into two mandatory courses and one elective
- Accessibility and diversity
  - Diversity training is available for students
  - Admission requirements, student completion rates and accessibility to physical mental health accommodations have been well considered
- Student engagement, experience and program support services
  - Opportunities for experiential learning beyond the classroom are very strong

- Quality indicators – alumni
  - "high-functioning and high-performing Master's Degree program", with 297 out of 303 surveyed graduates fully employed

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

- Curriculum and program delivery
  - Digital Health Technologies (DHT) field - details of the curriculum, together with the financial and teaching resources needed to support the initiative, should be clarified
- Accessibility and diversity
  - Reviewers expressed concern that the issue of diversity in MBiotech admissions was not addressed in the Self-Study (although constituents expressed enthusiasm during site visit interviews for increasing diversity in the program)

The reviewers made the following **recommendations**:

- Admissions requirements
  - Consider opportunities for MBiotech to take a greater leadership role in recruiting international trainees funded by their home institutions/government
- Curriculum and program delivery
  - Conduct a formal survey of teaching performance and curriculum effectiveness, incorporating feedback from both current students and alumni
  - Discuss and finalize the DHT curriculum with faculty and administrators in a timely manner, and identify course instructors with the necessary expertise
  - Some students felt the program would benefit from increased representation from the agricultural/plant biotechnology sector
  - Better integrate BTC2000 course with job placements that occur later in the program
  - Add 'health insurance' as a specific topic
  - Consider introducing separate theory and research-focused courses in the program for each of the three departments (Biology, Management and Chemistry), delivered by a total of six faculty members
  - Research activities and productivity of the program could be improved by providing elective courses, delivered by tenure-stream faculty
  - Include bioethics in the curriculum
- Innovation
  - Explore opportunities to introduce more cutting edge research into the program, such as offering electives in areas like NMR (Nuclear Magnetic Resonance) in the biological context
- Accessibility and diversity
  - Track gender balance in the program
- Student engagement, experience and program support services

  o Leverage alumni network and program 'brand recognition' to enhance student experience and workplace preparation

  o Explore development of an alumni directory, based on self-identification

  o Provide a more extensive overview to students of the various types of roles within a company, prior to requesting decisions about internship opportunities

3. Faculty/Research

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

- Research
  - o By design, MBiotech is not aimed at developing "business skills and entrepreneurial aspirations" in students so has limited research activities and related productivity
  - o Challenges around identifying new sources of research funding

The reviewers made the following **recommendations**:

- Research
  - o Identify and secure new sources of research funding
- Faculty
  - o Consider hires in Biology and Management, (in the respective areas of Computational Biology, and Analytics and Business Intelligence) to support the delivery of research-focused courses in the MBiotech program
  - o Develop succession plans for teaching

4. Administration

The reviewers observed the following **strengths**:

- Relationships
  - o MBiotech has a very strong and positive internal and external identity, and a remarkably positive 'market brand'
  - o Extensive and active alumni network, who view MBiotech as pivotal in their professional careers and wish to remain engaged with the program and support its future development
- Organizational and financial structure
  - o Program has strong management and leadership, and a well-articulated vision
- Long-range planning and overall assessment
  - o "The University of Toronto is fortunate to have MBiotech as a 'gem' that offers remarkably positive recognition in Canada. The unit should be congratulated on recruiting, motivating and training promising and talented graduate students."
- International comparators

- o Unique program with few international comparators, and ranks highly in comparison to the small number of similar programs
- o Excellent national reputation, due to program's innovative approach to professional education

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

- Relationships
  - o Little evidence of interdisciplinary student collaboration among the IMI graduate programs
  - o Lack of clarity regarding the relationship between MBiotech and IMI
  - o Reviewers recognized the challenges faced by the MBiotech administration in overseeing a program involving multiple departments and interacting with six department Chairs, with often competing interests
- Organizational and financial structure
  - o The value of the Institute for Management and Innovation (IMI) overseeing MBiotech operations is unclear; while the stated goals of this organizational structure are to increase efficiency and enhance interactions with other IMI programs, relationships and activities associated with admissions and marketing are not well defined
  - o The reviewers found the MBiotech financial structure described in the 2019 Self-Study to be unclear and were therefore unable to explicitly comment on it; internal confusion around financial structure and administrative oversight of the budget was also evident during the site visit
  - o Lack of transparency regarding financial resources needed to support a national and international MBiotech marketing strategy; limited evidence of a focused and manageable set of marketing priorities; lack of clarity regarding roles and responsibilities for recruitment activities
- Long-range planning and overall assessment
  - o No significant private space where staff and students can discuss sensitive matters
  - o Challenges identified regarding maintenance of aging laboratory facilities, and strain on equipment and space caused by the large number of students
  - o In contrast to the MBiotech program, IMI "does not appear to have a clear mission or strong identity", although this may be a reflection of its relatively recent establishment

The reviewers made the following **recommendations**:

- Relationships
  - o Develop connections with other IMI programs to foster student networking and professional development opportunities
  - o Establish a forum to enhance communication between students, alumni, faculty and staff, formalize student/alumni interaction, and provide feedback to program administration

- o Establish an Industry Advisory Board for MBiotech to further enhance opportunities for interaction, networking and lobbying
- o MBiotech could benefit from an annual retreat involving faculty, staff and possibly alumni, to allow faculty to exchange ideas and strengthen the program's identity
- o Implement a formalized system of staff performance reviews and conversations to encourage and enhance career development
- Organizational and financial structure
  - o Consider possibility of assigning more budgetary and organizational control to the MBiotech program director and administrative staff
  - o Continue exploring plans to transition IMI to an organizational structure that would allow faculty hires with full-time appointments in IMI
  - o Reviewers felt strongly that MBiotech alumni represent a significant opportunity for new revenue generation; engage with advancement to explore opportunities to initiate a capital campaign to promote MBiotech activities and sustainability
  - o Faculty and program administrators could benefit from an alignment and execution of the MBiotech program around a transparent annual operating budget, to better assess operational effectiveness and target resources to increase their impact, and identify program priorities
  - o Assess all financial and personnel needs of the new DHT concentration and secure the necessary resources; consider opportunities to leverage expertise in medical biostatistics that exists in downtown Toronto for teaching in DHT
- Long-range planning and overall assessment
  - o Create dedicated space for private interaction between students and staff
  - o Promote the 'MBiotech brand' while remaining sensitive to the potential risk of dilution of impact and identity by assimilation within IMI

UNIVERSITY OF
TORONTO
M I S S I S S A U G A

OFFICE OF THE DEAN

February 28, 2020

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 Master of Biotechnology (MBiotech) Program, which was held in March of 2019. This is a professional graduate program offered by our Institute for Management & Innovation (IMI). Overall, the reviewers found that the Program offered an innovative approach to professional education, praising their success at training talented and qualified students for diverse careers in biotechnology and highlighting the impressive employment rates of MBiotech graduates across multiple sectors. Additionally, the reviewers noted that the new Digital Health Technologies (DHT) field was well conceived and offered great potential to students in an important and emerging technology sector. This is a strong foundation for the Program 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 Program, through a Town Hall held on November 27, 2019, as well as from a Director's Administrative Response submitted by Prof. Leigh Revers, Director of MBiotech. Progress checks and monitoring of the implementation plan will occur through Annual Activity Reports submitted to the Director of IMI, with the Director passing on progress in the Annual Activity Reports submitted to the Dean. The next external review of the MBiotech Program is scheduled for the 2025-2026 academic year, with a midway report submitted to your Office in 2022-2023.

The reviewers recommended a more formal survey of teaching performance and curriculum effectiveness, and made a number of recommendations for program enhancement, which mainly arose from their conversations with current students and alumni. In addition to addressing the areas for program enhancement, they encouraged creating better channels for communication and formal feedback among students, alumni, faculty and program leadership on curricular and teaching matters.

Like all other graduate programs, MBiotech uses the University-wide Online Course Evaluation system and trends resulting from these evaluations were provided in the self-study.

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On October 18, 2019, MBiotech hosted their first retreat in direct response to the external reviewer's report and recommendations. They plan to make this an annual event for faculty and staff to improve communication and networking as well as capitalize on opportunities for collaboration within the Program. In addition, MBiotech has created an annual State of the Program Lunch (beginning Spring 2020) where the Program and host department's faculty and administration meet to provide updates and discuss academic relationships and opportunities.

In terms of curriculum enhancement, this was the focus of the first Annual MBiotech Retreat and resulted in very positive interactions among faculty and staff. Instructors were able to present and speak about their specific courses while faculty in management and the sciences learned more about the contributions of the complimentary field to the Program.

The reviewers found that more cutting-edge research could be incorporated into the program, and they proposed curricular and complement changes to support this. They identified challenges with research facilities and the need to secure additional research funding.

The Program is actively bringing research faculty back into teaching through a number of initiatives. They are rejuvenating mandatory science courses as well as offering new electives, including special topics courses, to bring in additional research faculty and encourage them to showcase their research in the classroom.

A number of intertwined challenges face the Program due to their status as the junior partner in split faculty appointments, since appointments in the Program can be no higher than 49% as IMI is an EDU-B. Overload or stipend instruction has been frequently required and faculty appointments must be negotiated with a host department. At the Program-level, the new State of the Program Lunches are designed specifically to address some of these faculty issues by increasing contact and improving communication with host departments. At the unit-level, a proposal to re-organize IMI as an EDU-A is currently in development by the IMI Director. As an EDU-A, IMI will be able to take the lead in resolving a number of these faculty and teaching concerns.

Lab space for teaching and graduate student research (not faculty research) is also of particular concern and the Program continues to negotiate their teaching space needs with specific departments (i.e. Chemical & Physical Sciences and Biology) and UTM as a whole. Connections through the State of the Program Lunches will help to some extent with this as well.

While the reviewers praised the DHT field, they were concerned about the lack of a clear teaching base or plan to deliver the materials, and they found the field would be enhanced by

clearer curriculum mapping, complement planning, and communication among faculty and administrators.

A more detailed curriculum map for DHT is in development pending completion of the first DHT cohort by May 2020 and updates will continue. As the review happened before DHT began, the reviewers would not have had the opportunity to speak to many DHT-specific instructors and faculty present for the review would not have been fully aware of the field and its specialized courses. A full review of the DHT field will take place at the next Annual MBiotech Retreat in the Fall of 2020, including the release of the detailed curriculum map.

The reviewers encouraged the program to further leverage its extensive, active alumni network to enhance the student experience, workplace preparation, and fundraising. They recommended the establishment of an Industry Advisory Board to support interactions, networking and advocacy.

MBiotech's new Industry Think-Tank Group (ITT) will launch in Spring 2020 to replace the current Advisory Board and will include a wider selection of alumni. The Program plans to take advantage of the new full-time IMI Alumni Engagement Officer to improve outreach. MBiotech alumni groups currently exist on LinkedIn and Facebook, and they plan to have the Alumni Officer assist in contacting all of their graduates about joining these groups. MBiotech's *FIFTEEN* event held in April 2019 to celebrate the Program's anniversary was attended by 125 alumni and they plan to leverage this event to do more fundraising and outreach. MBiotech is also launching a new International Ambassadors Program aimed at building opportunities for international exchange; they are currently exploring contacts in Paris and Vienna.

The reviewers noted a lack of recognition in the Self-Study of the issue of increasing the diversity of MBiotech admissions. They also recommended tracking gender balance.

Based on data supplied by the Program, the gender balance fluctuates on an annual basis but the aggregate male-female ratio over the last seven years is 0.93, which overall is fairly balanced. The Program's analysis of the two current cohorts indicates significant diversity in terms of cultural/ ethnic background and also in educational background, though admittedly skewed toward UofT.

The reviewers recommended identifying a private space in which staff and students can discuss sensitive information.

Currently faculty and staff offices, other than the Director's office, are all shared. MBiotech plans to bring this issue to the IMI Space Committee and request that suitable space be set

aside to be shared by IMI programs for this purpose. There are currently some rooms available for private meetings and IMI graduate programs have priority for some of this space.

The reviewers stated that one of their overarching concerns was the lack of clarity in the relationship between the MBiotech program and Institute for Management and Innovation (IMI). They recommended developing connections with other programs in IMI to support professional development opportunities and student networking. They noted that the "value of the Institute for Management and Innovation (IMI) overseeing MBiotech operations is unclear" in the areas of marketing, admissions, and internships.

IMI administrators are better suited to address this concern and we expect this will be raised in the IMI external review, scheduled to take place within the next few years. IMI administrators do meet once a term to discuss issues, concerns, and opportunities for collaboration. The IMI Graduate Student Council encourages cross-program networking, and space is held in common and allocated by the IMI Space Committee as noted above. MBiotech itself offers BTC1860H, their Generations of Advanced Medicine: Biologics in Therapy (GAMBiT) elective course, which is open to other IMI programs and students as well as other UofT students broadly. MBiotech is also proposing a staff restructuring through HR, related to discussions about IMI-wide vs. program-specific staffing structures.

Further to this, as stated above, a proposal to re-organize IMI as an EDU-A is currently in development by the IMI Director. In addition to the faculty resourcing concerns that can be alleviated by this status change, as an EDU-A, IMI will be able to better define its own relationship with the professional graduate programs as well as inter-program relationships. Under this proposed new structure, IMI can provide the necessary framework to unify the programs under a collective vision and plan.

The reviewers found that the basis for resource allocation within the program was unclear, and they encouraged the creation of a transparent annual operating budget to allow resources to be targeted to reflect priorities and improve impact.

UTM Business Services, with the support of the Associate Dean, Graduate, has held a review of all IMI graduate program budgetary processes over the past two years. This has resulted in improved understanding of how budgets should be administered at the program-level. In collaboration with the IMI Director, Operations & Finance, the Program has adopted a more rigorous budgetary planning approach in the 2019 fiscal cycle, supported by accurate quarterly forecasting. The MBiotech Program Director has oversight and control over all program budget matters. The thorough and complete use of Internal Orders has enabled precise expense tracking of all courses and major activities (recruiting, employer development, *etc.*).

4

Implementation Plan – MBiotech Program, UTM

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

Immediate Term (6 months)
- Host first Annual MBiotech Retreat (focus on overall curriculum enhancement) *(program)*
- Host first annual State of the Program Lunch with host department chairs *(program and host departments)*
- Rejuvenation of mandatory SCI courses to bring in more cutting-edge research *(program)*
- Creation of new electives, including special topics courses, to bring in additional research faculty and showcase current research on campus *(program and Dean's Office)*
- Launch new Industry Think Tank (ITT) Group to replace current Advisory Board *(program)*
- Discussion with IMI Space Committee to find private space for discussion of sensitive information *(program and IMI)*
- Revision of budgetary processes and planning *(program, Dean's Office, and UTM Business Services)*

Medium Term (1-2 years)
- Host second Annual MBiotech Retreat, focused on DHT field and curriculum map *(program)*
- Continue *State of the Program Lunch*es, with special attention to teaching lab space needs *(program, host departments, with support from UTM Facilities and Planning)*
- Continue rejuvenation of mandatory courses and introduction of new electives to highlight research faculty *(program and Dean's Office)*
- Alumni outreach improvement *(program and IMI Alumni Engagement Officer)*
- Development of International Ambassadors Program *(program)*
- Increase connections with other IMI programs *(program and IMI)*

Long Term (3-5 years)
- Continue *State of the Program Lunches (program)*
- Continue rejuvenation of mandatory courses and introduction of new electives to highlight research faculty *(program and Dean's Office)*
- Increase connections with other IMI programs *(program and IMI)*

5

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

Sincerely,

Amrita Daniere
Vice-Principal, Academic & Dean

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

AD/hm

Enc: Director's Response to the 2019 External Review of the MBiotech Program, UTM

CC: Leigh Revers, Director of MBiotech Program
Soo Min Toh, Director of Institute for Management & Innovation

Final Assessment Report and Implementation Plan: Master of Biotechnology program

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

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

4. Institutional Executive Summary

The reviewers praised the MBiotech program's innovative approach to professional education, stating that the University is "fortunate to have MBiotech as a 'gem' that offers remarkably positive recognition in Canada;" they found that the program prepares talented and highly qualified graduate students for diverse careers in biotechnology, and that alumni have an impressive rate of employment across multiple sectors; they also praised the new Digital Health Technologies (DHT) field, noting that it "is well conceived and has great potential for training students in an important emerging technology sector." The reviewers recommended that the following issues be addressed: conducting a more formal survey of teaching performance and curriculum effectiveness; creating better channels for communication and formal feedback on curricular and teaching matters; incorporating more cutting-edge research into the program; addressing challenges with research facilities and the need to secure additional research funding; addressing the DHT field's lack of a clear teaching base or plan to deliver the materials; further leveraging the program's alumni network; exploring the issue of increasing the diversity of MBiotech admissions; tracking gender balance in the program; identifying a private space in which staff and students can discuss sensitive information; addressing the lack of clarity in the relationship between the MBiotech program and Institute for Management and Innovation (IMI), and developing connections with other programs in IMI; addressing the lack of clarity around resource allocation within the program, and creating a transparent annual operating budget.

5. Monitoring and Date of Next Review

Progress checks and monitoring of the implementation plan will occur through
Annual Activity Reports submitted to the Director of IMI, with the Director passing on progress in the Annual Activity Reports submitted to the Dean.

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

The next review will be commissioned in 2025-26.

6. Distribution

On <mark>date</mark>, 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 University of Toronto Mississauga, the Secretaries of AP&P, Academic Board and Governing Council, and the Ontario Universities Council on Quality Assurance. The Dean provided the link to the Chair of the Department.

UTQAP Cyclical Review: Final Assessment Report and Implementation Plan - <mark>DRAFT</mark>

1. Review Summary

Program(s) Reviewed:	Economics for Management Studies, BA: Major; Minor Economics for Management Studies, BBA: Specialist and Specialist Co-op Management, BBA: Specialist and Specialist Co-op Management and Accounting, BBA: Specialist and Specialist Co-op Management and Finance, BBA: Specialist and Specialist Co-op Management and Human Resources, BBA: Specialist and Specialist Co-op Management and Information Technology, BBA: Specialist and Specialist Co-op Management and International Business, BBA: Specialist Co-op (no non co-op analog program) Management and Marketing, BBA: Specialist and Specialist Co-op Strategic Management, BBA: Specialist and Specialist Co-op
Division/Unit Reviewed OR Division/Unit Offering Program(s):	Department of Management University of Toronto Scarborough
Commissioning Officer:	Vice-Principal (Academic) & Dean University of Toronto Scarborough
Reviewers (Name, Affiliation):	Benoit Aubert, Director, Rowe School of Business, Dalhousie University Luis Cabral, Chair, Department of Economics, Stern School of Business, New York University Kai Li, Senior Associate Dean, Equity and Diversity, Sauder School of Business, University of British Columbia
Date of Review Visit:	November 14-15, 2019

Previous Review

Date: November 29-30, 2010

Summary of Findings and Recommendations

1.   Undergraduate Programs

The reviewers observed the following strengths:

- Program demand remains high, particularly for the Co-op option.
- The Co-op option has been very successful in training students for the job market.
- The students in the BBA program are of high quality, competitive with students in other Commerce programs in Canada, and ethnically diverse.

The reviewers identified the following areas of concern:

- The inability to achieve admission into the Co-op option causing some frustration among students in the BBA program and especially in the Pre-Management program.
- Significant tension between the non Co-op and Co-op students, who are seen as privileged and favoured.
- Increasing competition for high quality students with the Rotman School and other Ontario institutions
- Program and course do not appear to be structured around a clearly articulated set of learning goals for students. The reviewers noted that it was unusual that students may earn the same degree (the BBA or BCom), but might fulfill very different requirements depending on which U of T campus it is offered.
- Many Green Path students have problems with written and spoken English communication and to some extent comprise a segregated group, even in the classroom.

The reviewers made the following recommendations:

- Reduced pre-program admissions, and increase admissions into the BBA.
- Offer Management-specific career and alumni services.
- Expand number of Co-op placements.
- Develop a specialization in International Business.
- Develop three to four major learning goals for the programs and assess student learning with regard to these goals.
- Address inconsistencies across University campuses with regards to the requirements to earn the BBA or BCom degrees.
- Make additional efforts to support improved communication skills for the Green Path students, and to integrate them into the student body.

- Decrease the focus on economics to potentially add more depth in functional areas like marketing and management information systems.

Faculty/Research

The reviewers observed the following strengths:

- Department has an excellent teaching culture. Both teaching and tenure stream faculty take teaching responsibilities seriously and pursue excellence.
- Teaching loads of tenure stream faculty are light and service commitments limited, leaving considerable time for research.
- Teaching stream faculty feel that they are the "face" of the undergraduate program.
- Strong student satisfaction regarding their interactions with faculty.
- Faculty have a strong commitment to research and have a strong record of publication and successful grant applications.

The reviewers identified the following areas of concern:

- Some tension between teaching and tenure stream faculty
- Faculty profile is less ethnically diverse than that of the students.
- The general absence of the research faculty at UTSC concerning, but may be unavoidable.
- The ratio of students to faculty is seen by faculty as high.

The reviewers made the following recommendations:

- The reviewers recommended that additional faculty be hired over the next few years to fill existing gaps.
- The reviewers commented that the quality of teaching is high, and suggested that faculty might benefit from more in-class peer observation and assessment to support best practice.

Administration

The reviewers observed the following strengths:

- The close relationship with the Rotman School and the CIRHR is an integral component of the research environment.
- The internal governance structure is effective.
- The morale of faculty, staff and students is strong.

The reviewers identified the following areas of concern:

- The Department appears isolated from other UTSC departments.
- External governance of the Department is a serious source of contention.
- Some faculty complained about inadequate office space at Rotman.

The reviewers made the following recommendations:

- The reviewers recommended increased autonomy for the Department, and recommended that it be established as a Faculty of Management.
- The reviewers recommended that the Department be allowed to capture a larger share of additional revenues generated by new initiatives

> - The reviewers suggested that the responsibility for career placement and alumni should be transferred to the Department, requiring some expansion of administrative staff.
> - Provided opportunities for increased interaction between UTSC, Rotman and CIRHR faculty.

Current Review: Documentation and Consultation

Documentation Provided to Reviewers

1. About the University and UTSC: UTSC Strategic Plan (2014/15 – 2018/19); UTSC Academic Plan (2015-20); UTSC By the Numbers; UTSC Admissions Viewbook (2018-19).
2. About the Review: Terms of Reference; Site Visit Schedule.
3. About the Department: Unit Academic Plan, April 2015; Unit Self Study, September 2019.
4. About Programs and Courses: Description of all programs; and description of all courses; Course Enrolments from 2011 to 2019.
5. Course Syllabi.
6. Faculty CVs.

Consultation Process

The reviewers met with the following: the decanal group, including the Acting Vice-Principal Academic and Dean/Vice-Dean Faculty Affairs and Equity, Vice-Dean Undergraduate, Vice-Dean Graduate, Assistant Dean Academic, and Academic Programs Officer; the Vice-Principal Research; the Chair of the Department of Management; junior and senior faculty from both tenure-stream and teaching-stream; the Managing Director, Assistant Director and administrative staff from the Management Co-op Office; departmental administrative staff; BRIDGE and library staff; undergraduate students; and Management alumni;

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

- o The Department offers some of the most prestigious undergraduate business programs in Canada, particularly in the area of experiential learning (specifically, the co-op program)
- Admissions requirements
  - o Management programs attract excellent students, and provide rigorous training
- Curriculum and program delivery
  - o Effective and efficient delivery of programs, given budgetary and staffing limitations
- Innovation
  - o The BRIDGE program (a partnership between Management and the UTSC Library) has achieved impressive results quickly, with limited resources
  - o Co-op component is a distinctive feature of the BBA
- Student engagement, experience and program support services
  - o Students expressed satisfaction with the Department, its programs and its value
  - o Volunteer mentoring program serves as a creative means for providing additional support to students

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

- Curriculum and program delivery
  - o Sustainability of curriculum delivery noted as a concern
  - o Students perceive programs as having excessive core curriculum requirements, limiting their ability to minor outside of Management
- Innovation
  - o Overextension of teaching-stream faculty identified as potential threat to content evolution: teaching so many courses leaves little time for professional development and making updates to course material
  - o Co-op program "is under considerable threat by the emergence of competing programs in Ontario and elsewhere in Canada"
- Student engagement, experience and program support services
  - o Students do not have access to the range of services (e.g. co-curricular activities, teaching support, professional development for non-co-op students, mental health and stress management resources, embedded career centres, student advising) or overall experience that a management student would expect to receive in Canada, given their higher tuition. This could negatively impact the program's competitiveness.
  - o Compared to co-op students, non co-op students are "neglected" in terms of professional development resources and opportunities
  - o Management students form a somewhat insular unit; rarely taking courses outside of the department
  - o Staff indicated that resources devoted to student guidance, onboarding, orientation and community building are very limited; students also reported difficulties in their first year of the program
  - o Tutor support for students also very limited

The reviewers made the following **recommendations**:

- Curriculum and program delivery
    - Enable/encourage students to take more courses and pursue other interests outside of Management, to encourage a higher diversity of views and approaches
    - Encourage more arts and sciences students to take Management courses
    - Additional program flexibility could enhance interdisciplinarity
- Student engagement, experience and program support services
    - Consider creating an embedded career centre for the Department; reviewers note this would be a logical extension of the co-op office's current activities
    - Provide additional support/resources for students to travel to national and international case competition events, which have become an integral component of business education

2. Graduate Program (n/a)

3. Faculty/Research

The reviewers observed the following **strengths**:

- Overall quality
    - Impressive group of research active faculty
    - Good relationships between tenure and teaching stream faculty
- Faculty
    - Tri-campus graduate appointments provide great collaborative opportunities to faculty members
- Research
    - Department is "an impressive research powerhouse"; faculty members are very productive

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

- Faculty
    - Examination of teaching loads for the past two years indicate that teaching-stream faculty members are overextended, teaching a significant number of course sections as overloads
    - Imbalanced division of teaching labour: majority of overloads are taught by teaching-stream faculty
    - Tri-campus graduate appointments inhibit the strengthening of a core at UTSC

4. Administration

The reviewers observed the following **strengths**:

- Relationships
    - Department faculty and staff have fostered a strong sense of belonging for their students
- Organizational and financial structure
    - Staff members are creative in providing students with the required services

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

- Relationships
    - Morale of Department leadership is low, due to lack of resources and limited autonomy
    - Department forms an insular unit at UTSC
- Organizational and financial structure
    - Department is understaffed, particularly in student-facing areas
    - BRIDGE program relies on temporary funding, and a temporary employee
    - Department has much higher student fees, but a much lower budget per student than comparable Canadian institutions
    - Reviewers identified a sense of "organizational fatigue", with all initiatives as temporary projects or solutions, and no permanent resolutions to issues
    - Lack of financial and administrative autonomy potentially limits Department's "entrepreneurial force", as well as incentives to develop new programs and improve existing ones; also impacts recruitment of new Chair
- Long-range planning and overall assessment
    - Lack of meeting, work, and calm space identified as a challenge by all parties in the Department, especially students

The reviewers made the following **recommendations**:

- Relationships
    - Encourage increased interaction and collaboration between Management faculty and other UTSC faculty to enhance interdisciplinary approaches and projects
- Organizational and financial structure
    - Benchmark activities and services offered to management students with offerings at peer institutions
    - Reviewers recommended exploring the possibility of establishing Management as a Faculty at UTSC, or an intermediate step such as establishing it as a School, to increase financial and administrative autonomy, and external visibility

UNIVERSITY OF TORONTO SCARBOROUGH

Office of the Vice-Principal Academic and Dean

February 25, 2020

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

Dean's Administrative Response: External Review of the Department of Management

Dean Susan,

Thank you for your letter of January 13, 2020 requesting my administrative response to the external review of the Department of Management. We want to thank the review team – Dr. Benoit Aubert, Director, Rowe School of Business, Dalhousie University; Dr. Luis Cabral, Chair, Department of Economics, Stern School of Business, New York University; and Dr. Kai Li, Senior Associate Dean, Equity and Diversity, Sauder School of Business, University of British Columbia – for their consultation with us during the site visit on November 14 and 15, 2019, and for their report, which was finalized on November 28, 2019.

In their report, the reviewers stress that there is much to admire about the Department of Management, including: its prestigious undergraduate business program, its impressive and research-active faculty, its effective BRIDGE program, and its dedicated staff. The report also highlights, and makes recommendations around, the following areas of concern: the student experience, faculty complement and sustainability, curriculum, space, and the department's financial and organizational structure.

The external review report was sent to the Chair of the department, Professor David Zweig, on November 28, 2019, with a request to share it widely among the faculty, staff and students. The decanal group, including myself, the Vice-Dean Undergraduate, the Vice-Dean Faculty Affairs and Equity, the Vice-Dean Graduate, and Academic Programs Officer met with the Chair, the Vice-Chair, and the Managing Director, Management and Management Co-op, on January 24, 2020 to discuss the external review report and our administrative response; I am pleased with the depth of the discussion that took place.

In preparing the response below, my office requested an administrative response focused on items within the department's purview from the Chair. His letter to me, dated February 14, 2020 outlines the reviewers' concerns and recommendations, as well as the Department's responses to those recommendations. My administrative response, below, is based on Professor Zweig's letter to me and the external review report.

Let me address the specific points raised in your letter:

Student experience:

- The reviewers noted that the department has higher student fees but a significantly lower budget per student relative to comparable Canadian institutions, and that students may not be receiving services comparable to management students in peer institutions; they recommended benchmarking the activities and services offered in comparator institutions.

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Final Assessment Report and Implementation Plan: Department of Management (UTSC)

In his response, the Chair notes that an additional $50,000 in funding has been allocated to support student co-curricular activities - $35,000 in annual base funding from the Dean's Office and $15,000 from the Chair's discretionary funds. Nevertheless, he emphasizes they are still working with limited financial and staff resources. He reiterates that a key point of the self-study is that per student funding levels in the UTSC Department of Management are "significantly" lower than for comparator business programs, including programs delivered by other University of Toronto divisions; however, he acknowledges that they were unable to engage in a direct "apples-to-apples" comparison because they did not have access to the budgets of other business programs. I have agreement from the Deans of UTM and FAS to a comparison of resource allocations for the delivery of programs similar to those offered by UTSC Management.

- They noted that a number of services provided to Co-op students are not available for non Co-op students.

In his response, the Chair highlights both the tremendous success of the BRIDGE and the Department's progress in ensuring all students engage in a meaningful Work-Integrated Learning (WIL) experience while they are at UTSC. Nevertheless, he notes the Department is aware that non Co-op students may not be receiving the same perceived level of career advising, development and support as do their co-op students. The Chair observes that the Department has developed an embedded career advisor agreement with the Academic Advising & Career Centre that permits one Career Advisor to be available exclusively to Management students for 2 days a week. They see value in expanding this arrangement, but also believe they need to invest in new staff

When considering these concerns, it is important to realize that, along with the resources provided explicitly by the Department of Management, UTSC also provides significant central resources for Management students. Unfortunately, the simple calculation of budget per student, for both Co-op and non Co-op programs, fails to capture these central resources.

Having said that, we agree with the reviewers that our goal should be to resource both Co-op and non Co-op Management students at a level comparable to peer programs and institutions. Towards that end, the Dean's Office commits to undertaking a review of the services provided by peer institutions, and to compare these to the services provided to students within our own Management programs. This review will attempt to categorize which services are explicitly housed within and provided by the Department, and which services are provided centrally, evaluate the efficacy of these existing arrangements, and make recommendations for modifications as deemed appropriate. These modifications could include a standalone unit within the Department of Management.

- They noted that "At all levels, while the staff members are creative in providing students with the required services, there is a general impression of them being stretched to a degree that is not sustainable."

In his response, the Chair praises the commitment of the Department's staff; however, they argue in their self-study that they have fewer staff in place to support their students than do other divisions at the University. The Chair contends that the Department needs immediate investments in new staff across a variety of areas to improve service delivery and outcomes for students; towards this end, he has presented an outline of these needs to the Dean's Office. The comparison with similar units at UTM and FAS noted above should shed some light on the relative staffing support for this unit. I am committed to tri-campus equity in supporting the Management programs. In addition, I recognize that the embedding of a Management department within a faculty of Arts and Science departments systemically limits the fiscal resources and this needs to be addressed.

Faculty complement and sustainability:

- The reviewers raised concerns regarding faculty complement and its impact on the sustainability of program delivery, both in terms of workload for individual faculty members and the distribution of teaching responsibilities among research- and teaching-stream faculty.

The focus of the reviewers' concern here is on what they perceive as a high percentage of overload teaching in the Department, and the potential risk of faculty burn-out over time. In his response, the Chair argues that overload teaching is necessary to forestall increasing class sizes and relying on sessional instructors to deliver courses. To preserve the quality of the Department's programs and courses, the Chair believes the Department needs to hire additional faculty. He acknowledges that the Department has been treated as a priority area for new faculty hires. The Chair notes that they have hired a number of excellent junior faculty over the past nine years, and it should be noted that half of these positions have been growth positions. However, more are required to address the needs of the academic programs and accreditation.

The Chair notes that the faculty/student ratio in the Department sits at 1:57, while in comparable business programs it is closer to 1:20; he believes this faculty/student ratio places the Department at risk of losing its program accreditation with the Association to Advance Collegiate Schools of Business (AACSB). The Chair argues the best way to ensure the Department maintains its accreditation is to make immediate investments in growing the faculty; however, in the short term, it will establish a committee to review AACSB accreditation requirements, and identify the factors and structures that need to change to allow it to engage in independent accreditation. I acknowledge these concerns. Through the hiring of teaching stream faculty (1/3 of the faculty) who teach at twice the load of tenure stream faculty and the substantial deployment of overload teaching, students do have excellent access to faculty that is not fully apparent in the unnuanced faculty/student ratio. However, I acknowledge that this mode of delivery is not sustainable and not consistent with AACSB standards. We are committed to working on the overload concerns in a comprehensive fashion in coordination with the relevant tri-campus units (UTM Management, Rotman Management).

Curriculum:

- The reviewers noted student perceptions that the core curriculum requirement is "excessively large," allowing little flexibility in the program for interdisciplinary pursuits.

In his response, the Chair emphasizes that a core principal of the BBA program is to provide students with a holistic business education in which students can specialize in one area but gain knowledge in all other areas of business – in other words, the BBA program is designed to create well-rounded graduates. Nevertheless, he acknowledges that the heaviness of the BBA core is a well-recognized issue in the Department and, moreover, this heaviness restricts students from taking courses outside the discipline that are of interest or relevance to them.

Accordingly, the Department has committed to (and is already engaged in) a review of their core curriculum requirements. This review will compare their core curriculum to that of other peer institutions and programs, as well with norms established by accrediting organizations. If this review recommends modifications to the core curriculum of the BBA program, the intention is to enact these modifications promptly.

Space:

- The reviewers noted that space concerns are a barrier to community building within the department and "limits interactions between students, and between students and university members."

In his response, the Chair emphasizes that the Department appreciates the recent investments UTSC has made to their space allocations, including a new graduate lounge and the BRIDGE. He acknowledges that space is a pressing concern across the campus, and there is a campus plan for investment in new buildings, including a second Instructional Centre (IC2).

As the Chair indicates, UTSC is currently engaged in creating more academic space across the campus. We hope to begin construction on IC2 within the next two years. With the opening of IC2, the Department of Computer and Mathematical Sciences will move to the new building, freeing up space in the existing Instructional Centre (IC) for the Department of Management.

Financial and organizational structure:

- The reviewers observed that Management's status as a department creates a number of challenges and suggested that the establishment of Management as a Faculty or School might improve morale and allow for greater flexibility in pursuing new initiatives.

In his response, the Chair emphasizes that becoming a faculty is a long-held aspiration of the Department, and this aspiration is a core issue in their self-study. He reiterates that the Department has laid the groundwork for their transition, including establishing advisory groups, creating frameworks, and making recommendations on governance, finances, and services.

It may be helpful to note that the Department of Management frames their aspiration for faculty status as one of achieving greater autonomy. The issue of whether the Department can achieve its goal of autonomy as a Faculty or School of Management is being discussed and considered at senior administrative levels of the University of Toronto. In this regard, one of the guiding principles for the UTSC administration has been to focus on determining exactly what it is that Management desires from the stated goal of "autonomy" (e.g., fiscal autonomy?, the ability to brand the program?), and to work towards achieving these concrete goals, rather than simply focusing on the issue of becoming a "Faculty of Management".

In his letter, the Chair states that a key concern for the Department is their operating budget is tiny compared to the revenue they generate for the campus, and they currently operate under "severe resource constraints." UTSC is currently engaged in providing significantly greater financial autonomy to all academic departments at this campus, and the Dean's Office will continue to work constructively with the Department of Management on this rollout. The Chair has acknowledged this planned transition, but he argues that the Department needs a greater portion of the net revenue the Department generates for UTSC annually. I anticipate more augmentation to Management's budget as a result of the tri-campus review of the delivery of all Management programs at the University of Toronto.

The Dean's Office will monitor the implementation of recommendations through ongoing meetings with the Chair. A brief report to the Office of the Vice-Provost, Academic Programs, midway between the November 14-15, 2019 site visit and the year of the next site visit, and no later than Winter 2024, will be prepared. The next external review of the Department has been scheduled for 2026-27.

Regards,

Professor William Gough
Vice-Principal Academic and Dean

Implementation Plan

Action	Timeline	Lead
Management to move to the new activity-based budget structure	Immediate (May 2020)	Dean, William Gough
Comprehensive review of centralized services, including Academic Advising & Career Centre, Access*Ability*, Health & Wellness, etc.	Immediate (May to August 2020)	Dean, William Gough or designate; Managing Director, Management and Management Co-op; Senior Manager, Academic Advising & Career Centre; Representative, Health and Wellness
Core curriculum review	Immediate to Medium (November 2019 to November 2020	Chair, Department of Management, or designate
Review of AACSB accreditation requirements	Medium to Long (July 2021 and ongoing)	Chair, Department of Management, or designate
Comparison of business program funding budgets at U of T/review of department's budget	Immediate to Medium (6 months to 2 years)	Dean, William Gough
Review of department report on overload teaching and faculty complement	Immediate (6 months to 1 year)	Dean, William Gough
Continued discussion around transitioning the Department to a faculty or school	Medium to Long (1 to 4 years)	Principal, Wisdom Tettey Provost, Cheryl Regehr

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

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

4. Institutional Executive Summary

The reviewers praised the Department as offering some of the most prestigious undergraduate business programs in Canada, particularly for the co-op programs, in the area of experiential learning; they noted that the Department is an "impressive research powerhouse," with a highly accomplished group of research-active faculty; they found the faculty to form a cohesive and strong group, enjoying good relationships between the tenure and teaching streams; and the reviewers were impressed by the strong student satisfaction with the Department and overall sense of belonging. The reviewers recommended that the following issues be addressed: addressing student academic experience concerns such as higher student fees vs. significantly lower budget per student relative to comparable Canadian institutions, and that students may not be receiving services comparable to management students in peer institutions; benchmarking the activities and services offered in comparator institutions; addressing the issue that a number of services provided to co-op students are not available for non-co-op students; addressing concerns regarding staff being stretched "to a degree that is not sustainable"; addressing concerns regarding faculty workload and the distribution of teaching responsibilities among research- and teaching-stream faculty; addressing student perceptions that the core curriculum requirement is "excessively large," allowing little flexibility in the program; examining the issue of space constraints as a barrier to community building within the Department; and exploring the possibility of establishing Management as a Faculty or School.

5. Monitoring and Date of Next Review

The Dean's Office will monitor the implementation of recommendations through ongoing meetings with the Chair and the Department.

The Dean will provide an interim report to the Vice-Provost, Academic Programs no later than Winter 2024 on the status of the implementation plans.

The next review will be commissioned in 2026-27.

6. Distribution

On <mark>date</mark>, 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 UTSC, the Secretaries of AP&P, Academic Board and Governing Council, and the Ontario Universities Council on Quality Assurance. The Dean provided the link to the Chair of the Department.

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APPENDIX I

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

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

These reviews are reported semi-annually to AP&P as an appendix to the compendium of external reviews. There are none to report for this period.